

This highly individualised programme offers a comprehensive guide for primary and secondary leaders on designing and delivering a coherent Pupil Premium strategy. It blends evidence-based guidance on effective implementation with practical examples drawn from participants' own strategies, while supporting all aspects of the DfE strategy template. The programme takes place over four sessions.

Key features:

- Uses participants' existing strategies to explore key issues and ideas
- Provides a clear walkthrough of each section of the DfE template
- Threads EEF implementation guidance throughout, with tailored examples for primary and secondary settings
- Includes a free survey and analysis report on pupils' sense of belonging in participating schools.

Programme Overview

Module

Overview

Monday 13 October
Online (3.30-5pm)

1. Owning the challenges of disadvantage

This module develops an understanding of the challenges of educational disadvantage and the key messages for school leaders to consider when planning their strategy. It defines educational disadvantage and uses the statement of intent section of the PP strategy document to show how to unite teachers and support staff around the disadvantage strategy.

2. Setting clear and measurable outcomes

This module explores the different types of assessment data and school information that leaders should consider when identifying the challenges of their disadvantaged pupils. It exemplifies how to describe these challenges in the PP strategy and set aspirational and measurable outcomes for disadvantaged pupils over the strategy period.

Thursday 6 November
In-person (9.30am arrival - 2.30pm)

3. Understanding what constitutes strong evidence

This module unpicks the different forms and functions of research evidence and how to use internal and external evidence to select teaching strategies to address the challenges identified in the statement. It uses examples and non-examples of what constitutes effective use of evidence by school leaders to guide their decision-making.

4. Prioritising high quality, inclusive teaching practices

This module explores the EEF tiered model and explains why high-quality teaching is the most effective lever for improving outcomes for disadvantaged pupils. It guides participants in using evidence to identify the most promising areas for developing teaching and learning, while emphasising the need to align decisions with the specific context of the school.

5. Developing an impactful teaching and learning strategy

This module emphasises the importance of selecting teaching approaches that directly address identified challenges. Using a theory of change model, it helps leaders map the causal links between barriers and desired outcomes, ensuring chosen strategies are purposeful and effective. The session also explores how professional development can support teachers to implement these strategies with confidence and impact.

Sessions continue overleaf ➡

"I have found the programme extremely beneficial. It has been very helpful and resulted in a lot of reflection - I feel much more confident in writing the strategy."

Dates:

- **Monday 13 October**, online, 3.30-5pm
- **Thursday 6 November**, in-person 9.30am-2.30pm (Carshalton Beeches, SM5 4NP)
- **Thursday 20 November**, in-person 9.30am-2.30pm (Carshalton Beeches, SM5 4NP)
- **Monday 1 December**, online, 3.30-5pm

Costs:

- **Early bird rate** £499 per school (up to two delegates including Senior Leader responsible for the Pupil Premium Strategy). Book your place by 5 September.
- **Autumn rate** £599 per school (up to two delegates including Senior Leader responsible for the Pupil Premium Strategy).

Please contact Jo on jjacobs@greenshaw.co.uk if you have any questions.

Programme Overview

Module

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Thursday 20 November
In-person (9.30am arrival - 2.30pm)

6. Selecting interventions more likely to work

This module develops an understanding of how to interpret assessment and survey data and use EEF tools and resources to select robust academic interventions to address the needs of pupils who are achieving below age expectations. It draws on the learning from other modules to help leaders make more informed, evidence-based decisions about interventions and how to evaluate their relative merit.

7. Understanding the drivers of low attendance

This module explores the wider strategies sections and focuses on the root causes of low pupil attendance. It looks at the emerging evidence around attendance and evidence-based interventions for improving attendance. The module also supports leaders to interpret the results from their free Pupil Insights surveys – completed in advance by pupils – and how to plan next steps using focus groups and targeted pupil voice.

8. Building belonging and social inclusion

This session helps leaders strengthen belonging and inclusion across their school. It explores how disconnection can affect pupil engagement and attendance, and what schools can do to prevent it. Leaders will reflect on their current culture and consider how to build stronger relationships, inclusive routines, and positive daily experiences that help every pupil feel part of the school community.

Monday 1 December
Online (3.30-5pm)

9. The short, medium and long-term markers of success

This module outlines how to evaluate intended outcomes using the theory of change model, and provides guidance on different short, medium and long-term evaluation measures. It draws a distinction between process and outcome measures which helps school leaders set appropriate implementation goals that can be used to evaluate the effectiveness of changes in relation to principles of fidelity, acceptability and reach.

10. Reviewing impact in a meaningful and manageable way

This module provides practical guidance on completing the review section of the Pupil Premium strategy document. It explains how to effectively evaluate the impact of your strategy, drawing on evidence to inform future improvements. The module includes clear examples to support leaders in making the review process purposeful, evidence-informed, and focused on improving outcomes.