



Excellence in Use of Pupil Premium Grant Award (EUPPGA)

An in-depth audit that will give you the confidence that your provision is accurately evaluated and has an action plan to take it forwards

The Excellence in the Use of the Pupil Premium Grant (PPG) Award programme provides support and guidance to institutions on making the most effective use of this additional funding in order to:

- Nurture aspirations and help light ambitious pathways to future success
- Build on what pupils bring with them, valuing their visions and dreams
- Develop well rounded, confident and resilient young people ready for the next stage of education or training
- Remove any barriers to learning to enable the highest possible levels of achievement.

Who is it for?

- Any institution that receives the PPG, no matter how small or large the number of pupils eligible for the PPG.

How long is it current?

- 2 years with an option for a yearly light touch visit to upgrade from Gold to Platinum or to confirm continued excellence.

Benefits

- a visit to your place of work where all key staff and a representation of stake holders will meet with the auditor



- informative and informed discussions during the on-site visit with an expert auditor who will provide advice, make suggestions, share best practice garnered from their professional experiences and knowledge of relevant research
- a review of website documentation linked to PPG and an evaluation of how the school presents itself
- a report is generated from the visit which highlights the best practice and identifies action points for improvement
- the body or institution is able to use the excellence in the use of the PPG Logo
- access to regular Incyte newsletters and updates
- access to our PPG experts' advice
- access to best practice in relation to the most effective uses of the PPG amongst other award holders
- access at discounted rates to Incyte's comprehensive online training for staff on raising achievement for PPG pupils.

What makes this award stand out from other awards?

- we tailor the audit around your context and the needs of your intake – our auditors are skilled at unpicking the contextual factors for individual institutions and understand the implications in terms of how education, and systems such as for attendance, may need to be structured and adapted
- we recognise that social and economic disadvantage does not solely impact on those identified as eligible for the PPG, and there are others with needs who may not qualify but will benefit from the PPG strategies in place
- there is a high focus on quality first teaching and a high-quality curriculum built and shaped around the needs of pupils eligible for the grant, as well as others who may experience similar barriers to learning
- we examine the strategies and plans that the institution has put in place to support PPG pupils and how well these are supported by evidence and research (national or in-house)
- we look at how interventions are used where additional support is needed over and above quality first teaching
- we recognise innovative and creative practice that really makes a difference to pupils' learning and progress
- we put pupils at the heart of our award by ensuring that expectations of them are high and that institutions create an inclusive culture where all pupils are of equal value
- we particularly focus on key areas where pupils from poorer backgrounds often need support such as reading and vocabulary, not just in English, but across the whole curriculum
- we also look at how the institution supports PPG pupils' wider personal development, including their spiritual, moral, social and cultural development.

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- we focus closely on additional areas, such as attendance and behaviour, to see the extent to which these are barriers to good achievement
- the audit has a sharp focus on leaders' skills of analysis and how forensic they are in identifying gaps in learning to inform strategies
- we also focus on the sharpness of the organisation's self-evaluation to assess the impact of the PPG and how it is being used
- we do not expect institutions to collect a wide range of evidence to present to the panel prior to the audit. We work with what you already do, day in day out.

The Awards

The Platinum Award

To gain The Platinum Award, the organisation will need to gain Grade 1 of the 3 grades in each of the categories and demonstrate innovative practice that goes above and beyond that which is found normally. They will need to demonstrate that this work makes a positive difference to the people in their care.

The Gold Award

To gain The Gold Award, the body or institution must meet all the most pupil premium grant criteria with only a few minor aspects that need to be addressed.

In order to gain either awards the school, body or institution will need to demonstrate

- that leaders, including governors, are ambitious in their expectations of pupils eligible for the PPG, and others who experience similar social or economic disadvantages i.e. how well leaders set the tone and ensure a positive, inclusive culture
- leaders' understanding of the school's context and the needs of pupils who may be disadvantaged in their access to learning and education due to their social and/or economic background and uses this understanding to shape its provision, especially the curricular provision - how sharply the institution assesses learning needs on entry to the school, particularly around reading, vocabulary and wider knowledge, will be a key focus
- that the PPG strategy and any underpinning planning is robust, and objective and actions well planned and targeted to eliminate the issues that get in the way of learning; that leaders reflect the PPG planning priorities in whole school strategic plans such as the school improvement plan and equality objectives
- the institution publishes the required information on its web-site and meets the requirements of the PPG as set out by the DfE



- that in drawing up its PPG strategy and underpinning plans, the institution draws upon published research, as well as any internal research undertaken by staff, and takes an evidence-based approach – it makes use of DfE guidance on the use of the PPG
- that the institution has a named lead for PPG and they have sufficient status and authority to drive whole school strategies
- that middle leaders have clear roles – whether they are subject leaders or pastoral – in relation to promoting the academic and personal development of PPG pupils
- that key leaders and managers are working together where the needs of some PPG pupils, or sub-groups within the PPG pupil group, intersect i.e. the Designated Safeguarding Lead; pastoral leaders; the SENCo; EAL co-ordinator etc
- that there is a rigorous and robust analysis of the impact of the PPG. This includes identifying at the planning stage how the impact will be assessed and ensuring that the right information is captured to enable accurate evaluation, using both qualitative and quantitative evidence
- that governors/trustees are effective in their oversight of the use of the PPG and its impact; this includes how well different committees perform different tasks around the scrutiny of the PPG
- that staff are well trained to deliver high quality teaching and support and that training extends to teaching assistants and other non-teaching staff who are providing support to PPG pupils
- that the institution has a curriculum that is tailored to meet identified needs; it is carefully sequenced based on well analysed assessment information
- that teachers deliver the curriculum well; they make skilled use of assessment for learning to check ongoing understanding, making sure any misconceptions are addressed and more able pupils are challenged to develop deeper understanding
- academic outcomes for PPG pupils improve, and gaps narrow significantly or are closed - this is evident through comparisons of the performance of PPG pupils in any externally published test or examinations with the performance of others nationally
- the taught curriculum is supplemented thoughtfully by visits and visitors, and extra-curricular activities that support the broader academic and personal development of PPG pupils – where activities are open to everyone, leaders make sure that PPG pupils are not underrepresented
- the institution focuses on providing a strong, age-appropriate framework for education about future life; the opportunities open to young people such as university, apprenticeships and careers, and how to access these
- the institution has appointed appropriate support staff based on the needs of PPG pupils and they are deployed effectively to make a difference
- that the interventions in place, especially additional lessons before or after school and out-of-class one-to-one or small group sessions, can be justified on the basis of need and efficacy, are time limited and dovetail with the work in class
- given the Covid-19 lockdown, how strategically the institution is thinking about home learning, partly in the event of another lockdown, but also in terms of how it might build on distance



learning practice that worked to re-shape homework (includes consideration of IT resources and access)

- the institution has robust systems for checking and improving the attendance of PPG pupils so that this is rapidly improving or similar to that of others nationally
- that analysis of behaviour logs is rigorous and any overrepresentation of PPG pupils in negative behaviour statistics, or indeed underrepresentation in positive behaviour statistics, is tackled so that behaviour patterns amongst PPG pupils are rapidly improving or are no different to those of others
- that work on pupils' personal development helps to build the resilience and confidence of PPG pupils, enables them to explore their identity and aspirations and to make a valid contribution to school life
- the work with parents and families to support them and their children in relation to learning, behaviour, attendance and physical and mental well-being
- those PPG pupils who are identified as having special educational needs are, firstly, accurately identified and, secondly, as effectively supported as others and their potentially wider needs, as a result of economic and social disadvantage, are recognised, understood and addressed by the SENCo and the SEN team
- that the institution's equality policies and work on equal opportunities considers if/where any inequalities remain in relation to the outcomes (learning, behaviour, attendance, personal development) of pupils eligible for the PPG and others (comparing nationally) and identifies gaps in its equality objectives
- the work on equal opportunities, diversity and inclusion addresses myths and stereotypes about pupils eligible for the PPG, i.e. that they or their parents 'have no aspirations'; eliminates any bias, conscious or unconscious; identifies and addresses any structural or systemic barriers i.e. the way pupils are grouped for learning which might disadvantage PPG pupils
- the views and perceptions of pupils eligible for the PPG on how well the institution supports their learning, personal development and future aspirations.

The visit and scrutiny of policies will test out

- the extent to which the organisation knows and understands its **context**, and the **precision** with which the **needs** of the range of pupils eligible for the grant are **defined**
- **leaders**, including governors, are **ambitious** in their expectations of PPG pupils, and others who suffer from economic and social disadvantage
- how effectively **analysis** of needs and assessment is **used to inform planning** for the use of the PPG



- how well the institution has developed and embedded a **high-quality curriculum** that takes pupils' learning and wider needs into account
- the extent to which **quality first teaching** is embedded across the organisation and the skill with which staff use **assessment for learning** to check and continuously improve progress
- the **focus on future life** and comprehensive exploration of higher education, careers and the world of work
- the support for **personal and social development** including pupils' spiritual, moral, social and cultural development
- how effectively any gaps in **attendance** and **behaviour** are levelled up
- the school's inclusiveness of PPG pupils in every aspect of school life.

The framework is regularly updated to include changes in guidance and legislation

Scoring

3	Needs urgent action. Not meeting requirements
2	Mostly meets requirements but still some significant recommendations
1	High standard with possibly only one or two recommendations. Evidence of innovative and creative practice that has a positive impact on the wellbeing and mental health of all stakeholders.

