

Leadership and Management

The following ideas and resources are taken from a range of case studies. Although no case studies focused specifically on leadership and management, throughout the project is the

Some recommendations for leaders

- Identify key staff throughout the school to lead on disadvantaged pupils – create a ‘team’.

Groby Community College has clear lines of reporting and accountability and this has made a difference to practice and outcomes

- Choose those who are keen to take on a project and make sure that they have time to plan and implement the agreed actions.

Husbands Bosworth identified a member of staff who was passionate about Emotional Literacy to lead, using the school’s access to professional expertise and training through the TSA

- Ensure that professional development is built into the performance management cycle and linked to outcomes for disadvantaged pupils.

Broom Leys made significant inroads with a school-wide performance management approach which focused primarily on closing the gap

- Use the Education Endowment Fund toolkit as the basis for teacher led research. Use this approach to identify which strategies work best for your school take the same ‘action research’ approach.

Kibworth CofE Primary used the EEF toolkit as the basis for school-led research and development

Case studies

The four case study links here are examples of how leaders in different circumstances have optimised opportunities to combine research and teacher-led learning.

Thomas Estley Teaching School Alliance combines a range of leadership projects all of which focus on closing the gap – [click here](#)

Kibworth CofE primary school uses the Education Endowment Fund as the basis for action research in school - [click here](#)

Broom Leys uses performance management as a lever for whole school engagement in closing the gap – [click here](#)

Heather Primary School has been involved in Achievement for All (Link)

Leadership and Management tools and ideas

NFER (2015) Building Blocks of Pupil Premium Success

- [staff survey tool](#)
- [discussion document](#)
- [self-evaluation tool](#)

Disadvantaged Pupils – [staff reflection tool](#)

Self-evaluation tool – [Identifying the right focus area for your school](#)

TSC Council

- [Pupil premium action plan template \(primary\)](#)
- Pupil premium action plan template (secondary)

[Student passport template](#)

Closing the Gap – [sketchnote](#)

Sir John Dunford, the former National Pupil Premium Champion, spent two years examining what works best after speaking to schools, addressing conferences and acting as a channel of communication between the Department for Education and schools. He noted that the most successful schools used a range of strategies that were targeted to the needs of individual pupils rather than sticking with one or two.

The most successful schools:

1. Collected and analysed data on groups and individual pupils, and monitored this over time
2. Focused on teaching quality
3. Identified the main barriers to learning for disadvantaged children
4. Put interventions in place when progress has slowed
5. Engaged with parents and carers in the education of their child
6. Referred to existing evidence about the effectiveness of different strategies
7. Trained all classroom staff in the strategies being used in school
8. Secured staff commitment to the importance of the pupil premium agenda
9. Trained governors on pupil premium

In deciding which policies to use, heads and teachers needed to:

10. Decide what the school wants to achieve with pupil premium funding
11. Analyse the barriers to learning before deciding what strategies to use
12. Decide on desired outcomes and identify success criteria for each
13. Monitor and evaluate the impact of any current strategies on pupils; change them if they're not working
14. Decide on an optimum range of approaches to use

15. Keep up to date with research