

This highly unique and individualised programme provides a comprehensive guide for primary and secondary leaders on how to design a coherent pupil premium strategy for their schools.

It combines the evidence of how best to design and implement an effective disadvantage strategy with practical exemplification and guidance of the different areas of the DFE strategy document.

## Key features:

- Draws on participants' existing strategies to exemplify key issues and ideas
- Provides a walkthrough of the different sections of the DFE template from the statement with checklists for intent, challenges, intended outcomes to activities and review
- EEF Implementation Guidance recommendations threaded through the programme with different exemplification for primary and secondary settings.

## Core programme

Zoom links will be emailed.

Any queries please contact Jo Jacobs on [jjacobs@greenshaw.co.uk](mailto:jjacobs@greenshaw.co.uk)

Thursday 5 June  
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 leaders should consider when identifying the challenges of their disadvantaged pupils. It exemplifies how to describe these challenges in the Pupil Premium strategy and use the outcomes section to set aspirational and measurable outcomes for disadvantaged pupils over the strategy period.

Thursday 12 June  
In-person (9.30am arrival-3pm)

### 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 strategies to address the challenges identified. It uses examples and non-examples of what constitutes effective use of evidence by school leaders to guide their decision-making.

### 4. What it means to prioritise high quality teaching

This module considers the rationale for high quality teaching within the EEF Tiered Model and the importance of precision and context when selecting teaching activities. It walks through how to use evidence to identify precise areas for the development of teaching and record these on the teaching activities section of the Pupil Premium strategy template.

### 5. Selecting interventions more likely to work

This module develops an understanding of how to use assessment data and EEF tools and resources to select robust academic interventions and wider school strategies. It draws on the learning from other modules, namely around the use of assessment data and research evidence, to help leaders make more informed, evidence-based decisions about academic interventions and how to evaluate their relative merit.

Thursday 26 June  
Online. 3.30-5pm

### 6. 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.

### 7. Reviewing impact in a meaningful and manageable way

This module looks at practical ways of reviewing the progress of your pupil premium strategy and how reviews might influence changes to the strategy in the future. It models examples of how to complete the review section of the Pupil Premium Strategy.