4.12 Compensatory Education Policies and Closing the Achievement Gap: Test Pack

AQA 8192 · about 15 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Write full sentences for the questions worth 4 marks or more. Allow about 15 minutes for the whole pack.

1 Which UK compensatory education policy provided extra funding directly to schools to help disadvantaged pupils catch up from 2011 onwards?

- ☐ A) Sure Start
- ☐ B) Education Action Zones
- ☐ C) Education Maintenance Allowance
- ☐ D) Pupil Premium

(Total for Question 1 is 1 mark)

2 Explain one strength of the Pupil Premium as a targeted compensatory policy for reducing the class achievement gap.

(Total for Question 2 is 2 marks)

3 Explain two sociological reasons why compensatory education policies might fail to narrow the class achievement gap overall.

(Total for Question 3 is 4 marks)

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4 Define the term 'compensatory education policy' as used in UK education debates about class and attainment.

(Total for Question 4 is 2 marks)

5 Explain two ways the Pupil Premium funding is meant to be used by schools to support disadvantaged pupils.

(Total for Question 5 is 4 marks)

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Mark scheme · 4.12 Compensatory Education Policies and Closing the Achievement Gap: Test Pack

Question 1

D (Pupil Premium) **B1**

Answer: D

Question 2

identifies a strength, e.g. it directs funding to individual disadvantaged pupils rather than just whole schools **B1**

development, e.g. this allows schools to target support where it is most needed and be held accountable for its use **B1**

Answer: A strength is that Pupil Premium directs funding to disadvantaged pupils rather than general budgets, allowing schools to target support where needed and be held accountable for how the money is spent to improve outcomes.

Question 3

identifies one reason, e.g. structural factors such as poverty, housing and health cannot be fully solved by education policy alone **B1**

explains how this limits impact, e.g. children from very poor homes face ongoing disadvantages that reduce schooling effectiveness **B1**

identifies second reason, e.g. policies can be subject to stigma or low take up if they are poorly promoted or carry stigma **B1**

explains link, e.g. low take up reduces coverage and leaves many disadvantaged pupils outside the support **B1**

Answer: They may fail because structural factors like poverty, poor housing and health are not solved by education policy alone, so children continue to face barriers; and because stigma, poor promotion or complexity can reduce take up of services, meaning many disadvantaged pupils do not benefit.

Question 4

identifies that compensatory education policies aim to reduce educational disadvantage linked to social class or poverty **B1**

development, e.g. they provide extra resources, support or services to help lower attainment pupils catch up with peers **B1**

Answer: Compensatory education policies aim to reduce educational disadvantage linked to social class or poverty by providing extra resources, support or services to help lower attainment pupils catch up with peers.

Question 5

identifies one use, e.g. one to fund targeted tutoring or small group teaching for disadvantaged pupils **B1**

explains how this can raise attainment, e.g. more individual support can improve literacy and numeracy and boost exam performance **B1**

identifies a second use, e.g. to provide materials, school trips or subsidised extracurricular activities to remove participation barriers **B1**

explains why this helps, e.g. removing financial barriers increases engagement and gives disadvantaged pupils wider learning experiences **B1**

Answer: Pupil Premium can fund targeted tutoring or small group teaching to improve literacy and numeracy and boost exam performance, and can pay for materials, trips or extracurriculars to remove financial barriers and increase engagement and learning opportunities for disadvantaged pupils.

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