



Date: September 2019

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Pupil characteristics Interview with SLT Published data</p>	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population? What is the two/three year pattern in eligibility for pupil premium? How well does the school know the eligibility data and patterns?</p>	<p>Currently FSMEver 6 & Service = 20%/ 21 pupils FSM6+ Pattern fluctuates. All new pupils provided with FSM forms plus newsletters to advertise.</p>	<p>Class teachers to increase focus of assessments on PP children to ensure that QFT and progress is being delivered across the school. L & A Committee to track more robustly and challenge poor progress when seen</p>
<p>Achievement * Interview with SLT * Published data * Current progress data * Lesson observation and work scrutiny</p>	<p>How well does the school make use of evidence including the EEF toolkit? Do evidence-based systems for evaluation of impact exist? What is the progress of disadvantaged pupils relative to their starting points? How quickly are attainment gaps for disadvantage pupils closing compared to the national average? What story does the current data tell? EEF = Education Endowment Fund/ Sutton Trust</p>	<p>Provision Maps; PPM; Target Tracker; HT analysis Use of ASP to look at three year trend. PP children to be a focus for Drop Ins; work scrutiny; SEND data analysis by Subject Leaders Focus for School Development Plan 2019 - 2020</p>	<p>Life without levels – school looking at recording assessments using Target Tracker (TT). HT to share TT with governors at Learning & Achievement Committee (L & A).</p>
<p>Leadership & Management Head Teacher (HT) and Chair of Governors (CoG) SLT Scrutiny of pupil premium policy documents Scrutiny of SEF by SEO OFSTED report June 2019 Published and current data</p>	<p>How well does the school make use of evidence including the EEF toolkit? Do evidence-based systems for evaluation of impact exist? How effectively does the school identify priorities for pupil premium funding? How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils? How ambitious are the targets for disadvantaged pupils? How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs? How effective are the strategies used and how does the school evaluate them?</p>	<p>School has employed TA to support Disadvantaged Pupils Purchased uniform; resources; subsidised trips and music tuition. Provision Maps in place. Senior Leadership Team (SLT) tracking progress and achievement and comparing to national to check.</p>	<p>HT to update Pupil Premium file.</p>
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<p>Teaching Lesson observation/ learning walks, to include work scrutiny and discussion with teachers Observation of out of class interventions Current progress data</p>	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions? How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils? Are parents/carers and multi professional involved in these discussions? How well does the school plan for and achieve quality first teaching for disadvantaged pupils? Where out of lesson interventions take place, how does the school evaluate impact?</p>	<p>Provision Maps and PPM. SLT and governors monitor QFT and pupil progress. Lesson Observations show range of learning styles catered for. Planning shows differentiation. TAs employed to support pupils.</p>	<p>Parental engagement. Measure impact of intervention more robustly.</p>
<p>Behaviour & safety Learning walk and discussion with SLT Scrutiny of behaviour records</p>	<p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts? Where support is focused on wider issues in pupils and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</p>	<p>Attendance is good and monitored by governors, EWO and SLT. Pupil perceptions – good attitude to learning and school – Ofsted June 2019 Blob Trees. Pupils engaged in clubs.</p>	<p>Evidence of developing positive attitudes.</p>
<p>Evaluation of impact, drafting action plan and next steps Discussion with HT/ CoG/ SLT</p>	<p>How well is pupil premium funding used to: Ensure quality first teaching and above expected progress? Support effective interventions? Widen opportunity? What support can the reviewer offer for action planning and ongoing monitoring of the plan?</p>	<p>TA support by class teachers and directed training. Children engaged in clubs, activities and trips.</p>	<p>HT to observe and carry out pupil perceptions with disadvantaged pupils.</p>