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| **Section 1. Policy and planning**  The principles and practice which underpin the school’s approach to the deployment of Pupil Premium Grant funding and support for disadvantaged pupils | | | | |
|  | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| Establishes the central role of the leadership and management team, including governors, to ensuring improvements in the performance of disadvantaged pupils; |  |  |  |  |
| Is explicit in requiring all staff to take responsibility for improving the performance of disadvantaged pupils |  |  |  |  |
| Is informed by self-evaluation – which has identified barriers to learning for specific groups |  |  |  |  |
| Includes targets for the improvement of the performance of disadvantaged pupils which are viable and measurable |  |  |  |  |
| Success criteria are clearly stated |  |  |  |  |
| The programme for improvement has realistic timeframes |  |  |  |  |
| Recognises and responds to the performance and needs of different groups of disadvantaged pupils |  |  |  |  |
| Sets out the action planned to improve the performance of disadvantaged pupils, including out-of-hours provision |  |  |  |  |
| Shows how Pupil Premium grant funding and other resources will be used to address the needs of disadvantaged pupils |  |  |  |  |
| Shows how interventions will be monitored, and how their effectiveness will be evaluated. |  |  |  |  |
| Describes how information about disadvantaged pupils will be shared at points of transition |  |  |  |  |

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| **Section 2. Leadership and Management**  Processes relating to the responsibility for the deployment of funds, overseeing of identification processes, intervention programmes and the monitoring and evaluation of impact | | | | |
|  | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| SLT has a clear understanding of ‘what works’ - evidenced based approaches to improving the attainment and progress of disadvantaged pupils - and uses them to design their approaches |  |  |  |  |
| Funding to address the needs of disadvantaged pupils is based on accurate analysis of school performance and is allocated appropriately by the SLT, |  |  |  |  |
| Clearly defined leadership roles are assigned to the responsibility for the management of activities relating to the Pupil Premium Grant |  |  |  |  |
| A Lead Governor for Pupil Premium has been appointed; they are to be closely involved in the planning, monitoring and evaluation of Pupil Premium activity |  |  |  |  |
| The full governing body receive termly update reports |  |  |  |  |
| SLT hold teachers to account to know their disadvantaged pupils and understand their role in ensuring that the impact of disadvantage is minimised |  |  |  |  |
| **Section 3. Identification of needs and target setting for improvement**  The school’s systems and processes for identifying the needs and barriers to progress of disadvantaged pupils and setting targets for improvement | | | | |
| Schools might *use The Pupil Premium Analysis and challenge tools for schools* (Ofsted 2013) as contributory evidence for this section | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| Raise on Line analysis is used effectively to identify underperformance against national outcomes for disadvantaged pupils |  |  |  |  |
| On-going analyses of summative and formative data e.g. moderated teacher assessments including speaking and listening, reading, writing and mathematics, are used to identify learning needs and to inform planning |  |  |  |  |
| Barriers to learning for groups have been identified e.g. EAL specific issues |  |  |  |  |
| Information about disadvantaged pupils' dispositions e.g. attitude, engagement, attendance etc. is considered when planning provision |  |  |  |  |
| There are efficient, reliable procedures for assessing the learning needs of disadvantaged pupils who join the school at different points in the year. |  |  |  |  |
| Class teachers’ planning is appropriately differentiated to meet the needs of disadvantaged pupils |  |  |  |  |
| Schools might *use The Pupil Premium Analysis and challenge tools for schools* (Ofsted 2013) as contributory evidence for this section | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| SMART targets, informed by assessment evidence are set at whole school, group and individual levels for disadvantaged pupils |  |  |  |  |
| Interventions relating to dispositional aspects (e.g. attendance, social skills) have specified outcomes which can be evidenced |  |  |  |  |
| Disadvantaged pupils contribute to the target setting and getting processes when appropriate, especially with respect to self-assessment |  |  |  |  |
| Targets for individual disadvantaged pupils are shared with all relevant staff; |  |  |  |  |
| Targets for individual disadvantaged pupils are shared with parents and carers |  |  |  |  |

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| **Section 4. Improvement planning**  How the needs of under attaining and/or under achieving disadvantaged pupils are addressed | | | | |
|  | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| Planning and provision, informed by assessment, meets the specific needs of disadvantaged pupils |  |  |  |  |
| All disadvantaged pupils are supported to understand what they must do to improve |  |  |  |  |
| Some identified learners have written improvement plans (e.g. IEPs. PEPs) which: |  |  |  |  |
| 1. Include agreed targets and learning goals based on regular assessment of need; |  |  |  |  |
| 1. Are fixed-term |  |  |  |  |
| 1. Provide clear guidance about how learners will achieve targets |  |  |  |  |
| 1. Specify how resources, including staff are to be deployed |  |  |  |  |
| 1. Set out the learning goals for the plan |  |  |  |  |
| 1. Explain how and when the plan will be monitored and evaluated |  |  |  |  |
| 1. Are shared with their parents with regular updates on progress. |  |  |  |  |

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| **Section 5. Provision**  The interventions chosen by the school to address identified needs | | | | |
|  | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| Intervention and support arrangements for disadvantaged pupils are appropriate and effective, based on a clear understanding of what works e.g Sutton Trust Toolkit |  |  |  |  |
| Quality first teaching and intervention arrangements are informed by clear understanding of disadvantaged pupils’ learning needs |  |  |  |  |
| Teaching and learning materials and the learning environment are appropriate and used effectively to support learning; |  |  |  |  |
| Materials and resources reflect the cultural diversity, interests and needs of different groups; |  |  |  |  |
| Extra-curricular and extension activities funded through Pupil Premium Grant are relevant and appropriately linked to identified experiential and academic needs and are evaluated for impact |  |  |  |  |

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| **Section 6. Monitoring processes**  The school‘s systems for monitoring the appropriateness and effectiveness of planning and provision and in tracking the progress and performance of disadvantaged pupils | | | | |
|  | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| The senior leadership team and the lead governor regularly monitor and evaluate action plans and revise actions appropriately |  |  |  |  |
| Monitoring systems include analysis of current and historical performance |  |  |  |  |
| Arrangements for monitoring the effectiveness of teaching and learning, including intervention, and their impact on disadvantaged pupils are rigorous |  |  |  |  |
| Monitoring systems allow tracking of dispositional aspects – behaviour, attendance |  |  |  |  |
| Tracking systems enable the progress of disadvantaged pupils to be monitored regularly and sufficiently frequently to allow provision to be amended if necessary |  |  |  |  |
| Regular pupil progress meetings are held with all staff about the progress of disadvantaged pupils |  |  |  |  |
| Children, parents, carers and relevant staff are involved in reviewing the performance of disadvantaged pupils |  |  |  |  |

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| **Section 7. Parents and carers**  How the school engages the involvement in supporting the learning needs of parents and carers of disadvantaged pupils | | | | |
|  | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| The school explains to parents and carers the ways in which the Pupil Premium grant will be used to help address the needs of disadvantaged pupils. This information is included in induction meetings and documentation. |  |  |  |  |
| The school helps parents and carers to understand how they can support their children as learners |  |  |  |  |
| Targets for learning are shared with parents and carers |  |  |  |  |
| Intervention programmes are explained to parents and there is an opportunity for parents to meet the member of staff leading the intervention |  |  |  |  |
| Information about progress is provided on a regular and frequent basis to the parents and carers of disadvantaged pupils |  |  |  |  |

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| **Section 8. Professional Development**  How the school improves the skills of all staff in the school to ensure that all are aware of and able to implement best practice in supporting disadvantaged pupils | | | | |
|  | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| CPD for all staff, including managers, in improving outcomes for disadvantaged pupils informed by identified needs, trends and research is a regular feature of the school's staff development programme; |  |  |  |  |
| Where specific intervention programmes are delivered by Teaching Assistants there is a programme of training to ensure high quality practice |  |  |  |  |
| CPD opportunities, appropriate to the currently identified needs of the school, are likely to include:   * understanding of national and local data relating to disadvantaged pupils * understanding the impact of poverty on educational success * ways of reducing the barriers to progress for disadvantaged pupils * best practice in assuring the progress and attainment of disadvantaged pupils , including Sutton Trust toolkit * using specific teaching materials, equipment and resources; * assessing pupil progress; * meeting the specific needs of individuals and groups * meeting the needs of disadvantaged pupils at points of transition |  |  |  |  |
| **Section 9. Impact**  The school’s analysis and evaluation of the impact of provision and interventions to improve outcomes for disadvantaged pupils | | | | |
| Performance data relating to disadvantaged pupils and their peers should be provided in an appendix to the self-evaluation | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| The impact of interventions on the attainment and progress of disadvantaged pupils (at and between key stages) is analysed and evaluated. |  |  |  |  |
| There is evidence that the progress of disadvantaged pupils year-on-year and between key stages is at least in line with or better that of other pupils |  |  |  |  |
| There is evidence that the gap in attainment between disadvantaged pupils and other pupils is narrowing year-on-year (due to accelerated progress of disadvantaged pupils, not lower outcomes for other pupils) |  |  |  |  |
| Attendance and exclusions rates for disadvantaged pupils are in line with or better than those for other pupils |  |  |  |  |
| Interventions relating to dispositional aspects (e.g. attendance, behaviour, social skills) have desired and demonstrable impact |  |  |  |  |
| Targets set for disadvantaged pupils have a positive impact on learning. |  |  |  |  |
| Disadvantaged pupils are involved in the assessment of their own learning; |  |  |  |  |
| **Section 10. Reporting**  The statutory requirements for reporting the deployment of Pupil Premium Grant and its impact are met | | | | |
|  | **YES / NO** | **EVIDENCE / DOCUMENTATION** | **RAG rating of impact / effectiveness** | **ACTION** |
| Information about the amount of Pupil Premium Grant received by the school, how it has been deployed, and outcomes for disadvantaged pupils compared with those for other pupils is published on the school website, using language and terminology which is accessible to all parents. |  |  |  |  |
| A fully costed report is provided to the governing body on the progress and attainment of disadvantaged pupils and the impact of interventions at least once a year; |  |  |  |  |
| The school ensures the evaluation report of the impact of Pupil Premium funding is prominent and accessible on the school web site |  |  |  |  |
| All stakeholders are informed about the school’s performance in improving attainment and progress for disadvantaged pupils |  |  |  |  |