

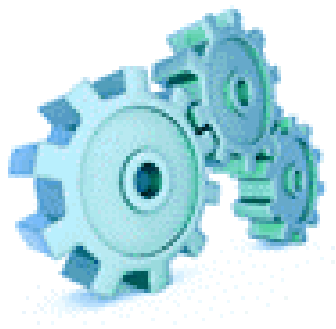


BPSI

Barnet Partnership for School Improvement

Pupil Premium Reviews for Schools

A guide for schools which plan to commission a collaborative review of the effectiveness of Pupil Premium funding



Barnet Partnership for School Improvement (BPSI)

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Introduction

1. Pupil Premium funding and current context

The Pupil Premium is significant funding intended to address the underachievement of disadvantaged pupils. Nationally, those pupils eligible for Pupil Premium funding are amongst the lowest performing groups of pupils at all stages of the education system. The effect of poverty on long term life choices and chances is stark.

The Pupil Premium grant should be targeted effectively to accelerate the progress of disadvantaged pupils and to ensure the attainment gap between advantaged and disadvantaged children is closed.

Ofsted Section 5 inspections will look closely at both the performance of disadvantaged groups and also the impact of the school's approach to supporting improvement for these pupils through the use of the Pupil Premium funding. Where necessary, an Ofsted report may well recommend that the school commissions an external review of the provision for disadvantaged pupils and the effectiveness of Pupil Premium funding.

2. What is this guide for?

The guide has been developed by BPSI to support schools in ensuring that a Pupil Premium review commissioned from system leaders in Barnet will follow a planned, staged framework, will be consistent and be of high quality. System leaders have received bespoke training for delivering reviews using the guide.

The guide and the external review process is a key school improvement tool for schools in Barnet. It has been designed to help them to review their practice and to ensure the best outcomes for all disadvantaged pupils.

All schools will be aiming to secure the best outcomes for their pupils. An external review can be helpful to any school in supporting the identification of priorities for improvement. This guide is intended for:

- system leaders in Barnet to support schools to improve the achievement of disadvantaged pupils
- schools where headteachers and governors have identified, from self-evaluation, that there are aspects of their provision that need to be improved
- schools which have been judged to Require Improvement because of the underachievement of their disadvantaged pupils
- schools where Ofsted have recommended a Pupil Premium review

3. Principles underpinning the Pupil Premium review process

- **Schools should complete the audit for self-evaluation prior to commissioning a review**
- Schools should commit to moderating their audit with the support of a peer headteacher prior to sending to the review team
- Schools will provide the moderated audit and relevant school data prior to the review
- Reviewers will complete an analysis of the audit and school data and use this information in partnership with the commissioning school to shape the review

- The reviewer will provide summary feedback at the end of the review and a formal report a week later will be sent to the school
- The school will then develop an action plan based on the recommendations

Section 1: Self-evaluation

1. The Barnet audit tool

The audit tool has been developed to support schools in self-evaluating their effectiveness in closing the gap for disadvantaged pupils. It is intended to be a school improvement tool for the Headteacher and the Lead Governor for Pupil Premium to use in improving the school's self-evaluation processes and in identifying emergent priority areas.

The full tool is available in **Section 3: Tools to support the review**. It has 10 sections detailed below:

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

2. Leadership and Management

Responsibility for the deployment of funds, overseeing identification processes, intervention programmes and the monitoring and evaluation of impact

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

4. Improvement planning

How the needs of underachieving disadvantaged pupils are addressed

5. Provision

The interventions chosen by the school to address identified needs

6. Monitoring

The school's systems for monitoring the appropriateness and effectiveness of planning and provision and in tracking the progress and performance of disadvantaged pupils

7. Parents and Carers

How the school engages the involvement of parents and carers in supporting the learning of disadvantaged pupils

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

9. Impact

The school's analysis and evaluation of the impact of provision and interventions to improve outcomes for disadvantaged pupils

10. Reporting

The statutory requirements for reporting the deployment of Pupil Premium Grant and its impact.

2. Evidence supporting self-evaluation

It is important, as part of self-evaluation, that Headteachers and Lead Governors for Pupil Premium are aware of the evidence about what works well in improving outcomes for disadvantaged pupils.

The sources of evidence listed below will be helpful to schools in supporting their self-evaluation.

- The Education Endowment Foundation's (EEF) toolkit
- The Pupil Premium Awards website
- Ofsted's January 2013 report: The Pupil Premium: how schools are spending funding successfully
- Ofsted's 2013 Analysis and Challenge toolkit
- Oxford Primary's report: Teaching Assistants: a guide to good practice

3. Drawing on School Performance data, Raise-on-Line and Ofsted reports

Head teachers and Lead Governors for Pupil Premium will have reviewed a range of data in considering how effectively the school is closing gaps in attainment and progress in each year group and across the whole school, compared with the national position. This data will include:

- statements from recent Ofsted reports and any recommendations
- the school's annual Raise-on-Line report
- the termly ongoing formative and summative assessments from teachers

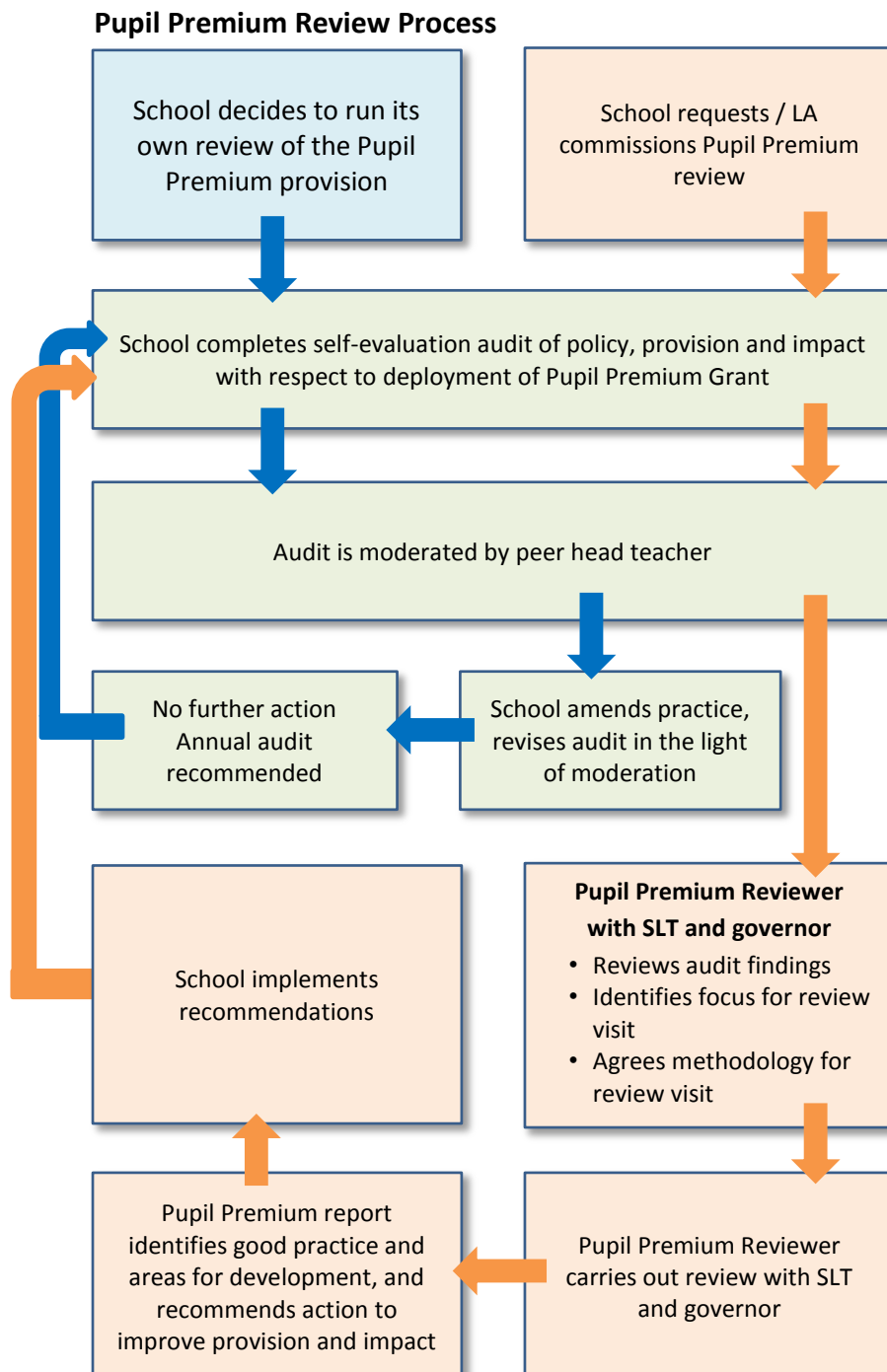
Section 2: Audit and review: Process

1. The process for all schools using the audit tool

The process for schools using the audit tool is illustrated below. The expectation is that all schools will complete their self-evaluation using the audit tool. It would be good practice for the school to moderate their self-evaluation with a peer headteacher.

Schools can commission BPSI to conduct a review to corroborate audit findings and to help identify areas for improvement.

In some cases the LA may commission a review for the school where there is a specific emerging concern. If the school has a review they will receive a report which will identify good practice, areas for development and key recommendations. As part of the review process, schools will be visited by the Reviewer a term later to evaluate progress against the school action plan.



2. Stages of the Review

The review involves six stages:

1. Prior to the review: self-evaluation and analysis
2. Shaping the focus of the review
3. Carrying out the review
4. Reporting the recommendations
5. Action Planning
6. Follow up visit

Schools will be charged 12 BPSI Hours for a Pupil Premium Review – the notional number of hours for each element are shown below.

Review stage	Key actions for the school	Key actions for the reviewer
<p>1 Prior to the review:</p> <p>Self-evaluation and analysis</p> <p><i>Notional number of hours = 2</i></p>	<ul style="list-style-type: none"> • Summarise the analysis of performance data • Complete self-evaluation using the Barnet audit tool and RAG rate the key areas • Moderate the self-evaluation with a peer headteacher • Send the self-evaluation, the summary analysis of data, the school's SEF, the pupil premium policy documents, the most recent Ofsted report to the reviewer two weeks before the review 	<ul style="list-style-type: none"> • Receive the school's completed audit and summary analysis, the school's SEF, the pupil premium policy documents, the most recent Ofsted report • Analyse all the documents and data received from the school and develop key questions for the focus of the review • Complete the pre-review analysis template and send this to the school
<p>2 Shaping the focus of the review (Telephone meeting)</p> <p><i>Notional number of hours = 1</i></p>	<ul style="list-style-type: none"> • Conduct a telephone meeting with the reviewer to discuss the emerging questions from the reviewer's analysis of their audit and the data. • Agree focus of the review with the reviewer • Agree the programme for the review, linked to the focus, to include key discussions with staff/pupils, learning walks, book scrutinies, etc. dependent on the focus of the review. • Send the programme to the reviewer 	<ul style="list-style-type: none"> • Conduct telephone meeting with the school to discuss the emerging questions from the analysis. • Agree the focus of the review with the headteacher • Agree the programme for the review, linked to the focus, to include key discussions with staff/pupils, learning walks, book scrutinies, etc. dependent on the focus of the review

Review stage	Key actions for the school	Key actions for the reviewer
<p>3 Carrying out the review (One day in school)</p> <p><i>Notional number of hours = 7</i></p>	<p>Ensure all preparations have been made for the review based on the agreed programme:</p> <ul style="list-style-type: none"> governors are available to attend meetings staff are available for interviews learning walk programme is provided to all staff books for scrutiny have been collected pupils who will be involved in discussions have been identified end of day feedback meeting is protected 	<p>Visit the school for one day:</p> <ul style="list-style-type: none"> meet Head, Chair of Governors and the Lead Governor and PP lead at the beginning of the day to discuss the key questions emerging from the audit and data analysis conduct agreed series of meetings with appropriate staff, observations, learning walks, book scrutinies, discussions with pupils to determine what is going well and what needs developing prepare a brief summary feedback using the key questions for the review as a basis and identifying strengths and areas for development
<p>4 Reporting the recommendations</p> <p><i>Notional number of hours = 2</i></p>	<p>On receipt of formal report from the Reviewer within a week of the review:</p> <ul style="list-style-type: none"> Headteacher, Pupil Premium Lead, Chair of Governors and PP Lead Governor meet to discuss the report findings findings and recommendations shared with all staff and governors 	<p>Draft a formal report using the report template which:</p> <ul style="list-style-type: none"> provides an outline of the school context and draws on the audit and self-evaluation highlights the agreed review questions describes the range of evidence collected identifies strengths and areas for development against the review questions outlines key recommendations
<p>5 Action Planning</p>	<p>Headteacher to:</p> <ul style="list-style-type: none"> revise the SEF in the light of the review <p>PP lead and Lead Governor to:</p> <ul style="list-style-type: none"> develop an action plan linked to the key recommendations. share action plan with all staff and governors post review report and action plan on the school web site 	
<p>6 Follow up visit (a term later)</p> <p><i>Number of hours to be agreed between the school and the reviewer</i></p>	<p>Prior to follow up visit</p> <ul style="list-style-type: none"> review progress with the action plan and pupil outcomes to evaluate evidence of impact <p>Following the follow up visit</p> <ul style="list-style-type: none"> revise the action plan 	<ul style="list-style-type: none"> Carry out a follow up visit to evaluate progress.

Section 3: Tools to support the review

This section provides schools with the tools to support the review. Reviewers will receive training on the use of these tools before leading external reviews. Headteachers will receive a CPD session as part of a Barnet Headteachers' Conference on the audit tool and the process of external reviews.

These tools will ensure a consistent framework for all audit activity and reviews across Barnet schools.

The tools included within this section are listed below:

1. The Barnet audit tool
2. Summary pre-review analysis template
3. Template for shaping the review
4. Prompts for meetings / discussions / learning walks / book scrutiny
5. Templates for summary report for end of day feedback
6. Template for final report

1 Audit tool to support evaluation of provision

Introduction

This audit tool is intended to support senior leadership teams, working with their Lead Governor for Pupil Premium, to analyse and evaluate the effectiveness of their policy and provision relating to the deployment of Pupil Premium Grant funding.

Outcomes and progress rates for disadvantaged pupils in literacy and numeracy are often (but not always) lower than those for other pupils; the rationale for the Pupil Premium is to accelerate the progress of disadvantaged pupils and to narrow the gap with other pupils. Data about the performance of disadvantaged pupils is published annually in the performance tables, in the closing the gap section of Raise-Online and on the Ofsted dashboard. Clearly, although schools will decide how best to use their Pupil Premium allocation, the DfE will expect them to be accountable for the impact of that expenditure on the educational attainment of eligible pupils.

Ofsted school inspections include a review of the school's use of Pupil Premium and its impact:

Use of the pupil premium

Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years¹
- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

Inspectors will recommend an external review of the school's use of the pupil premium if they identify specific issues regarding the provision and outcomes for disadvantaged pupils.

Ofsted: School Inspection Handbook, September 2015

Governors are required to ensure that the following information is published on their school website:

- details of how the previous academic year allocation was spent;
- the impact of this expenditure on the educational attainment of those pupils at the school
- details of how it is intended that the next year's allocation will be spent

This audit tool draws on the Basic Skills Agency audit for the first award of the Primary Quality Mark. The PQM is awarded to schools, which can demonstrate that their practice

¹ Since April 2014, the grant allocation for looked after children must be managed by the designated virtual school headteacher in the local authority that looks after those children, whose responsibilities are set out at: www.gov.uk/pupil-premium-virtual-school-heads-responsibilities.

and provision ensures that all pupils make good progress in literacy and numeracy. The audit is also informed by the Ofsted inspection focuses:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

Schools will find *The Pupil Premium Analysis and Challenge Tools for Schools* (Ofsted 2013) useful in planning their provision

The Audit

The audit is organised into 10 sections

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

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

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 for setting targets for improvement

4 Improvement planning

How the needs of underattaining and/or underachieving disadvantaged pupils are to be addressed

5 Provision

The interventions chosen by the school to address identified needs

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

7 Parents and carers

How the school engages the involvement of parents and carers in supporting the learning of disadvantaged pupils

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

9 Impact

The school's analysis and evaluation of the impact of provision and interventions to improve outcomes for disadvantaged pupils

10 Reporting

How the statutory requirements for reporting the deployment of Pupil Premium Grant and its impact are met

How to complete the audit

The main objective of the audit is to assess the effectiveness and impact of work in relation to improving outcomes for disadvantaged pupils – and to identify aspects which need or would benefit from improvement or amendment.

A sensible approach, based on advice to those who would eat an elephant, is not to attempt to complete it at one sitting! It's best to work on one or two sections at a time or to delegate responsibility for sections to those who have expertise. Some evidence may need to be drawn from a range of sources - learning walks, observation of classroom practice, from interviews, from work scrutiny. These will require time – and possibly resources – to do properly.

Once the evidence has been collected, the audit team should make a frank, objective evaluation of the impact and effectiveness of provision, e.g.

- Is the intervention / policy working as intended?
- Is it the most appropriate approach?
- What revisions might improve outcomes?
- Does the staff need more training / support / resources?
- Does the intervention represent good value for money?

	YES / NO	EVIDENCE / DOCUMENTATION	RAG rating of impact / effectiveness	ACTION
Element	Is there reference to the listed criteria in the school's provision for the deployment of Pupil Premium Grant?	What evidence is available? Where is it located?	RAG rate the effectiveness of the way in which this element contributes to the success of your school's provision for disadvantaged pupils	What action does the school need to take to amend provision or improve impact / effectiveness?

Good practice might be for a peer senior leader to moderate the school's initial judgement and to revisit when the school has addressed gaps in evidence.

Comments in the action column could be used to form an improvement plan.

Note

In this document:

- **Intervention** means any action taken directly or indirectly to improve outcomes for disadvantaged pupils, funded wholly or partially from the school's Pupil Premium Grant
- **Disadvantaged pupils** means pupils eligible for the Pupil Premium

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				

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 <i>The Pupil Premium Analysis and challenge tools for schools</i> (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 <i>The Pupil Premium Analysis and challenge tools for schools</i> (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				

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;				
2. Are fixed-term				
3. Provide clear guidance about how learners will achieve targets				
4. Specify how resources, including staff are to be deployed				
5. Set out the learning goals for the plan				
6. Explain how and when the plan will be monitored and evaluated				
7. Are shared with their parents with regular updates on progress.				

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				

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				

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				

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				
<p>CPD opportunities, appropriate to the currently identified needs of the school, are likely to include:</p> <ul style="list-style-type: none"> • 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 than 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				

Pupil Premium Review: Pre-Review Analysis

Report forSchool

(This report should be no longer than 2 pages and should be completed and emailed to the school prior to the planning meeting with the headteacher, to shape the focus of the review)

Reviewer Date:

Analysis of school performance data

(This section should summarise in bullet points the evidence from the school's performance data, including information about attendance and behaviour.

Does the school's performance data indicate that attainment and progress for disadvantaged pupils are improving or not, and that gaps are closing or not, both within the school and compared to the national average?).

Any relevant statements from recent Ofsted reports relating to the performance of disadvantaged pupils

Against the performance data an analysis of the school's self evaluation using the Barnet audit tool

(Given the performance of the school – how accurate / credible is the self-evaluation? Which areas would appear to be strengths, which areas would appear to be areas for development – again list in bullet points)

Key questions emerging for the review:

(A set of key questions emerging from the pre-review analysis to be discussed with the headteacher in the planning meeting)

Agreed focus for the review:

(To be confirmed in the planning meeting with the headteacher based on the key questions above)

Pupil Premium Review: Pre-Review - Shaping the review

Report forSchool

(This report should be no longer than 2 pages and should be completed and emailed to the school prior to the planning meeting with the headteacher, to shape the focus of the review)

(This template is to support the reviewer in the telephone meeting with the headteacher. It is to be used to support the shaping of the review, the agreed key questions and focus of the review, the programme of evidence gathering and arrangements needed. The document should be emailed to the school following the meeting.)

Reviewer

Date of telephone planning meeting:

Notes from sharing the pre-review analysis with the headteacher

Agreeing focus and key questions for the review

Any further documentation the school want to share

Given the key questions for the review outline the sources of evidence needed

(Learning walks, book scrutiny, meetings with key staff, discussions with pupils, review of planning, observing TA delivered interventions, interviews with Pupil Premium Lead, Lead Governor, further review of school data)

Agreed programme and date for the review visit

(This should include a brief beginning of the day meeting with Headteacher, Chair of Governors, Lead Governor PP, Lead/Co-ordinator for PP and a meeting at the end of the day for summary feedback)

Pupil Premium Review: School Visit

Report forSchool

(This report should be no longer than 2 pages and should be completed and emailed to the school prior to the planning meeting with the headteacher, to shape the focus of the review)

(This template is to support the reviewer on the school visit to make notes during the day as evidence is collected. The template is for the reviewer themselves not for an audience but should be used to support the drafting of the summary feedback document. The key questions for the review should be typed into the top of this form to ensure reviewers maintain a focus on the questions throughout the day. Prompts are provided for a range of meetings, observations, learning walks, etc. You may not cover all of these review activities but they represent the most likely areas)

Key questions for the review

(Type the agreed key questions from the review agreed in the pre-review meeting with the headteacher here)

Prompts for brief initial meeting (30 mins) with Headteacher, Chair of Governors, Lead Governor and Pupil Premium Lead.

- Revisit the headline data issues and the issues from the audit to provide the context for the review
- Focus in on the agreed key questions for the review
- The expectations for the day
- Gauge engagement of governors in the issues, particularly impact of funding on attainment and progress of disadvantaged pupils
- Ascertain the leadership team's understanding of the current Pupil Premium funding budget and eligibility patterns for the next three years
- Probe how aware the leadership team is of evidence from the EEF toolkit
- Probe understanding of the barriers to learning for disadvantaged pupils

Notes

Prompts for meetings with Pupil Premium Lead

- Ask for examples and evidence of good practice from the school 's audit where the school says they are strong
- How is the PP Lead approaching areas of concern linked to the key questions identified in the audit?
- Can the PP Lead outline their most successful approaches which have impact on the progress of disadvantaged pupils?
- Gauge the quality of the monitoring and evaluation of the impact of quality first teaching, approaches to addressing barriers and targeted interventions by the senior leadership team
- Is there evidence that support is focused on broader issues in pupils and their families' lives or to widen opportunities and is improving engagement and contributing to closing performance?

Notes

Prompts for discussions with teachers

- How aware are teachers of the specific disadvantaged pupils in their classes and their barriers to learning?
- How aware are teachers of the school's policy to ensuring accelerated progress of disadvantaged pupils?
- How aware are teachers of what's working well to accelerate the progress of disadvantaged pupils?
- How are teachers meeting the needs of disadvantaged pupils in quality first teaching?
- How are teachers planning for the most effective interventions to meet the needs of disadvantaged pupils?
- How are teachers working with Teaching Assistants in delivering specific programmes?
- How do teachers ensure they have time to gather feedback from Teaching Assistants on children's progress in the intervention sessions?

Notes

Prompts for discussions with pupils:

- What do you find easy or hard to learn?
- How well do you think you are doing at school?
- Have you got any targets to aim for to improve your work- what are they?
- What does your teacher or teaching assistant do to help you?
- What helps you most to learn?
- Do you get some extra help at school?
- Do you get any extra activities to do at home?

Notes

Prompts for reviewing planning

- How focused on meeting the needs of disadvantaged pupils is the planning for quality first teaching?
- How do the interventions align with the class planning?
- How do the interventions align with children's targets?
- How is the effective deployment of TAs identified in planning?
- What support prompts to aid the learning in the main lesson are provided for TAs?
- How is planning shared with TAs?
- How do teachers evaluate the impact of their planning on learning?
- How do they amend their planning in the light of their evaluation?

Notes

Prompts for learning walks:

- How engaged are targeted pupils in their lessons?
- How are teachers ensuring accelerated progress for disadvantaged pupils in the lesson?
- What is the quality of teaching in interventions observed, what's the progress observed in the sessions?
- What's the balance of teachers' teaching compared with teaching assistants supporting disadvantaged pupils?
- Is there sufficient / appropriate / effective differentiation for disadvantaged pupils?
- What's the quality of feedback to children in the lesson?

Notes

Prompts for scrutiny of books:

- Is there evidence of progress over time in the books?
- Is there evidence that disadvantaged targeted pupils are making accelerated progress?
- Is there evidence of engagement, continuity of work, task completion, pride in presentation?
- Are children's targets for improvement evident in their books?
- Is there evidence of focused marking that provides prompts for next steps in learning?
- How do children respond to marking?

Notes

At the end of the day draw on these notes to draft the summary feedback against the key questions of the review

Pupil Premium Review: Summary Feedback

(This report should be no longer than 1 page and should be completed on the afternoon of the monitoring visit. It is to be shared with the headteacher in an end-of -day feedback meeting. The summary report will provide the basis for the full report that will be provided to the school.)

School:

Date:

Reviewer:

Key questions agreed for the review:

Strengths

(Include examples of effective practice that could be shared with other schools)

Areas for development

Recommendations

Pupil Premium Review Report

(This report should be no longer than 2 pages and should be completed within a week of the visit and emailed to the school.)

School: **Date:**

Reviewer: **Headteacher:**

Chair of Governors:

Lead Governor for Pupil Premium:

Pupil Premium Co-ordinator/Lead:

School's Pupil Premium Profile	
Total number of pupils in the school:	
Number of PP eligible pupils:	
Amount per pupil:	
Total Pupil Premium budget:	
Summary context	
<i>(This section should summarise the analysis completed prior to the review of the school - performance issues, the audit self-evaluation, any statements from Ofsted reports)</i>	
Key questions for the review:	
<i>(A set of key questions emerging from the audit and pre-review analysis of data will have been developed by the reviewer)</i>	
Evidence sources used during the review	
<i>(A Summary the range of evidence, e.g. interviews, discussions with pupils, learning walks, book scrutiny)</i>	

Strengths

(Include examples of effective practice that could be shared with other schools)

Areas for development

Recommendations

Next steps for the school

Proposed date for the follow-up evaluation visit next term

Barnet Partnership for School Improvement (BPSI)

