Pupil Premium Review: School Visit

Report for ……………………………….....…………..School

*(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)*

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| **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**