Guidance on the self-evaluation of use of the Pupil Premium

How schools can evidence impact

Issued by Milton Keynes Council Setting and School Effectiveness

Date issued
September 2016

Review date
March 2017

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Approved by
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What is the Pupil Premium?

The Pupil Premium is specific, additional funding provided to support the education of pupils known to be eligible for free school meals (FSM), pupils who have been eligible for FSM at any point in the last six years (known as the “Ever6” free school meal measure), children who have been looked after continuously for a period of six months and children whose parents are currently serving in the armed forces. See https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2016-to-2017 for further information. There is a clear expectation that it will be used to close the attainment gap for pupils living in poverty. In 2016-17 each pupil with “Ever6” FSM in primary will receive £1,320, secondary £935, LAC £1,900 and service children £300. It includes children adopted from care or who have left care (post LAC). It is available to special schools and PRUs.

How the money is spent

It is for schools to decide how the Pupil Premium is spent; however, they are accountable for their use of this funding. Some or all of the funding can be carried over into future financial years. LAC money is managed by the Head of the Virtual School. Since September 2012, schools have been required to publish online information about their Pupil Premium allocation and how they plan to spend it in the coming year. They must also publish a statement of how they spent the money for the previous year and its’ impact on the achievement of pupils eligible for support through the Pupil Premium. Guidance is available at www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings. The school should publish its Pupil Premium strategy.

Schools should consider:

- The level of Pupil Premium funding received in the current academic year and levels of funding received in previous academic years to look at trends.
- How they have spent the Pupil Premium and why it has decided to spend it in the way it has. This incorporates whether the funding is targeted at the groups for whom it is intended.
- What impact the funding had on the achievement of pupils eligible for funding.

Publication online is intended to ensure that parents and others are made fully aware of the impact on the achievement of pupils eligible for the Pupil Premium.

Impact on Achievement

Schools should evaluate any differences made to the learning and progress from starting points of pupils eligible for the Pupil Premium, as shown by both performance data and wider school evidence. They should look at the progress of pupils who are eligible for the Pupil Premium since joining the school. School leaders should evaluate their effectiveness at monitoring and evaluating the impact of their Pupil Premium spending on narrowing the gap for pupils from disadvantaged backgrounds. Attention should be made to the progress of more able disadvantaged pupils.

This will include recording evidence of the impact of the Pupil Premium on Looked After Children (LAC) currently on roll in the school.

The school should take care when reporting on the use of Pupil Premium if the group is small and can be easily identified (usually five or fewer, but in small schools where the proportion is high the school may need to do so).

The school should consider the difference between the attainment scores and progress measures in each of English and Mathematics at the end of Key Stage 2, English and Mathematics and Progress 8 at the end of Key Stage 4, for the following groups:

- Those pupils known to be eligible for FSM and non-FSM pupils in school and nationally for non-FSM pupils.
- LAC and all other pupils (non-LAC).
- Children of service families and all other pupils. (This information is not contained in RAISEonline, but the school should analyse using in-school data.) This fund differs in that outcomes may be related to social and emotional well-being.
Schools should evaluate on their narrowing of gaps between pupils who are eligible for FSM and those who are not. They should particularly look at gaps in attainment in English and Mathematics and differences in progress from different starting points.

Secondary schools should also evaluate and report on the current progress being made by pupils targeted for the Year 7 catch-up programme in 2015-16, including through analysis of summary.

Effectiveness of Leadership

In particular, schools should focus on how effectively all levels of leadership and management promote improved teaching, within the context of the school, and enable all pupils to overcome specific barriers to learning, in this case through the effective use of the Pupil Premium. This will evaluate how well they ensure that disadvantaged pupils have highly positive learning experiences, which prepare them for their next phase in education or for the workplace.

This includes looking at how strongly and successfully the Governing Body / Management Committee holds the school to account for the progress of groups of pupils and its’ use of Pupil Premium funding. There is an expectation of high levels of accountability.

The Education Endowment Foundation website gives up-to-date guidance on the effective use of the fund. http://apps.nationalcollege.org.uk/closing_the_gap/index.cfm

The foundation also has a tool which enables secondary schools to compare their outcomes for disadvantaged pupils with schools with similar Pupil Premium eligibility.

All phases can look at the DfE published lists of schools with excellent results for disadvantaged pupils.

Schools are able to enter for the Pupil Premium Awards, where they consider that they have made significant differences for disadvantaged pupils; for example, Stanton School received an award in 2015 and Drayton Park in 2016. http://www.pupilpremiumawards.co.uk/

Pupil Premium Review

If the self-evaluation identifies that Pupil Premium eligible pupils are not making good progress and the gap with other pupils is not closing, the school is advised to set up a Pupil Premium review.

These schools can be supported by another headteacher to carry out a sharp review of how Pupil Premium is used and to develop a new strategy for using Pupil Premium effectively. The National College of Teaching and Learning has identified headteachers with proven success in achieving good outcomes for disadvantaged pupils. There is information about this on the following link: http://apps.nationalcollege.org.uk/closing_the_gap/index.cfm

A new resource developed by the Teaching Schools Council is listed in the evidencing section at the end of this document.
Examples of Ofsted research into the effectiveness of the use of Pupil Premium

“Evaluation of Pupil Premium Research Brief. Carpenter, Papps, Bragg, Dyson, Harris, Kerr, Todd, Lang. TNS, BMRB, TECIC, Centre for Equity in Education, University of Manchester and Newcastle University. (2013)”

This was an independent report on the use of pupil premium commissioned by the Department for Education, based on case studies in 34 schools across primary and secondary phases, special schools and PRUs. This document is found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf

- A key finding was that schools used Pupil Premium to support pupils from a wider range of disadvantaged pupils than eligibility for Free School Meals and Children in Care. Most schools did not separate support funded by Pupil Premium from other funding streams.
- Most schools built on what they had been previously doing to support disadvantaged pupils prior to Pupil Premium and considered they built on their own knowledge of what worked well. 80% reported that the Pupil Premium alone was not enough to fund the support they offered for disadvantaged pupils, including a wider group of pupils than those eligible for Pupil Premium funding.
- Some schools found it difficult to identify pupils eligible through the “Ever6” category.
- 75% + schools had encouraged more parents to register their children for FSM.
- Only some schools used rigorous evidence based systems for evaluation of impact.
- All support was not aimed at raising attainment, which is the key priority of Pupil Premium. Most support was aimed at either learning or behaviour and social and emotional development.
- Where support was focused on wider issues in pupils and their families’ lives, especially where these were considered to be “barriers to learning”, schools did not have clear evidence of this support contributing to closing performance gaps.
- 60%+ schools reported reduction in overall school budgets, but case studies found that despite this many schools continued to focus on disadvantaged pupils.
- 70%+ schools were working with other schools, external providers or the LA to pool resources.
- 95%+ schools were monitoring impact of support, particularly attainment, but also improvements in attendance, confidence, behaviour and reductions in exclusions and NEET after leaving school.

Recommended:
- Schools to be given clearer messages about the distinction between general disadvantage and Pupil Premium, so that their targeting of the Pupil Premium is legitimate.
- More nuanced inquiry into how schools use all of their wider funding to maintain their broad provision for disadvantaged pupils.

“Closing the gap: how system leaders and schools can work together. Rea, Hill and Dunford. Isos Partnership Research Team, National College for Teaching and Leadership, 2013”

In 2012 the National College for Teaching and Leadership also commissioned research to look at how National Leaders in Education (NLEs) and Teaching School Alliances could work together with schools to close gaps in attainment for pupils eligible for FSM. Most of the case studies could demonstrate whole-school impact from the specific projects.
NLEs will be encouraged to share effective practice across their regions and similarly Teaching School Alliances will adapt cluster groups of schools to support them to close gaps. They will use their own use of Pupil Premium as exemplification. This document is found at: [http://www.isospartnership.com/uploads/files/ctg-how-system-leaders-and-schools-can-work-together-full-report.pdf](http://www.isospartnership.com/uploads/files/ctg-how-system-leaders-and-schools-can-work-together-full-report.pdf)

This report built upon the 2011 National College for School Leadership publication which reviewed whether school-to-school support closes performance gaps.

**Unseen children: access and achievement 20 years on, Ofsted (2013)**

This Ofsted review is extremely useful in evaluating the effective use of Pupil Premium. It identified what works well to close performance gaps and what schools need to do better to have greater impact.

Summary of *successful* approaches:

- Pupil Premium funding is ring fenced to spend on the target group.
- A high level of expectations are maintained for the target group.
- Schools thoroughly analyse which pupils are underachieving and why.
- Schools use evidence to allocate funding to big-impact of strategies.
- High quality teaching is vital, rather than interventions to compensate for poor teaching.
- Effective use of achievement data to check interventions’ impact and to make adjustments where necessary.
- Highly trained support staff.

- There is a senior leader with oversight of how Pupil Premium funding is being spent.
- Teachers know which pupils are eligible for Pupil Premium.
- The school is able to demonstrate impact on accelerating pupil and progress.
- Governors are involved; supporting and challenging the school on its use of Pupil Premium.

Effective schools make use of current research on the impact and value for money of interventions, using the Endowment Fund research analysis: [http://educationendowmentfoundation.org/toolkit/](http://educationendowmentfoundation.org/toolkit/)

Summary of *less* successful approaches:

- There is a lack of clarity about the intended impact of Pupil Premium spending.
- Funding is spent on Teaching Assistants, with little impact.
- Poor monitoring of impact.
- Inadequate performance management systems for support staff.
- There is no clear audit trail of where Pupil Premium money was spent.
- A focus on Level 4 or grade C thresholds, so the more able are not targeted and do not achieve their potential.
- Pupil Premium spending is not part of the School Development Plan.
- Schools use poor comparators for performance that lower expectations.
- Pastoral work is not focused on desired outcomes for Pupil Premium eligible pupils.
- Governors are not involved in decision-making about the Pupil Premium spending.

This document is found at: [http://www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years](http://www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years)
Local examples of effective practice

Since September 2015 Jubilee Wood has provided all Year 4 pupils with Chromebooks, to be used until the end of Year 6. There is a high level of parental engagement and there is a voluntary parental donation to fund Google Education, with the school paying an annual cost of £233 per pupil for the whole service. The school’s lowest performing group, disadvantaged White British boys, are reading e-books, completing all home learning. Boys are making accelerated progress.

Stanton School uses an IPad incentive to encourage engagement in learning. This leads to accelerated progress for individual pupils and an increase in assessment scores. Pupils earn raffle tickets for a range of outcome led reasons; for example, GPS was targeted in 2014 and 2015 and pupils received tickets for attending a weekly GPS club and for every increase in test scores. In 2016 the incentive will be for Mathematics.

Drayton Park, a school in an area of high deprivation, uses Pupil Premium to contribute to the employment of three Learning Mentors, a social worker and two social work students. 70 pupils are provided with breakfast and a twilight club and half termly trips are subsidised to broaden experiences. From each different starting point, many more disadvantaged pupils at Drayton Park make better than expected progress between KS1 and KS2 compared to all other pupils nationally.

Long Meadow has used some of its Pupil Premium funding to facilitate a Read Write Inc intervention for disadvantaged pupils who are underachieving in Literacy. Daily sessions take place with a Teaching Assistant and many children have made accelerated progress. Funding has also been used to pay for reading sessions with trained volunteers from the Beanstalk charity. Beanstalk recruits, trains and supports volunteers to provide one-to-one literacy support in primary schools to children who have fallen behind with their reading. Underachieving pupils have weekly one-to-one sessions where they read and play literacy games with an adult volunteer and these children have made accelerated progress in reading.

Evidencing the use of the Pupil Premium

Table.1 is provided to support schools to evaluate their use of Pupil Premium funding. A range of key questions are provided which will enable schools to robustly triangulate their evidence. At the heart of this process is ensuring that a school knows it is doing the very best for some of its most vulnerable pupils; making sure that they are ready for the next stage in their education, training or employment.

Table 1: Evidencing use of Pupil Premium funding

<table>
<thead>
<tr>
<th>Key information</th>
<th>Key questions</th>
<th>Evidence</th>
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<tbody>
<tr>
<td><strong>Pupil Characteristics</strong></td>
<td>Number of pupils eligible for Pupil Premium:</td>
<td>School assessment and monitoring systems</td>
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<tr>
<td></td>
<td>• Current free school meals(FSM):</td>
<td>Provision management system</td>
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<td></td>
<td>• Ever6</td>
<td>CLA (vulnerable groups/individuals) register</td>
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<tr>
<td></td>
<td>• Children who are Looked After (CLA)</td>
<td>DSEN register</td>
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<td></td>
<td>• Children whose parents are currently serving in the armed forces</td>
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<td></td>
<td>• How many pupils are eligible for FSM (Ever6)?</td>
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<td>• Has your school found it difficult to identify the Ever6 category? Why,</td>
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<td></td>
<td>and what has the school done to overcome this?</td>
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<td></td>
<td>• What proportion of the school population is made up of pupils who are</td>
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<td></td>
<td>Ever6 eligible?</td>
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<td></td>
<td>• How many pupils are CLA?</td>
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<td></td>
<td>• How many pupils have parents who are currently serving in the armed forces</td>
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<td></td>
<td>or who have lost a parent in the call of service?</td>
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<td>• What is the overall number and proportion of Pupil Premium eligible</td>
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<td>pupils within the whole school population?</td>
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<td></td>
<td>• What is the three year pattern in eligibility for Pupil Premium?</td>
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<td></td>
<td><strong>Age range of pupils eligible for Pupil Premium</strong></td>
<td>Provision management system</td>
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<td></td>
<td>• What is the age range of pupils eligible for Pupil Premium?</td>
<td>CLA (vulnerable groups/individuals) register</td>
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<td></td>
<td>• Have you mapped any change in eligibility or numbers of pupil categories</td>
<td>DSEN register</td>
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<td>which are eligible, e.g. CLA, by age range over the last three years?</td>
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<td>• Are there more pupils in a particular key stage or year? Why?</td>
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<td></td>
<td><strong>Other indicators of poverty or disadvantage:</strong></td>
<td>IDACI scores [<a href="http://www.education.gov.uk/cgi-bin/inyourarea/idaci.pl">http://www.education.gov.uk/cgi-bin/inyourarea/idaci.pl</a>]</td>
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<td></td>
<td>• IDACI</td>
<td>CLA (vulnerable groups/individuals) register</td>
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<td></td>
<td>• Children and Family Practices referrals</td>
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<td></td>
<td>• Childrens’ Social Care</td>
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<td></td>
<td>• What other indicators do you use to identify pupils who are</td>
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<td></td>
<td>disadvantaged?</td>
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<td>• What is the IDACI score and rank of the Super Output Area (SOA) in which</td>
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<td>your school is located?</td>
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<td>• Does the level of pupils on FSM reflect the significance of poverty in the</td>
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<td></td>
<td>IDACI score?</td>
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<td>• How many of your pupils who have been referred to Children and Family</td>
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<td></td>
<td>Practices and Childrens’ Social Care are also eligible for Pupil Premium?</td>
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<td>• Are there some children who you consider to be “disadvantaged” who</td>
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<td>are not eligible for Pupil Premium? How many? What implications does this</td>
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<td></td>
<td>have for your school?</td>
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<td></td>
<td><strong>Range of needs for Pupil Premium eligible pupils:</strong></td>
<td>Provision management system</td>
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<td></td>
<td>• DSEND</td>
<td>EAL register</td>
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<td></td>
<td>• Underperforming BME groups</td>
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<td></td>
<td>• EAL</td>
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<td></td>
<td>• Mobility</td>
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<td></td>
<td>• More able</td>
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<td>• How many of your Pupil Premium eligible pupils also have additional</td>
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<td></td>
<td>needs?</td>
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<td></td>
<td>• What proportion and number of pupils with disability and/or special</td>
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<td>educational needs (SEND) are eligible for Pupil Premium?</td>
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<td>• What are their levels of need(with EHC/Statement, or SEN Support)?</td>
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<td>• Identify how many Pupil Premium eligible pupils have EAL or come from an</td>
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<td></td>
<td>underperforming BME group?</td>
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<td>• How many of your Pupil Premium eligible pupils are also highly mobile?</td>
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<td>• How many have transferred into or out of your school mid-phase during the</td>
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<td>last 3 years?</td>
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</table>
### Funding

#### 3 year allocation – monitoring use of Pupil Premium over time (local guidance).

- How much Pupil Premium funding has the school received each year over the past three years? This should be broken down by disadvantaged, LAC and service.
- How did it change over time and what implications did this have for budgetary planning?
- How is the school making sure that the funding is targeted specifically for each eligible group of pupils and how is it resisting the need to use it to fill other budgetary gaps caused by reduced overall funding?
- How is the school considering sub-groups within eligibility?
- Has the school secured any additional funding for “disadvantaged” pupils over the last three years? How much? Which funding streams?
- How is additional funding used to support wider groups of pupils who also have need, for example, pupils with low prior attainment, who are on the cusp of disadvantage?
- What proportion of the general school budget share has been specifically targeted towards “disadvantaged” pupils over the last three years?
- How are governors involved in making/monitoring budgetary decisions around the effective use of Pupil Premium?
- What training have governors had?

### Achievement

#### Progress and attainment for:
- Pupil Premium eligible pupils
- All pupils in school
- Comparison of eligible groups with national for all pupils

For all of pupils:
- What is their progress in the core subjects relative to their starting points at particular ages? How many pupils are working at age related expectations?
- What are the end of KS attainment outcomes for disadvantaged pupils in the core subjects and how does this compare with national for non-disadvantaged pupils and non-disadvantaged pupils in the school?

For Pupil Premium eligible pupils since joining the school, by sub-groups (FSM, CLA, armed forces):
- What is their progress relative to their starting points and attainment outcomes? Compare this to all pupils nationally. Do this by sub-groups (FSM, CLA, armed forces).
- What is the progress of Pupil Premium eligible pupils with SEND where

### School Finance System

- School assessment and monitoring systems
- Progression materials
- Transition matrices (RAISEonline)
- MKC Interactive Transition Matrices for completed for groups
- RAISEonline teacher assessment data:
  - Pupils on levels attained on P scales at end KS 1 & 2
  - KS 2 data for pupils working below level of test
- Transition matrices for progress below level 1 at end KS 2
- Interactive scatter-plots and charts using end KS teacher assessment
- RAISEonline VA
### Teaching

**Quality of provision:**
- Planning for FSM, CiC & armed forces pupils
- Briefing for additional staff
- Feedback and forward planning
- Language development

| How do class/subject/specialist teachers plan for Pupil Premium eligible pupils within mainstream lessons and for targeted interventions? |
| How do you ensure consistency in effective planning for Pupil Premium eligible pupils across all provision? |
| How effectively do class/subject teachers brief additional support staff funded through Pupil Premium before mainstream lessons? |
| How effective is the input of additional staff in mainstream planning? How do they contribute to the development of teaching strategies and Quality First teaching (QFT)? |
| How is feedback from additional staff used to inform forward planning and how do you know it is effective? |
| How do you monitor the quality of teaching received by your pupils eligible for Pupil Premium? |
| Many pupils eligible for Pupil Premium have language learning needs and may have a language deficit. How do you plan for language development across the curriculum? How do you monitor if it is effective? |

### Use of:

- Additional curriculum opportunities

| What additional curriculum opportunities are provided using the Pupil Premium within normal school hours? |
| What additional curriculum opportunities are provided using the Pupil Premium? |

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**Effective planning for Pupil Premium eligible pupils**

- How do class/subject/specialist teachers plan for Pupil Premium eligible pupils within mainstream lessons and for targeted interventions?
- How do you ensure consistency in effective planning for Pupil Premium eligible pupils across all provision?
- How effectively do class/subject teachers brief additional support staff funded through Pupil Premium before mainstream lessons?
- How effective is the input of additional staff in mainstream planning? How do they contribute to the development of teaching strategies and Quality First teaching (QFT)?
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<table>
<thead>
<tr>
<th>Leadership and Use of funding</th>
<th>Approaches and strategies</th>
<th>Pupil work scrutiny (outcomes, outputs, changes to pupil work) Performance reviews/meetings Staff interviews/surveys Equipment audits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Premium outside normal school hours? Divide these into after-school, weekends and school holidays. Does the school use the funding to subsidise educational visits? How much? How has this impacted on pupil progress? What teaching approaches and strategies are used to support the specific needs of pupils eligible for Pupil Premium? What specialist advice does the school draw on to make improvements in provision? How effective has this been? What specialist equipment is purchased using Pupil Premium? How does the school ensure that it is not using Pupil Premium funding to purchase equipment which should be funded through the general mainstream budget? For example, DSEN needs should not be met through Pupil Premium funding. A significant proportion of DSEN pupils are also Pupil Premium eligible. There needs to be a clear distinction between funding streams. If equipment is purchased how does the school monitor its use and impact on learning and engagement?</td>
<td>Pupil work scrutiny (outcomes, outputs, changes to pupil work) Performance reviews/meetings Staff interviews/surveys Equipment audits</td>
</tr>
<tr>
<td>Behaviour and safety</td>
<td>Pupils attitudes to learning</td>
<td>Behaviour and safety Pupils attitudes to learning Are you using Pupil Premium funding to support your pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts? How do you know that this is having an impact on progress and attainment? Where is it most effective and what have you learned from this?</td>
</tr>
<tr>
<td>Behaviour inside and outside lessons</td>
<td>Where you are targeting Pupil Premium to develop pupils’ socio-emotional development? What impact has it had both on the behaviour of the Pupil Premium pupils and the whole school? How has this impacted upon learning?</td>
<td>Provision management Pupil plans and review meetings</td>
</tr>
<tr>
<td>Behaviourally challenging pupils</td>
<td>Does your school use Pupil Premium to support behaviourally challenging pupils? How do you measure its impact on reducing challenging behaviour? Has this resulted in increased achievement? Has there been a reduction in exclusions for targeted Pupil Premium eligible pupils?</td>
<td>Behaviour incident log and overview; extracted information for Pupil Premium eligible pupils Exclusion overview Pupil review meetings</td>
</tr>
<tr>
<td>Attendance</td>
<td>How have your Pupil Premium interventions improved attendance? Can you evidence any direct links between your Pupil Premium initiatives and attendance? Has this resulted in increased progress in learning?</td>
<td>Attendance register and overview Attendance policy and procedures Action planning and evaluation</td>
</tr>
<tr>
<td><strong>Leadership and Use of funding</strong></td>
<td><strong>Approaches and strategies</strong></td>
<td><strong>Pupil work scrutiny (outcomes, outputs, changes to pupil work)</strong> <strong>Performance reviews/meetings</strong> <strong>Staff interviews/surveys</strong> <strong>Equipment audits</strong></td>
</tr>
</tbody>
</table>
| management | Premium funding? The use of the funding will be divided into a range of provisions, such as staffing, additional learning opportunities and purchase of equipment or uniform.  
- Does the school apply a “disadvantaged groups” categorisation to use of the funding, or does it closely follow the three Pupil Premium eligible groups? If a “disadvantaged group” is used, how is funding for Pupil Premium eligible pupils divided from other funding streams?  
- What additional funding streams and amounts are also used to support “disadvantaged groups”?  
- How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which are socio-emotional and have a longer term impact? What proportions?  
- How does the school communicate and evidence its use of socio-emotional interventions?  
- How much of the Pupil Premium funding has been used to fund additional new initiatives rather than contributing to previous activities, for which there has been a recent funding gap?  
- How does the school disaggregate the Pupil Premium funding from its main budget? Does it do the same with other funding streams for pupils with additional needs?  
- Has a reduction in the school budget impacted on the schools ability to support “disadvantaged groups”? How has the school mitigated this?  
- Has the use of funding and its impact been shared on the school website? It must indicate: levels of funding for the last and current academic year, how the funding was and will be used, and the impact of the funding on pupil outcomes (including the core subjects) in the last year.  
- How do governors evaluate the effectiveness of the website in communicating the use of the funding?  
- Is the school pooling any of its Pupil Premium resources with other schools or providers? How much? How effective has this been in accelerating progress? | Pupil progress data  
Budget audit  
Notes of Governing Body/Management Committee meetings  
Website use surveys and stakeholder views  
Notes of meetings between groups of schools |  
Monitoring of impact | How does the school monitor the impact of its use of Pupil Premium funding?  
- Does the school use a costed Provision Management system?  
- How does the school adapt provision and interventions based on its evaluation of progress, attainment and value for money? Provide examples/case studies.  
- How is the school monitoring if Pupil Premium eligible pupils are ready for the next stage in their education, training or employment?  
- How stringently is the Governing Body/Management Committee challenging and supporting the school on the use of Pupil Premium | Provision management  
School assessment and monitoring systems  
RAISEonline  
LA Performance Summaries |
| **Ofsted Inspection Guidance**
| --- |
| **Pupil timetables for intervention:**  
- In-class  
- Withdrawal  |
| - What proportion of Pupil Premium funded intervention is within mainstream lessons?  
- What is the relative impact of different interventions on mainstream learning in the core subjects?  
- How does the school ensure that withdrawal is effective in raising sustained improvement in progress? |
| Provision management  
Timetables  
Analysis of timetabling  
Pupil surveys on engagement and well-being  
Parent surveys on pupil progress, engagement and well-being  
Pupil achievement |

| **Staffing:**  
- Number/tfe and type of specialist staff  
- Training  
- Deployment  |
| - How many staff are employed across mainstream provision through Pupil Premium funding? (fte/number) Divide this into qualified teachers and support staff.  
- Has Pupil Premium been used to contribute to the costs of existing members of staff? How much money? How many fte and type of staffing? Why was this decision made?  
- Has Pupil Premium been used to contribute to the costs of new members of staff? How much money? How many fte and type of staffing? Why was this decision made?  
- What training has been provided to develop staff skills in supporting Pupil Premium eligible pupils and how effective has it been in terms of pupils’ outcomes? How is this linked to performance appraisal?  
- Where you use specialist staff how do you ensure that the quality standards for specialist staff are maintained, even when school leaders do not have that specialist background knowledge?  
- How do you ensure value for money in your deployment of staff and other resources? |
| Provision management  
Lesson plan scrutiny  
Lesson observations  
Pupil work scrutiny (outcomes, outputs, changes to pupil work)  
Professional development overviews and individual meetings  
Planned opportunities for joint planning  
Performance appraisal and management |

| **Engagement with and use of:**  
- Outreach services  
- Specialist teams  |
| - How effectively do you use outreach services and specialist teams to secure improved outcomes for Pupil Premium eligible pupils?  
- Which services and teams do you use and in which contexts?  
- How do you ensure value for money when using traded services? This should be linked to your provision management. |
| Provision management  
Pupil progress  
Pupil plans and review meetings  
Joint observations  
Review of service-level agreements  
Joint planning meetings |