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**Swaledale Alliance – Pupil Premium Review**

**School Visit Proforma – September 2017**

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| **School Name:** | **Date of visit:** |
| **Conducted by:** |
| **Number of Pupil Premium Eligible Children:**  | **Number on Role:** | **Pupil Premium Grant:** |
|  |
| **Focus Area** | **Information and evidence** | **Additional notes** |
| **Summary of school’s existing areas of focus and approaches (maximum of 3 areas)** | Area 1:Focus-Strategies implemented-Success criteria- | *This area is to be completed by the school ahead of the visit. It will identify how the school is utilising the PP funding to support targeted areas. This is more than likely to be linked to the School Improvement Plan and will be taken from the PP statement.* |
| Area 2:Focus-Strategies implemented-Success criteria- |
| Area:3Focus-Strategies implemented-Success criteria- |
| **Summary of how effectively the school uses evidence to identify effective approaches** | Area 1: | *This area is to be completed by the school ahead of the visit. It will include the strategies implemented by the school, how the actions were implemented, research based evidence to support the implementation and the measurable impact.**APPENDIX 1 of EEF Toolkit* [*https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/*](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/) |
| Area 2: |
| Area 3: |
| **Key focus areas for the Collaborative Pupil Premium Review** | Area 1: | *This area is to be completed by the Lead Reviewer ahead of the review and shared with both the review team and the headteacher of the school to be reviewed.* |
| Area 2: |
| Area 3: |
| **Names of key people to speak to and outline itinerary** | 1.Share KLE’s and confirm timetable of day2. Learning walk3. Book scrutiny (Pupil Premium pupils)4. Meeting with HT5. Meeting with Governor/s6. Lesson observation focused on KLEs *e.g. observe use of staffing that impacts on PP progress*7. Data analysis of PP pupils *e.g. end of phase/key stage data and projections*8. Meeting with PP co-ordinator/SENDCo/whatever the system is in the school9. Pupil conference10. Case studies to support/’what is the child’s story’? | *Possible structure of the day to be 30min slots with the different areas identified.* |

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| **Area and sources of evidence** | **Suggested questions and areas to explore** | **Strengths** | **Next Steps** |
| **Pupil characteristics***-interview with PP co-ordinator or member of staff with PP responsibility**- published data**- school’s tracking data and evidence**- case studies**- overview of numbers of PP pupils (both disadvantaged, CLA and Service)* | What is the overall number and proportion of pupil premium eligible pupils within the whole school?What is the two/three year pattern in eligibility for pupil premium? E.g. Are there particular spikes in year groups? Is it consistent across the school? Are particular year groups PP heavy?What is the future looking like? What impact has PP had in the past? What about the last 3 years?How well does the school know the eligibility data and patterns? |  |  |
| **Achievement**-*Interview with HT and PP Co-ordinator**-published data**-current progress data**-lesson observation and work scrutiny* | How well does the school make use of evidence including the EEF toolkit? What is the rationale for the PP spend? Has this been discussed at Governor level? Is there evidence of this e.g. Governor minutes? Do evidence-based systems for evaluation of impact exist? *E.g. on the website or from Learning Walks*What is the progress of the groups of pupils relative to their starting points? *E.g. disadvantaged in receipt of Ever 6/current FSM, Service, CLA*How quickly are attainment gaps for identified groups of pupils closing compared to the national average? (see above list)What story does the current data tell? |  |  |
| **Leadership & Management**-Interview with Head Teacher-Interview with Governor(s)\*-Interview with PPCo-Scrutiny of pupil premium policy documents-Scrutiny of SEF and Improvement Plan-Most recent Ofsted report-Published and current data*\*Meeting with governors should be independent of any senior leader attendance.* | **What is the impact of Pupil Premium spending in your school and how do you know?**How well does the school make use of evidence including the EEF toolkit?Do evidence-based systems for evaluation of impact exist?How effectively does the school identify priorities for pupil premium funding?How well matched are the school’s strategies with the perceived barriers to learning for disadvantaged pupils?How ambitious are the targets for disadvantaged pupils?How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/ emotional needs?How effective are the strategies used and how does the school evaluate them?How does the school work with parents and carers and outside agencies to help them support their children’s learning? |  |  |
| **Teaching**-Classroom visits and learning walks-Work scrutiny and discussion with pupils*NB: Work in a range of curriculum areas should be included in the work scrutiny.*-Observation of out of class interventions-Current progress data | How well do class teachers plan for eligible pupils within lessons and for targeted interventions? How is this recorded/evidenced?How effective are teaching assistants in implementing strategies and raising attainment and progress of eligible pupils?How well does the school plan for and achieve quality first teaching for disadvantaged pupils?How does the curriculum build cultural literacy for disadvantaged pupils? (i.e. beyond English and Maths)Where out of lesson interventions take place and how does the school evaluate impact?Refer to questions in toolkit to gauge pupils’ attitudes to learning, as appropriate. |  |  |
| **Behaviour & safety**-Learning walk and discussion with PPCo/HT/Governors-Scrutiny of behaviour records-general feeling within the school | How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?How is this evidenced?Where support is focused on wider issues in pupils’ and their families’ lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps? *Eg case study, discussion with pupils/families.*Is there evidence to indicate impact on pupil’s behaviour using PP? |  |  |

**Pupil Premium Collaborative Review – Action Plan**

**Areas of good practice observed during the review**

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|  | Aspect | Evidence | Impact |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

**Next Steps**

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| --- | --- | --- | --- | --- | --- |
|  | Aim | Actions (include date to be completed) | Success Criteria | Impact | Evaluation (to be RAG rated) |
| 1 |  |  |  | *This column to be filled in by the reviewers on the follow up visit* | *This column to be filled in by the reviewers on the follow up visit* |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |

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| Date of follow-up visit (2-6 months after initial visit): |  |

NB: Reviewers will validate the school’s evaluation of the action plan during the follow-up visit.