

# **Pupil Premium Collaborative Review**

## **Toolkit - September 2017**

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The following resources have been designed to complement the Pupil Premium Collaborative Review Policy and Procedure.

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## Pupil Premium Collaborative Review – Generic Evidence Form

<b>Date:</b>	<b>Time;</b>	<b>School:</b>	<b>Observer:</b>	<b>No:</b>
<b>Context for Evidence:</b>				
<b>Evaluation of what was observed:</b>				
<b>Evaluation – Strengths from the evidence:</b>				
<b>Evaluation – Next Steps:</b>				

## Pupil Premium Collaborative Review – Classroom Visit Pro-Forma

<b>Date:</b>	<b>Time;</b>	<b>School:</b>	<b>Teacher:</b>	<b>Observer:</b>	<b>No:</b>
<b>Context of the Learning Environment: (Please include number of pupils; age; context; subject taught; lesson objective etc.)</b>					
<b>Evaluation of what was observed:</b> <b>Prompts for the observer</b> <i>Please ensure that you are aware of the Pupil Premium children in the classroom, prior to the observation. Are children eligible for Pupil Premium given the best possible opportunity for developing their learning through: proximity to teacher/TA/teaching aids (e.g. interactive whiteboard); appropriate resources (e.g. on table and on wall); minimising disruptions; maximising engagement; access to feedback during the lesson (adult as well as child); how effectively are TAs used to support learning and what is the impact on children eligible for the Pupil Premium?; How are children eligible for the Pupil Premium planned for and their progress evaluated?; Can children articulate their learning and next steps?</i>					
<b>Evaluation – Strengths of the session:</b>					
<b>Evaluation – Next Steps:</b>					
<b>Behaviour/Attitudes to Learning</b>					

## Pupil Premium Collaborative Review – Work Scrutiny

NB: Work in a range of curriculum areas should be included in the work scrutiny.

Date:	School:
Completed by:	Details:

Questions	Strong Agree	Agree	Ambivalent	Disagree	Evidence/points to note
<b><u>Presentation</u></b> Children eligible for the Pupil Premium present their work with care and have pride in its appearance.					
Their handwriting is neat and legible.					
<b><u>Quantity of Work</u></b> Children eligible for the Pupil Premium produce an appropriate quantity of work during lessons and over time.					
Children eligible for the Pupil Premium use their books very regularly during a normal working week.					
<b><u>Range of Work</u></b> Children eligible for the Pupil Premium are provided with a range of learning opportunities covering the whole curriculum.					
<b><u>Differentiation</u></b> The teacher regularly differentiates tasks for children eligible for the Pupil Premium to take into account of their prior ability.					
<b><u>Misconceptions</u></b> Any misconceptions are addressed swiftly and action is taken to resolve them effectively.					
<b><u>Progress</u></b> Children make better than expected progress over time.					

<b>Marking</b> All work is marked in line with the school's marking policy.					
Children eligible for the Pupil Premium know what their next steps are and what they need to do in order to achieve them.					
The teacher (and other adults where appropriate) always provide written feedback to children eligible for the Pupil Premium.					
The teacher's comments ask pupils eligible for the Pupil Premium to respond by way of a task or comment etc.					
Pupils eligible for the Pupil Premium always respond to the teacher's marking and feedback.					
Children eligible for Pupil Premium are encouraged to self (and peer) assess their own (and others') work to identify their own success/errors.					

Key Strengths of the work/evidence seen:

Suggested next steps:

# Questions to prompt discussion regarding the analysis of performance data for children eligible for the Pupil Premium

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## Data

1. Overall Attainment of pupils current and previous year
2. Attainment of groups ( Service, FSM, LAC)
3. Compare whole school v pp cohort (EYFS / KS1/KS2)
4. How have Leaders/Governors used the data to inform PP strategies?
5. Some link between the SEF and how the data is viewed (Selected once SEF has been looked at)

## Progress

1. Analysis of current progress data in each year group
2. What is the picture looking like for PP pupils compared to the whole school cohort?
3. Is this evidence reflected in books?
4. What does progress look like in books?
5. Does the current rate of progress for PP indicate rapid progress? For example Closing the Gap/Diminishing the Difference

## Area of Focus

1. SEF/School Improvement Plan - highlight comments about PP and the impact of data / progress
2. Schools data/ tracking system for various groups
3. Work/book scrutiny

# Questions and prompts to support learning walks, with a focus on children eligible for the Pupil Premium

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## Purpose of the learning Walk

- To develop an awareness of the Purpose/Culture/Ethos of the school
- To see the impact of PP spend
- To link together what is being said with what is actually happening

*If there are a number of service PP*

- To discover how the care, support and guidance are being implemented?

## What will it look like?

Each Learning Walk will have a direct link to the key lines of enquiry

- An opportunity to visit the whole school?
- Conversations with pupils eligible for PP
- Does the learning challenge you?
- How do they view their own Progress and Attainment?
- How does marking and feedback help you?
- What do you like about the curriculum? How has this inspired you? Any memorable events?
- Sharing pupil work books
- Learning Environment
- Does it create high expectations?
- Is pupils' current work on display? Range of PP and non-PP
- Discussions with all staff members
- Do they know who the pupil premium children are in their class?
- Are they aware of how they are supported?
- Are they aware of the progress/attainment of pupils - link to Pupil Progress meetings etc
- Direct conversation with individuals responsible for PP (Pupil Premium Champion/ Governor)
- Other areas as identified by SLT/Governor and is linked to pupil premium strategy / spend breakdown.  
This will be led by the senior leader e.g. If there is a focus on playtime engagement then this will be seen

# Optional questions for staff (including teaching assistants) regarding children eligible for the Pupil Premium

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## Pupil Premium Questions for Staff

- What are the barriers to learning for disadvantaged pupils in your class?
- How is pupil premium funding used to address these?
- What impact has the pupil premium funding had on outcomes for disadvantaged pupils?
- How do you measure the impact of the strategies you use?
- How do you plan for disadvantaged pupils within lessons?
- How does marking and feedback impact on attainment and progress for disadvantaged pupils?
- How effective are teaching assistants in implementing strategies and what impact do they have on attainment and progress of disadvantaged pupils?
- Where out of lesson interventions take place, how do you evaluate impact?
- How is pupil premium used to meet social and emotional needs and provide wider opportunities for disadvantaged pupils?
- Are parents/carers and other professionals involved in planning for disadvantaged pupils?
- Have you received appropriate CPD to meet the needs of disadvantaged pupils in your class?

## Whole school questions for staff

- What is the number/ proportion of pupil premium eligible pupils within the whole school population?
- What barriers to learning have been identified for disadvantaged pupils in the school?
- What are the school's priorities for pupil premium funding?
- How ambitious are the targets for disadvantaged pupils?
- How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?
- How well does the school plan for and achieve quality first teaching for disadvantaged pupils?
- What is the progress of disadvantaged pupils relative to their starting points?
- 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 focused on providing wider opportunities or meeting social/emotional needs?
- How does the curriculum build cultural literacy for disadvantaged pupils?
- What is being done to improve/accelerate progress made by the vulnerable groups? How does the school evidence pupil progress?
- How is the evidence used to raise standards further?
- How does the school work with parents and carers to help them to support their children's learning?
- How does the school celebrate achievement of all pupils including vulnerable groups?



# Questions for children eligible for the Pupil Premium

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## Well-being/Behaviour

- Inclusion – how is everyone involved? How does the school make sure that no one is left out?
- Behaviour – what it's like in class and out
- Who do you go to if concerned or worried

## E learning

- Do you have access to a computer at home? Can you use it for homework, research, to access the internet safely?

## Learning/work

- Can you find some marking in your books that has been helpful to you? What kind of marks does the teacher use? How has it helped you?
- Can you show me where you acted upon the marking (above) – how it helped you to improve your work?
- Do you know what your targets are?
- How well are you progressing towards your targets? How do you know when you will have achieved them? Are they challenging enough?
- Is there some work you have found difficult? What was it that made it difficult?
- How do the teachers help you to learn?
- Do you know what to do to make your work better?
- Are you making good progress, how do you know?
- Is there anything your teachers could do to help you even more than they do?

## Extra- curricular opportunities

- Do you attend any school clubs? When? What time of day?
- Do you go on school trips or a residential visit?
- Do you take part in sporting or musical activities?

## General/Attendance

- Are you happy at school? Do you enjoy school?
- Is it ever difficult for you to come to school?
- Do you feel safe at this school? Are you well looked after at this school?
- Are you expected to do your best?
- What are your favourite activities at school?
- What would you change to make the school even better?

## Service Pupils

- How did this school help you to settle in?
- Does your school do anything to help service pupils in particular?
- Is there someone to talk to if you are worried about anything?