



National College for
Teaching & Leadership



Effective pupil premium reviews

A guide developed by the Teaching
Schools Council and Sir John Dunford,
Pupil Premium Champion

November 2014

Contents

Ministerial foreword	3
About this guide	4
Before beginning a review	5
Taking an evidence-based approach	7
The pupil premium review framework	8
Effective practice case studies	12
Annex 1: Planning and preparation template	19
Annex 2: Self-evaluation template	20
Annex 3: School visit template	21
Annex 4: Analysis and challenge template	26
Annex 5: Action plan template	27
Annex 6a: Self-evaluation	29
Annex 6b: Illustration of self-evaluation	30
References	31

Ministerial foreword

I was delighted when the Teaching Schools Council offered to help develop this guide on pupil premium reviews. The pupil premium is a massive commitment targeted on the under-achievement of disadvantaged pupils, and I know school leaders across the country recognise the urgent action that is needed now to make a difference for all of their eligible pupils. The premium offers us all an opportunity to break traditional patterns of disadvantage, poverty of expectation and wasted potential.

Making the most of the funding is rightly among the top priorities of school leaders in all phases, and an objective assessment of how it might make more impact is an essential part of school improvement work. This guide will enable schools to effectively plan, commission and respond to an independent review of their pupil premium use. It also acts as a handbook for reviewers.

As well as key leaders from the Teaching Schools Council, we were fortunate to have Sir John Dunford, England's National Pupil Premium Champion at the heart of the work and I'd like to thank all those who have contributed their time and expertise.

I hope this guide enables you, as a school leader or independent reviewer, to take part in a truly effective review.



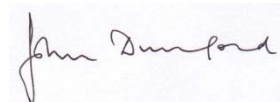
David Laws, Minister of State for Schools

Authors' foreword

Good education systems do well by most children and great ones are particularly successful in securing successful outcomes for **all** children.

As the National Pupil Premium Champion and Chair of the Teaching Schools Council, we are both committed to supporting schools in the effective use of the pupil premium to close the achievement gap between disadvantaged pupils and others. We also see the development of an inclusive school-led system, characterised by excellence and equity, as a vital enabler of purposeful collaboration which leads to improved outcomes for all young people.

We are delighted to have worked together, alongside the National College for Teaching and Leadership (NCTL), to produce this timely guide. We hope that you will find it helpful as you work towards making the most of pupil premium in your own school and beyond.



Sir John Dunford
Pupil Premium Champion



Vicky Beer
Chair of the Teaching Schools Council

About this guide

This guide, the result of collaboration between the Teaching Schools Council and Sir John Dunford, the National Pupil Premium Champion, has been developed to support a truly self-improving, school-led system. It provides a rigorous and tested **six-step framework** which reviewers and supported schools can use to make the most of their pupil premium review, and find the best ways to raise the attainment of their disadvantaged pupils.

The purpose of a pupil premium review is to use an **evidence-based approach** to assess how a school is spending its pupil premium funding, and identify the most effective interventions and overall strategy.

The guide also includes four case studies that exemplify this approach in a range of school contexts.

The guide and six-step framework draws on the expertise of experienced and successful system leaders who currently undertake reviews, and has led to the development of effective and sustainable pupil premium strategies for schools. It is also informed by insights developed by Sir John who, in his role as National Pupil Premium Champion since September 2013, has addressed thousands of school and local authority leaders at his talks on the pupil premium all over England.

A pupil premium review should be led by an experienced, independent system leader with a track record in improving outcomes for disadvantaged pupils. In addition, self-evaluation – step two of the framework – should be undertaken by leaders at the school before the reviewer visits, and is an integral part of the review. This approach enables the independent reviewer to support and challenge the school to maximise the benefit of pupil premium funding, and to support the school in developing a more effective strategy.

Who is this guide for?

The following individuals and schools may benefit from reading and using this guide:

- **Pupil premium reviewers**, including all teaching school heads, national leaders of education and local leaders of education.
- **School leaders of schools receiving a review recommendation** from Ofsted, the Department for Education, local authority, sponsor trust or other relevant body.
- **School leaders of schools already raising attainment for disadvantaged pupils**, who either want to commission a review to improve their strategy or undertake their own self-evaluation without commissioning a review.

Before beginning a review

When should schools commission a review?

Schools can commission a review at any time if they wish to improve their school's pupil premium strategy. All schools should consider whether they could benefit from the fresh perspective of an experienced system leader, to help them implement new approaches or improve current provision to help raise the attainment of their disadvantaged pupils.

Ofsted will recommend that schools commission a review if, as a result of a section 5 inspection, it identifies specific issues regarding the provision for disadvantaged pupils.

In some cases, the Department for Education (DfE), a school's local authority, or the organisation involved in running the school, academy or free school (for example, the trust or diocese) may recommend that a review is commissioned if there are concerns about the results of the school's disadvantaged pupils.

Schools should start the process of commissioning a review within 2 weeks of it being recommended and should aim to have the review completed within 8 weeks.

If an Ofsted inspection report recommends the review, the monitoring inspector will expect it to be undertaken as a priority.

Who leads a pupil premium review?

NCTL designates system leaders - national leaders of education (NLEs), local leaders of education (LLEs) or heads of teaching schools - as pupil premium reviewers. These system leaders are responsible for the delivery of an effective review, and will usually hold an initial discussion with the head of the school commissioning a review. Beyond this however, reviewers may deploy other members of their leadership team, including middle leaders and specialist leaders of education (SLEs), to lead subsequent aspects of the review.

Schools that are unable to find a suitable reviewer in the online directory can seek help by identifying and contacting an experienced leader from a school or academy in their region, such as a pupil premium award winner, or from another organisation that provides school improvement support.

In all cases, schools may wish to make sure that the reviewer can provide evidence of having improved the achievement of disadvantaged pupils, in schools that they have either led or supported closely. For further information see the [pupil premium review pages](#) on GOV.UK.

Schools can **find and contact designated pupil premium reviewers** in their area by searching the [NCTL online directory of reviewers](#)¹.

How long should a pupil premium review take?

An effective pupil premium review will usually take between 2 to 4 days in total, including a day spent by the supported school undertaking self-evaluation, and a half-day follow-up visit.

Who pays for the external review and how much will it cost?

Schools are responsible for paying for their pupil premium review. The cost is a matter for agreement between the reviewer and the commissioning school, but should reflect the amount of time and resource involved in the review. There is no set cost for a review and neither the DfE nor NCTL set day rates for system leaders, but as a guide day rates should reflect pay and expenses for a senior leader or headteacher, including the costs incurred by their school to release them. A typical day rate for a system leader is around £300 to £500. At the end of the review the school will have an improved strategy to implement. Any support beyond the initial review will need to be funded separately, but sometimes schools working in partnership find reciprocal ways of sharing resources which can benefit both schools.

What about small schools with limited budgets?

Reviews of groups of schools are a great idea, and lead to the possibility of ongoing peer support networks. Heads of small schools who are commissioning a review might speak to other local heads in their networks to see if a joint review could work for them.

What about schools that have also been asked to commission a review of governance?

Sometimes schools are asked to commission a [review of governance](#) alongside a pupil premium review. This is often carried out by a national leader of governance (NLG). Although reviews should be commissioned from separate reviewers schools may wish to ensure collaborative working between reviewers. System leaders undertaking these different reviews should discuss with each other and the school how they will provide consistent advice and support. In some cases, it may be possible to identify a reviewer for each review from the same school or within the same teaching school alliance.

Taking an evidence-based approach

Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference - whatever the context of, or degree of challenge within, the school.

We know this because there is compelling evidence which demonstrates that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to change their practice.

When reviewing how pupil premium funding is currently spent, school leaders and governors will find the following documents and sources of evidence invaluable:

- The [Education Endowment Foundation's \(EEF\) toolkit²](#) provides details on the effectiveness and cost-effectiveness of a range of strategies and interventions, and the evidence base that underpins them. The [EEF's evaluation toolkit³](#) helps schools to understand which strategies are working best for their pupils.
- Ofsted's Jan 2013 report, [The pupil premium: how schools are spending funding successfully⁴](#) summarises successful and unsuccessful approaches to pupil premium use. The accompanying [analysis and challenge toolkit⁵](#) helps schools to identify where there are gaps in attainment between disadvantaged pupils and others.
- The [Pupil Premium Awards website⁶](#) provides an inspirational insight into what successful schools are doing with their pupil premium.
- Oxford Primary's report, [Teaching Assistants \(TAs\): a guide to good practice⁷](#) is an essential read which will help to ensure the effective deployment of support staff.
- Sir John Dunford's 2014 article, [Using the pupil premium effectively: an evidence-based approach to closing the gap⁸](#) from the Teaching Leaders Quarterly (Spring 2014 edition) is helpful reading for middle leaders, who have an important contribution to make to the effective use of the pupil premium.

The pupil premium review framework

The framework below sets out a six-step process, with a summary of each step and the approximate amount of time needed. Each step is explained in more detail in the next section and reviewers and school leaders may find the templates for the first five steps (annexes 1 to 5) helpful in proceeding with the review.



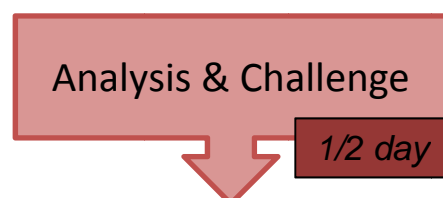
The reviewer should research the school website and pupil premium statement, analyse school data and Ofsted reports, speak to the head, agree and share an itinerary for the visit, and understand the school profile and the amount of pupil premium funding.



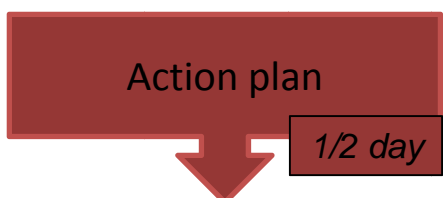
Before the arrival of the reviewer, the school being reviewed should identify any strategies which might improve outcomes for disadvantaged pupils and evaluate the impact of any existing strategies in place. The reviewer and the head of the supported school should share and discuss the findings ahead of, or during the school visit.



The reviewer should visit the school, taking an evidence-based approach to reviewing the self-evaluation, chosen strategies and their impact. Reviewers will wish to speak to pupils as well as those with responsibility for improving outcomes including: the headteacher, chair of governors, the governor responsible for the pupil premium, subject leaders for English and maths, the SENCO and parents/carers.

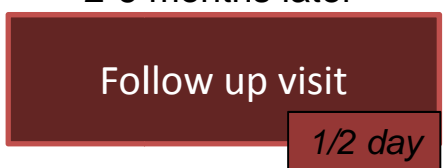


The reviewer might undertake a more detailed analysis of the strategy selection and evaluation and draw on evidence to ask: What is going well / badly?; Is there clarity around the barriers to learning, desired outcomes and success criteria?; Has there been an evaluation of current strategies and could better strategies be used?



The reviewer should draw up an action plan, to include a clear executive summary and a list of strategies which will improve the school's use of the pupil premium and impact positively on outcomes for disadvantaged pupils. The plan should build on the school's self-evaluation, and identify clear milestones, responsible individuals, success criteria and accountabilities.

2-6 months later



The reviewer should carry out a follow-up visit. This is an opportunity for the reviewer and school to evaluate the progress made and the emerging evidence of impact. The reviewer and school may adapt the plan accordingly, to ensure that the strategies being followed are as effective as possible in order to meet the defined outcomes.

Planning and preparation

Experienced reviewers have found that their reviews have been most effective when they have spent some time planning and preparing before visiting the school. Typically, effective reviews include around half a day's planning and preparation time, during which the reviewer develops a better understanding of the context of the school they are reviewing, its pupil premium profile and the specific challenges it faces in improving outcomes for disadvantaged pupils.

Much of this understanding can be derived from a review of evidence sources to establish the current position of the school. These sources include the pupil premium section on the school's website, the school's performance data and Ofsted reports. Scrutiny of these sources has helped reviewers to identify areas of strength and weakness at the school, and informs areas to focus on during the visit.

Once this initial picture has been formed, an initial discussion with the headteacher of the school being reviewed is helpful to enable both parties to check their understanding, fill any gaps in knowledge and ask any questions they may have.

This discussion will also enable the reviewer and headteacher to agree an itinerary for the school visit and ensure that the right people will be at school on the day of the visit. For example, when reviewing a school where mathematics outcomes for disadvantaged pupils are significantly better than English, reviewers will want to understand more about the effective practice that is leading to this stronger performance, and which aspects might be shared more widely across the school. It will therefore be important, to ensure that the right individuals are available on the day of the school visit, so that these discussions can take place.

Reviewers may find the planning and preparation template (annex 1) a useful aid during this step.

Self-evaluation

Schools that have commissioned a review will be committed to making the most of their pupil premium funding through some form of self-evaluation. By closely scrutinising their current strategies, and taking an evidence-based approach to identifying new strategies to improve use of their pupil premium funding, schools can play an active role in their review. Schools that have commissioned a review should expect to spend around a day on this step before the independent reviewer's visit.

The self-evaluation template (annex 2), can be used to record all identified strategies which might be needed to close gaps across the school, and if possible this should be shared with the reviewer ahead of the visit.

In addition, the self-evaluation flowchart (annex 6a and b) provides a more detailed description of a tested approach to identifying barriers to learning, defining desired outcomes and success criteria, and drawing on evidence to select strategies which will deliver improved outcomes for disadvantaged pupils.

School visit

During the school visit, reviewers will build on their own preparation and the school's self-evaluation to focus on reviewing the strategies which the school has chosen to follow. Experienced reviewers have done this effectively by supporting the school to look more closely at the evidence which has led to the selection of each strategy as well as any evidence of positive impact, to identify where improvements can be made. The visit can also be an important opportunity to gain cross-school buy-in to a renewed drive to make more effective use of the school's pupil premium funding.

As well as observing teaching and learning, reviewers have found it important to speak to those leaders and individuals who are in a position to make the greatest impact on improving outcomes for disadvantaged pupils. These people will include, amongst others, the school's senior leaders and governors, who will need to ensure that the school remains on course to deliver the agreed outcomes identified in the plan.

During the visit, the reviewer may work with the school on all or some of the areas within the school visit template (annex 3).

Analysis and challenge

Before drawing up an action plan reviewers might find it helpful to undertake further analysis and challenge of the self-evaluation and chosen strategies, by drawing on the evidence and observations gathered during the school visit, to ask:

- Is there clarity around the barriers to learning, desired outcomes and success criteria?
- Has there been an evaluation of current strategies and could better strategies be used?
- Which strategies are already working well?
- Which strategies are not yet having the desired impact, but will deliver impact if things are done differently, or staff receive support to develop?
- Which strategies are unlikely to deliver impact and should be withdrawn?

The analysis and challenge template (annex 4) can be used to summarise the revised list of strategies which will form the basis of the action plan. At this stage reviewers might recommend that the school stops some of its existing strategies, especially if there is a

better range of strategies which evidence suggests might deliver improved outcomes and make the most of the school's pupil premium funding.

Action plan

At the end of the process the reviewer will draw up a clear and concise pupil premium action plan, which includes an executive summary and a list of key strategies which have been chosen to improve the school's use of pupil premium, and impact positively on outcomes for disadvantaged pupils.

An effective plan will also clearly identify individuals responsible for implementing each strategy, as well as key steps and future dates when evaluation of the impact of each strategy will take place, thereby ensuring that the plan is leading to accelerated progress for disadvantaged pupils. The plan should also include a date for a follow-up visit by the reviewer.

The action plan template (annex 5) has been developed with contributions from reviewers who have experience of delivering effective pupil premium reviews, and may be used by reviewers during this step of the review.

Follow-up visit

The final step of the review process is a follow-up visit, which should ideally take place between 2 and 6 months after the school visit. Reviewers and schools receiving reviews have both found that this is an important step, which helps them to maintain focus on delivering the plan effectively to ensure that the school is on track to close gaps and raise attainment for disadvantaged pupils.

During the follow-up visit, the reviewer and headteacher, working alongside the individuals responsible for delivering each strategy, may wish to scrutinise the emerging evidence of impact, as they evaluate the success of each strategy in meeting the success criteria and leading to defined outcomes.

Depending on what is found during the visit, the reviewer may recommend alternative strategies, or changes to improve the effectiveness of existing strategies, and may need to adapt the action plan.

Effective practice case studies

The following case studies are shared with the permission of the schools that have commissioned independent pupil premium reviews or the reviewer who has conducted them. The first case study is from the perspective of an experienced reviewer, while the other three are from the perspective of the schools themselves.

The schools in the case studies have different contexts and sets of challenges. What each school has in common however is how it has embraced the review as a positive opportunity to take an evidence-based approach, and developed an action plan which was implemented quickly to make the most of their pupil premium funding.

Case study 1: Pakeman Primary School – reviewer perspective

Lynne Gavin, headteacher of Pakeman Primary School in Islington, North London, conducted a pupil premium review for a primary school that had been recommended a review by Ofsted. Lynne was approached because her school was the national primary winner of the pupil premium awards in 2013 based on their excellent provision for disadvantaged pupils.

Lynne agreed a three- approach, comprising a day of preparation, a visit, and a day of analysis and write-up, with the school. She prepared for the review by examining the school's demographic and attainment data; the latest Ofsted report; a self-evaluation form completed by the school; their pupil premium policy; their online report on their pupil premium spending; a list of interventions adopted by the school; and the action plan for each year group.

Based on this information, Lynne designed a visit to the school to further explore the needs of their disadvantaged pupils and their current use of the funding. The visit involved discussion with the senior leadership team and the pupil premium co-ordinator; intervention observations; discussion with teachers, support staff, pupils and the pupil premium link governor; scrutiny of pupils' work; and a school tour.

An analysis of the findings from the visit showed that the school had particular issues in maths, with disadvantaged pupils making slower progress than expected and maths interventions being inconsistently implemented across the school. Lynne also identified gaps in how targets for pupils were set and communicated to all teaching staff and how assessments were made of both disadvantaged pupils' progress and the effectiveness of the interventions.

Lynne's analysis also recognised that the school was already adjusting practice based on the evidence found in the Education Endowment Foundation (EEF) toolkit. In particular, the school had recently invested in continuous professional development for all staff to improve feedback, which is considered highly cost-effective in the toolkit. Lynne's action plan for the school recommended that this work on feedback be further embedded, to address issues around how consistently it was implemented. It also addressed the consistency of the maths intervention in place, encouraging the school to examine whether this was the right approach to improving progress in maths, given its limited success to date.

The action plan further recommended that the school continue its shift away from spending the funding on enrichment and enjoyment activities to those with stronger evidence of their impact on attainment and recommended setting clear targets for disadvantaged pupils that all teachers are aware of and that these are monitored at half termly assessments.

Case study 2: Holbrook Primary School

Holbrook Primary School in Coventry was inspected in January 2014, and Ofsted recommended a pupil premium review as, while disadvantaged pupil progress was good in some year groups, this was not consistent across the school. The deputy headteacher at Holbrook Primary School, found the review to be, “very useful...a positive experience that helped to move the school forward, and focus the funding to impact on progress and attainment for pupil premium children.”

Holbrook Primary is a larger than average sized primary school whose pupils come from a wide range of ethnic backgrounds; thirty nine different first languages are spoken by pupils, and almost half are of Pakistani heritage. The proportion of pupils who attract the pupil premium is above average.

Following Ofsted’s recommendation for a review, the school contacted its local authority to discuss finding a suitable reviewer who was independent. The local authority recommended an HMI not involved with the inspection and a local headteacher from an outstanding secondary school with experience in providing support to a network of local schools. The school verified their expertise and invited them to carry out the review as a team.

The review was agreed by all parties to focus on data analysis and time with pupils in class. As a first step the school carried out a self-evaluation that focused on pupil needs and current strategies. During the review visit, the reviewers conducted lesson observations and talked to pupils. The resulting report, which acknowledged areas of strength and recommended areas for development, prompted the school to think in greater depth about individual pupils, and about their needs beyond academic need. Being familiar with the EEF toolkit the school consulted it again when drawing up a “Next Steps” action plan to respond to the review findings.

The action plan has resulted in innovation and changes in emphasis. Data analysis has been intensified, and focuses on informing two new consistent questions, “Is the attainment gap closing? If not, why not?”

The senior leadership team was restructured to create an additional assistant headteacher with specific responsibility for the pupil premium. Her role includes working with the evidence set out in the EEF toolkit and ensuring interventions are evidence-based. Year leaders have new powers and new responsibilities for the progress and outcomes of disadvantaged pupils in their care.

The action plan suggested a new focus on reading, including extending learning hours before and after school. Teachers plan the activities and resources, and work closely with the teaching assistants, specifically trained in supported and guided reading, who deliver the programme. The school has seen a rapid, notable improvement in pupils’ reading

which has laid the foundation for further progress across the curriculum. A follow-up review visit was discussed and agreed for late in the autumn term.

Case study 3: Birches Head Academy

When Birches Head Academy in Stoke on Trent was inspected in December 2013 Ofsted recommended a pupil premium review, alongside an external review of governance.

Birches Head Academy is a smaller than average sized secondary school, with a well above average proportion of students attracting the pupil premium. The vice-principal at Birches Head found the review was a positive, collaborative experience that helped bring a new focus on specific interventions for disadvantaged pupils and whole school strategies that also benefitted disadvantaged pupils.

To commission the review the senior leadership team looked at the NCTL reviewer directory to locate a reviewer in their region. One NLE was known to the headteacher to have relevant expertise and agreed to carry out the review. A brief was agreed: the review would make recommendations to increase the efficiency and effectiveness of pupil premium spending, to improve the impact on disadvantaged pupils, against a backdrop of whole school improvement. A governance review was commissioned separately from a different specialist.

Senior leaders reviewed the school's data and current strategies for disadvantaged pupils in advance of the visit. After a full day visit discussing the experiences of pupils, teachers and leaders the reviewer created a report that acknowledged what had already been accomplished, and offered a consistent set of improvement recommendations for the school to work into its strategy and practice.

These centred on empowering middle leaders, governors and senior leaders in new ways to monitor progress. It proposed a change to the way data are monitored and used. Issues other than academic attainment, such as attendance and behaviour, were added to the consideration of pupil outcomes, including for disadvantaged pupils. A fresh focus on progress, especially in maths and English, was also recommended.

In responding to the recommendations, senior leaders drew on the sources of effective practice they knew best, such as work by Professor John Hattie and the EEF toolkit, to refine their strategies for disadvantaged pupils. The headteacher at the time commented that the report, "clarified the whole strategy for teaching in the school." She identified three 'keystones' to the school's strategy: seeking impact; understanding and responding to data; always looking for the next step. These new priorities are now leading to improving performance data.

The reviewer visited the school again after two months to see how useful her feedback had been and how the new strategy was working out.

The headteacher commented that a successful review rests on a school, "making it work for you" – having clear expectations and objectives, and ensuring the resulting report addresses the context of the school with implementable ideas.

The vice-principal added that, “there has been a positive impact on the objectives that the school is trying to achieve with pupil premium funding around performance in English and maths, and improvements for target groups in relation to attendance, behaviour and engagement.

Case study 4: Scarborough Northstead Community Primary School

Northstead Community Primary School in Scarborough is a much larger than average primary school. Almost all pupils are of White British heritage and the proportion of pupils eligible for pupil premium funding is above average. During its inspection in January 2014 Ofsted recommended a pupil premium review, stating that “the pupil premium funding is spent for the purposes intended, but its impact requires improvement”.

In light of this the headteacher decided to put the review at the centre of their wider action plan, and take an evidence-based approach, recognising that improving progress for disadvantaged pupils was a core element in the improvement the school needed to make. For a reviewer the school approached the headteacher of New Pasture Lane Primary School in Bridlington, which had been regional winner and national runner-up in the 2013 Pupil Premium Awards.

After some self-evaluation of their current pupil premium strategies the headteacher and senior staff visited New Pasture Lane Primary, to observe the school in action and discuss effective practice. Following the visit, the award winning headteacher arranged to carry out a pupil premium review. Her feedback enabled the school to make far-reaching changes to focus on accelerating progress for disadvantaged pupils, focussed particularly on the quality of teaching and on parent engagement. The school used the EEF toolkit when working with the reviewer to develop an action plan in response to the review findings, ensuring it focused on evidence-based practice. Senior leaders also validated their evidence-based intervention plans with senior staff at New Pasture Lane.

The school appointed an inclusion leader with overall responsibility for pupil progress for vulnerable learners; this included children supported with pupil premium funding as well as other pupil groups. The school is now able to quickly identify the strengths and weaknesses within its structure and to plan provision for the next academic year.

The school’s top priority has always been high quality teaching and the headteacher’s discussions around the review offered new approaches to this. There was a new emphasis on training up specialists – “trouble shooters” – for different curriculum areas, primarily but not exclusively in English and maths. The school appointed a part-time home-school support worker, partly funded by the pupil premium, which was soon extended to a full time position. The role plays a vital part in engaging difficult to reach families and helps to promote stronger home/school links.

The partnership between the two schools continued, with Northstead staff visiting New Pasture Lane regularly to observe teaching, to discuss use of data and intervention planning. After this follow-up, it was agreed that the reviewer would carry out a termly “health check” for the school’s pupil premium work. Northstead has also developed strong links with a teaching school – New York Primary School – in North Tyneside, which has enabled the school to enhance its strategy development through visits and advice.

Annex 1: Planning and preparation template

<i>[Insert school name] School's Pupil Premium Profile [Insert school year]</i>	
Total number of pupils in the school	
Number of PP-eligible pupils:	
Amount per pupil:	
Total pupil premium budget:	

Evidence of school performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	
Summary of school's performance data:	<i>Does the school's performance data indicate that attainment and progress for disadvantaged pupils are improving, and that gaps are closing, both within the school and compared to the national average?</i>
School's pupil premium statement:	<i>Does the school's published pupil premium statement clearly describe how the school is planning to allocate funding to raise attainment and progress for disadvantaged pupils, and close gaps?</i>

Annex 2: Self-evaluation template

The table below can be used to summarise the identified areas of focus, barriers to learning, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils. See **annex 6a** for a further illustration.

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<i>e.g. Improving reading levels for disadvantaged pupils</i>	<i>Disengagement, inability to relate to texts</i>	<i>Improved engagement and attainment</i>	<i>Gap in expected level in reading, between disadvantaged pupils and others reduced by 6-9 percentage points</i>	<i>Reading comprehension and peer tutoring</i>	<i>As a result of additional support, expected reading levels have risen for all pupils, but at a faster rate for disadvantaged pupils. The gap between disadvantaged pupils and others has reduced by 7 percentage points</i>

Annex 3: School visit template

<i>[Insert school name] School visit [insert date]</i>	
<p>Summary of school's existing areas of focus and strategies:</p>	<p>Area one: <i>Focus: e.g. Improving reading levels</i> <i>Strategies: Reading comprehension and peer tutoring</i> <i>Success criteria: Gap in expected level in reading, between disadvantaged pupils and others reduced by 6-9 percentage points</i></p> <p>Area two: <i>Focus:</i> <i>Strategies:</i> <i>Success criteria:</i></p>
<p>Summary of how effectively school uses evidence to identify effective strategies:</p>	<p>Area one: <i>E.g. Evidence from the EEF toolkit shows that both these strategies are effective relative to their costs, and when combined result in even greater impact – particularly for upper primary children.</i></p>
<p>Names of key people to speak to and outline itinerary:</p>	

During the review, the reviewer may work with the school on all or some of the following areas as appropriate.

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Pupil characteristics</p> <ul style="list-style-type: none"> • Interview with pupil premium co-ordinator (PPCo) • Published data 	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>		
<p>Achievement¹</p> <ul style="list-style-type: none"> • Interview with PPCo • Published data • Current progress data • Lesson observation and work scrutiny 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p>		

¹ When reviewing special schools reviews may also wish to consider the area of 'enrichment', and the following question: How will pupil premium eligible pupils benefit from the funding and how is its impact monitored as far as enriching their opportunities is concerned?

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
	<p>What story does the current data tell?</p>		
<p>Leadership & Management</p> <ul style="list-style-type: none"> • Interview with Head Teacher (HT) and Chair of Governors (CoG) • Interview with PPCo • Scrutiny of pupil premium policy documents • Scrutiny of SEF • Most recent OFSTED report • Published and current data 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>How effectively does the school identify priorities for pupil premium funding?</p> <p>How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?</p> <p>How ambitious are the targets for disadvantaged pupils?</p> <p>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?</p> <p>How effective are the strategies used and how does</p>		

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
	the school evaluate them?		
<p>Teaching</p> <ul style="list-style-type: none"> • Lesson observation/ learning walks, to include work scrutiny and discussion with teachers • Observation of out of class interventions • Current progress data 	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p> <p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professional involved in these discussions?</p> <p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p> <p>Where out of lesson interventions take place, how does the school evaluate impact?</p>		

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Behaviour & safety</p> <ul style="list-style-type: none"> • Learning walk and discussion with PPCo • Scrutiny of behaviour records 	<p>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?</p> <p>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?</p>		
<p>Evaluation of impact, drafting action plan and next steps</p> <ul style="list-style-type: none"> • Discussion with HT/ CoG/ PPCo 	<p>How well is pupil premium funding used to:</p> <p>Ensure quality first teaching and above expected progress?</p> <p>Support effective interventions?</p> <p>Widen opportunity?</p> <p>What support can the reviewer offer for action planning and ongoing monitoring of the plan?</p>		

Annex 4: Analysis and challenge template

After the visit, the reviewer might undertake a more detailed analysis of the school's self-evaluation, and draw on evidence of their findings to consider whether answers to the following questions require a revision of the strategies that the school is following:

- Is there clarity around the barriers to learning, desired outcomes and success criteria?
- Has there been an evaluation of current strategies and could better strategies be used?
- Which strategies are already working well? Which strategies are not yet having the desired impact, but will deliver impact if things are done differently, or staff receive support to develop? Which strategies are unlikely to deliver impact and should be withdrawn?

Revised strategies following the school visit

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategy	Evaluation of impact

Annex 5: Action plan template (1 of 2)

An action plan similar to the one below should help to provide a refreshed focus on the school's pupil premium strategy. The headteacher and governors should own the plan, which should identify the main strategies, owners and milestones, with dates to review and evaluate the success of each strategy.

[Insert school name] School's Pupil Premium Action Plan [Insert school year]			
Headteacher name:		Signature:	
Chair of Governors name:		Signature:	
Reviewer name:		Signature:	
Date of pupil premium review:			

Pupil Premium Profile [Insert school year]	
Number of eligible pupils:	
Amount per pupil:	
Total pupil premium budget:	

Executive Summary
<p><i>Reviewers may wish to include the following:</i></p> <ul style="list-style-type: none"> • <i>A brief overview of the school's strategies so far, what has worked and what hasn't</i> • <i>The core strategies that will now be implemented and how these will contribute to closing gaps</i> • <i>The overall aims of the plan, i.e.:</i> <ul style="list-style-type: none"> ○ <i>Reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points</i> ○ <i>Raise the in-school attainment of both disadvantaged pupils and their peers</i> • <i>Agreed date for the next review</i>

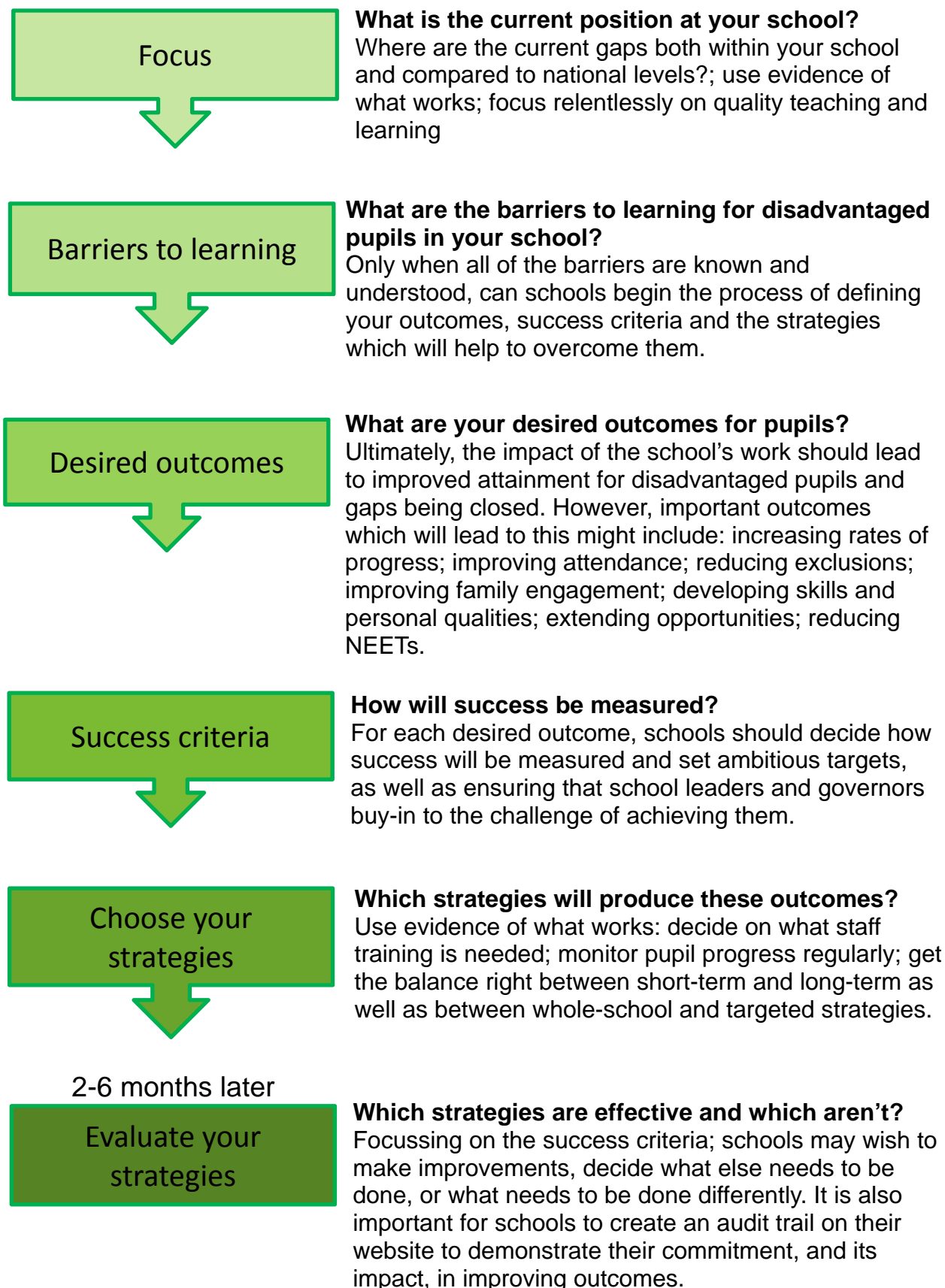
Annex 5: Action plan template (2 of 2)

Strategy	Outcomes and success criteria	Owner	Milestones	Completed	Review date	Cost per pupil	Total cost
<i>e.g. Reading comprehension and peer tutoring</i>	<i>- Improved engagement and attainment of y5 disadvantaged pupils - Reduce gap by 6-9 percentage points</i>	<i>Head of KS2</i>	<i>Design and deliver training to teachers and TAs</i>	<i>01/12/2014</i>	<i>01/02/2015</i>	<i>£100</i>	<i>£1500</i>
			<i>Identify and work with peer tutors</i>	<i>04/01/2015</i>			
Total pupil premium expenditure:							

Agreed date for follow-up visit:	
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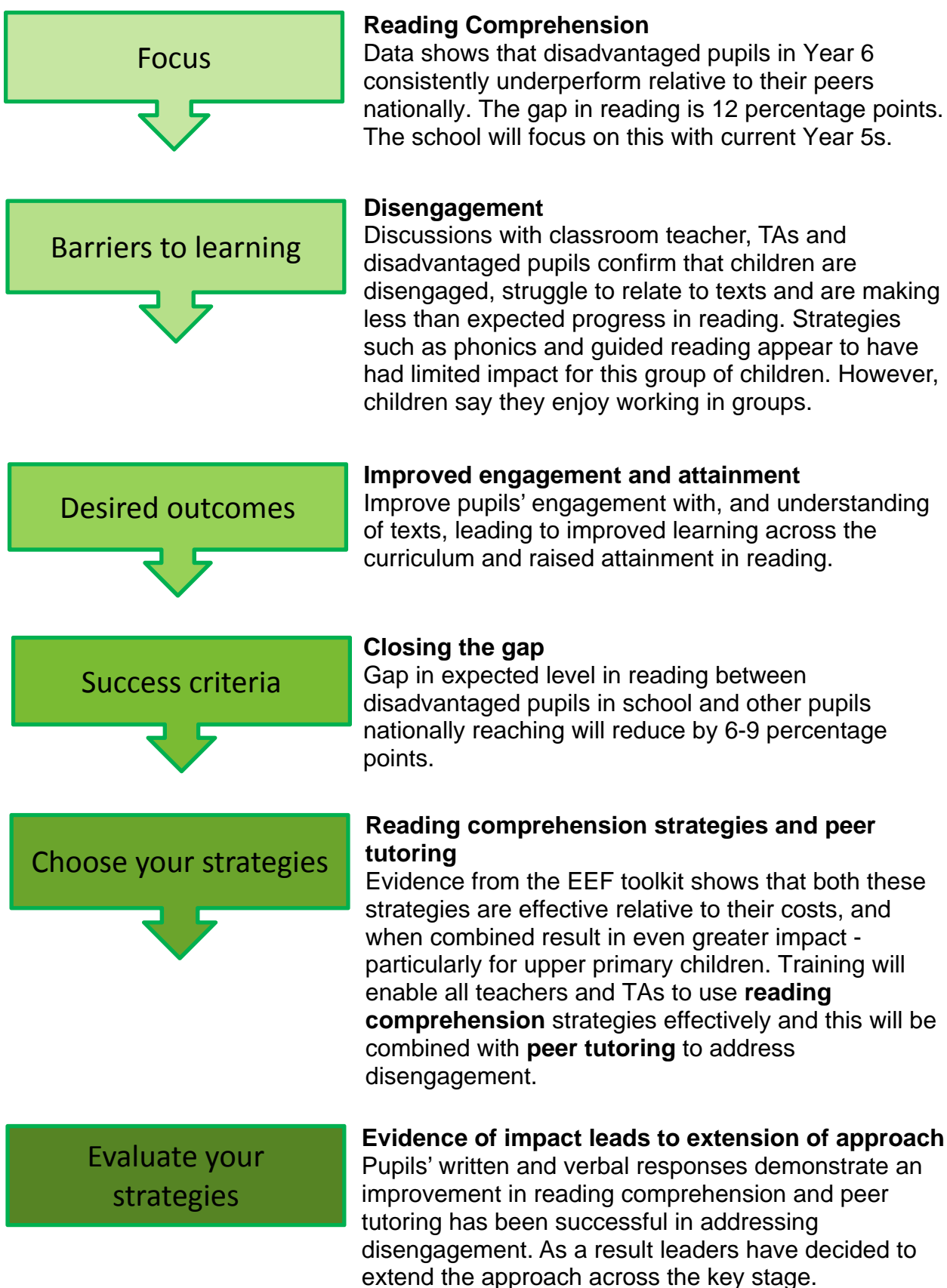
Annex 6a: Self-evaluation

By following the steps below for each area of focus, schools can take an evidence-based approach to selecting the most effective strategies to improve outcomes. Where schools have commissioned a pupil premium review, the final step of this approach will be undertaken alongside the independent reviewer.



Annex 6b: Illustration of self-evaluation

In this illustration, a school identifies a combination of strategies to improve reading for disadvantaged pupils in upper key stage 2.



References

- ¹ NCTL online directory of pupil premium reviewers:
<https://www.gov.uk/pupil-premium-reviews#find-a-reviewer>
- ² *The Sutton Trust-EEF Teaching and Learning Toolkit*:
<http://educationendowmentfoundation.org.uk/toolkit/>
- ³ *The Sutton Trust-EEF DIY Evaluation Guide*:
<http://educationendowmentfoundation.org.uk/library/diy-evaluation-guide>
- ⁴ Ofsted (2013) *The Pupil Premium: how schools are spending the funding successfully to maximise achievement*, Office for Standards in Education:
<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>
- ⁵ Ofsted (2013) *The Pupil Premium: Analysis and challenge tools for schools*:
<http://www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools>
- ⁶ Pupil Premium Award Winners:
<http://www.pupilpremiumawards.co.uk/ppawards2015/winners>
- ⁷ Oxford University Press (2013) *Teaching Assistants: A guide to good practice*:
http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/osi_teaching_assistants_report_web.pdf?region=uk
- ⁸ Sir John Dunford (2014): Article in Teaching Leaders Quarterly:
http://www.teachingleaders.org.uk/wp-content/uploads/2014/03/TL_Quarterly_Q5_14_Dunford.pdf



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