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| School: | | | |
| Evaluation area Including sources of evidence | Suggested areas to explore and key questions | Strengths | Areas for development |
| Leadership and Management:  Scrutiny of PP strategy and plans  Discussion with senior leaders including governance?  Learning walks | Vision and high expectation:   * Is the vision and values understood by all? * Does it include the most vulnerable including ‘quiet middle’ and more able pupil premium pupils? * What role do governors play in improving outcomes for pupil premium pupils? How do they hold leadership to account?   Impact of the Pupil Premium Strategy:   * How are barriers identified and by whom? * How is progress tracked, by whom and frequency? * How do subject leaders understand progress of vulnerable groups, scrutinising achievement of PP pupils? |  |  |
| Teaching, Learning and Assessment:  Lesson observation and learning walks  Scrutiny of books  Discussions with teachers and additional adults  Discussion with pupils  Cohort progress information | Access to the best quality teaching:   * How is the funding used to promote quality first teaching? CPD, time? * What additional feedback do PP pupils receive? Conferencing, marking? * What is the impact of interventions both within and out of class? * What is the engagement of parents/carers in supporting provision? * Is homework used effectively? |  |  |
| Behaviour, Welfare and Safety:  Learning walk  Discussion with subject leaders  Discussion with pupils  Curriculum maps  Attendance and Behaviour records | Promotion of positive attitudes to learning:   * What is the impact of any strategies to support independence and a willingness to learn? * How is cultural capital developed? Wider curriculum opportunities offered and effectiveness evaluated? * How are PP pupils engaged in the culture of learning? * How is a thirst for knowledge developed across all learning contexts? * Do PP pupils attend well and are punctual?   Support for meeting pupils’ wider needs:   * What is the evidence that support is improving engagement? Evaluate whether it works not proving it works * How are opportunities enriched for PP pupils? |  |  |
| Outcomes:  Raiseonline  School information and tracking  Pupil progress meetings  Baseline measures | Diminishing differences:   * What does historical information say about differences between PP and other pupils? * Which groups of PP are doing better or less well and in which subjects? * What does current information show? Cohorts, subjects and groups * Are targets for PP pupils ambitious? How are they decided? |  |  |