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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 plansDiscussion 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?
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| Teaching, Learning and Assessment:Lesson observation and learning walksScrutiny of booksDiscussions with teachers and additional adultsDiscussion with pupilsCohort 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?
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| Behaviour, Welfare and Safety:Learning walkDiscussion with subject leadersDiscussion with pupilsCurriculum mapsAttendance 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?
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| Outcomes:RaiseonlineSchool information and trackingPupil progress meetingsBaseline 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?
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