

LANCASHIRE PUPIL PREMIUM SELF-REVIEW FRAMEWORK

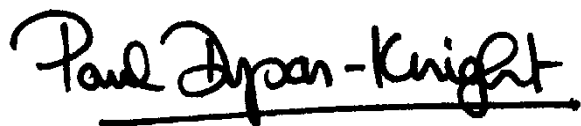
The importance of improving the achievement of disadvantaged pupils (those eligible for Pupil Premium funding) is now well-established in the national accountability system as a result of significant gaps in the performance of this group over time: this issue also emerges as a key priority for Lancashire secondary schools as a whole.

School inspectors scrutinise the performance of disadvantaged pupils closely and may recommend an external review of Pupil Premium spending, as can the DfE who contact schools annually where value-added scores for this group are low. (*Related extracts from the current, 2012 inspection framework are appended*).

In order to support schools in evaluating their own use of the Pupil Premium, the secondary team has developed the following prompts from local best practice and national guidelines. If you decide to use the framework, please be aware that some elements of it will be more important than others and therefore it is important to scrutinise carefully which specific elements have an amber or red RAG rating and not just to tally the greens (for example, if achievement for the group remains red then the *effectiveness* of all other elements is thrown into question).

Under the School Service Guarantee, you may wish your school adviser to use some of your allocated time to discuss and moderate your self-evaluation. If you wish, adviser time can be used to scrutinise your completed audit and a programme drawn up for a half-day school visit to quality assure key elements and to explore any issues arising.

With thanks for your continued support and assistance,



Paul Dyson-Knight
Senior Secondary Adviser/Secondary Team Leader

December 2014

For further information about pupil premium, the following publications may be helpful:

Ofsted Reports on Schools' use of the Pupil Premium:

(2012) <http://www.ofsted.gov.uk/resources/pupil-premium> and (2013) <http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement> and (2014) <http://www.ofsted.gov.uk/resources/pupil-premium-update> **DfE Pupil Premium Review guidance:** www.gov.uk/pupil-premium-reviews

LANCASHIRE PUPIL PREMIUM SELF-REVIEW FRAMEWORK (SECONDARY)

School	
Date	
Name(s) of those Undertaking the Self-Review	

A. IDENTIFICATION OF NEED & TARGETING PROVISION

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
A1. The school has clearly identified those eligible for the Pupil Premium in each Year Group and knows whether pupils are FSM, FSM6, CLA or from Service Families.		•	
A2. The characteristics of individual pupils have been explored (e.g. SEN, EAL, low attaining, more able, new arrival, etc.) and potential barriers to progress identified to clarify the specific needs of each pupil.		•	
A3. Ambitious (stretch) targets have been established for pupils which include an expectation that funding will be used to accelerate pupil progress.		•	

A. IDENTIFICATION OF NEED & TARGETING PROVISION			
ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
A4. A range of support is targeted to meet identified needs and achieve pupil targets. This may include support for groups and individuals (e.g. catch-up or booster classes, targeted teaching, mentor support, access to enrichment, providing equipment, pastoral support, transport, etc.)		•	
A5. The school may have explored/ arranged shared provision with other schools through pooled funding to offer more opportunities and value for money.		•	
A6. Provision is mapped and co-ordinated across the school. Intervention/support plans may be in place for individuals or groups.			

A. IDENTIFICATION OF NEED & TARGETING PROVISION			
ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
A7. Setting arrangements and timetable allocations are kept under review to ensure disadvantaged pupils have access to the strongest teachers. Engagement with extra-curricular and enrichment activity is monitored to ensure access by disadvantaged pupils.		<ul style="list-style-type: none"> • 	

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:			
ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
B1. A named whole-school lead for disadvantaged pupils is identified (PPCo), with appropriate experience, skills and training. <ul style="list-style-type: none"> • The key lead role is explicitly included in the job description. • Expectations of the role are clearly set out. • At least one appraisal objective is aligned with this role, linked to outcomes for disadvantaged pupils. 		<ul style="list-style-type: none"> • 	

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
<p>B2. The PPCo is a member of SLT. If not, they are directly line-managed by SLT and:</p> <ul style="list-style-type: none">• Frequent and regular line management meetings are held, with a formal agenda and key actions highlighted;• Meetings include a focus on the impact made on provision and outcomes for the identified group.		<ul style="list-style-type: none">•	
<p>B3. The School Improvement Plan identifies raising achievement for disadvantaged pupils as a priority. The plan includes overarching targets and expected outcomes, with clear responsibilities, actions and timescales.</p> <p>A more detailed 'working' version of the plan might be used to inform the work of the whole-school lead.</p> <p>The priority is reflected in departmental/year group plans.</p>		<ul style="list-style-type: none">•	

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:

ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
<p>B4. The PPCo works closely with other key school leaders (e.g. Subject Leaders, Year Heads, SENCO) and other staff (e.g. form tutors, subject teachers, teaching assistants) in order to implement the school plan. (e.g. support to develop area plans, support & QA for self-evaluation). The PPCo may be supported by a strategic working group comprising a cross-section of staff.</p>		<ul style="list-style-type: none">•	
<p>B5. Senior and middle leaders, teachers, form tutors and TAs understand their roles in respect to disadvantaged pupils. Staff other than PPCo may have appraisal targets related to disadvantaged pupils. Meeting the needs of the group are included in the school handbook, in staff training and induction.</p>		<ul style="list-style-type: none">•	

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
B6. Pastoral leaders (e.g. Head of House/Head of Year/SENCO) are aware of the disadvantaged pupils in their spheres of influence, know their specific support needs and have an overview of the progress they are making.		•	
B7. The PPCo oversees the progress of the group within the school tracking system (including for achievement, behaviour and attendance data), liaising with pastoral and subject leaders as appropriate. Support and intervention are routinely modified and adjusted in response to tracking information.		•	
B8. The PPCo has the opportunity to evaluate provision for disadvantaged pupils first-hand (e.g. through pupil pursuit, work scrutiny, pupil voice).		•	

C. GOVERNANCE

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
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C1. Governors have adopted a policy for the management of Pupil Premium funding. Governors were involved in drawing this up and subject the policy to periodic review.		•	
C2. There is a nominated 'link governor' for disadvantaged pupils. The role of and expectations on the link governor are clear. The link governor routinely meets with the PPCo (and SLT Line Manager if different).		•	
C3. Governors are aware of Pupil Premium funding and how it is spent.		•	
C4. Governors routinely receive information from the PPCo about the progress of disadvantaged pupils across year groups (including achievement, attendance and behaviour) from school tracking.		•	
C5. Governors are able to influence/have influenced PP spending on the basis of impact.		•	

D. FINANCE

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
D1. PP funding is ring-fenced specifically to meet the identified needs of the group.		•	
D2. All qualifying families are encouraged to access FSM. Parents are made aware that claiming FSM brings additional funding for their child/the school.		•	
D3. PP spending is prioritised according to identified barriers & needs across the cohort. Some funding may be delegated to pastoral/subject teams (or available to bid for).		•	
D4. The PPCo and link governor are involved in funding decisions.		•	
D5. PP expenditure is regularly tracked and the information shared with the PPCo and link governor. Overall PP spending is summarised annually and published on the school website.		•	
D6. Additional provision may be accessed at no cost to enhance the available provision (e.g. volunteers, charity, etc.)		•	

E. IMPACT – THIS SECTION IS KEY: IF SUCCESSFUL OUTCOMES CANNOT BE DEMONSTRATED THEN THE EFFECTIVENESS OF ALL OTHER ASPECTS IS IN QUESTION

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
E1. All teachers know which of their pupils are eligible for the PP funding.		•	
E2. The progress of PP pupils is tracked as a discrete group at different levels as appropriate (e.g. whole school, year group, subject, teaching group, House, form). Where the cohort is sizeable, the progress of sub-groups is analysed to look for patterns of under-achievement (e.g. PP girls, able PP).		•	
E3. Subject leaders and class teachers are held to account for the performance of disadvantaged pupils they are responsible for (e.g. through the appraisal system).		•	
E4. The PPCo, link governor and PP working group can identify the impact they have had (on provision and outcomes). Impact may be for the group overall, for identified sub-groups, in specific subjects or for individual pupils.		•	

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<p>E5. Data in RAISE online show that outcomes for disadvantaged pupils are improving and gaps with their peers closing.</p> <ul style="list-style-type: none"> • Attainment (e.g. 5A*C, 5A*CEM, A*C En, A*C Ma, EBac, 5A*G, CAPS) • Progress (e.g. B8 VA, En VA, Ma VA, expected & above expected progress in En & Ma overall and from each starting point) • Behaviour & attendance (e.g. overall and persistent absence, permanent & fixed-term exclusions). 		<ul style="list-style-type: none"> • 	
<p>E6. Other evidence (including in-school tracking data, case studies and pupil voice) suggest that provision and outcomes for disadvantaged pupils are improving.</p>		<ul style="list-style-type: none"> • 	
<p>E7. Evidence demonstrates that individual or group needs are being met and good progress made towards achieving associated targets in the school plan.</p>		<ul style="list-style-type: none"> • 	

F. KS2-3 TRANSITION

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
<p>F1. Liaison with primary schools allows early-identification of disadvantaged pupils. Information regarding specific barriers and needs is used alongside achievement, behaviour and attendance data to inform initial support for individual pupils.</p>		<ul style="list-style-type: none"> • 	
<p>F2. Transition activities are organised to assist smooth pastoral and curricular transfer into Y7. Early links are made with parents of disadvantaged pupils to engage their support.</p>		<ul style="list-style-type: none"> • 	
<p>F3. Disadvantaged Y6 pupils and their families are encouraged to involve the children in summer school, drawing down national funding. There is good take-up of places.</p>		<ul style="list-style-type: none"> • 	
<p>F4. Activities included in the summer school programme address the identified pastoral, curriculum, learning and progress needs of the pupils (e.g. including self-confidence, study skills, independent learning techniques).</p>		<ul style="list-style-type: none"> • 	

F. KS2-3 TRANSITION

<p>F5. Those delivering the summer school include key contacts for the group (e.g. Y7 form tutors, assigned older 'buddies', TAs). All are specifically briefed/trained re key aims and expectations.</p>		<ul style="list-style-type: none"> • 	
<p>F6. The impact of the summer school on individual pupils is evaluated. This may include, e.g. surveying pupil perceptions and attitudes, tracking progress as a defined group.</p>		<ul style="list-style-type: none"> • 	
<p>F7. Information gathered through the summer school is used to inform the start of Y7, e.g. to inform the Y7 catch-up programme in reading and maths and/or shared more widely with Y7 form tutors or teachers.</p>		<ul style="list-style-type: none"> • 	
<p>F8. The progress of disadvantaged pupils in Y7 is reviewed at the end of the first half-term to inform support and intervention.</p>		<ul style="list-style-type: none"> • 	

SUMMARY FINDINGS OF PUPIL PREMIUM SELF-REVIEW

Identified Strengths

Areas for Development

Recommendations/ Suggested Actions