**Name of School:**

**Name of Reviewers:**

**PUPIL PREMIUM REVIEW**

Based on DfE Pupil Premium Review

**What is Pupil Premium review?**

Any school is able to commission a Pupil Premium (PP) review in order to evaluate the effectiveness of its provision for learners in receipt of the Pupil Premium Grant

The review process usually takes one and a half to two days which would include the preparatory work before going into the school, the time needed to collect evidence during the school visit, and the report writing and feedback that takes place after the review. Many schools will establish an ongoing relationship with their reviewer who can provide follow-up support and advice. Follow-up visits may vary from intensive weekly visits to visits spread across the academic year.

A PP review could be led by a peer from a neighbouring school, a system leader or by OXSIT who have a track record in improving outcomes for disadvantaged learners

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

Schools or academy trusts are responsible for paying for their PP review. The cost is agreed between the reviewer and the commissioning school and may vary depending on the time needed to complete the review. The OXSIT daily rate is £550 per day.

**Taking an evidence-informed approach**

Excellent teaching for learners with disadvantaged learners is excellent teaching for all. High quality teaching with an uncompromising focus on improving outcomes and breaking the cycle of disadvantage through high aspirations. High quality provision to meet the needs of disadvantaged learners includes the use of evidence-based interventions and approaches. Decisions about the use of Pupil Premium funding should based on national and regional research such as the EEF toolkit.

**SIX STAGE PROCESS**

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| **IDENTIFICATION** | **SELF-EVALUATION** | **PREPARATION** | **SCHOOL VISIT** | **REPORTING** | **FOLLOW-UP** |
| **REQUEST FOR A REVIEW**  **IS MADE** | **SCHOOL COMPLETES A**  **SELF-EVALUATION OF**  **CURRENT PROVISION** | **THE REVIEWER**  **REQUESTS PREPARATORY**  **INFORMATION, ANALYSES**  **RELEVANT DATA AND**  **CONFIRMS PROGRAMME** | **THE REVIEWER**  **VISITS THE SCHOOLS,**  **COLLECTS EVIDENCE**  **AND DELIVERS VERBAL**  **FEEDBACK** | **THE REVIEWER SUBMITS**  **A WRITTEN REPORT**  **WITHIN A TIMESCALE**  **AGREED WITH THE**  **SCHOOL** | **THE SCHOOL MAY**  **AGREE FOLLOW-UP**  **VISITS AND SUPPORT** |

**IDENTIFYING SCHOOLS FOR A REVIEW**

**When should schools commission a review?**

Reviews can be commissioned for a variety of reasons

including:

* Raising attainment and improving progress.
* Improving the quality of provision for learners entitled to PPF.
* Establishing the focus for the whole school PP Strategy and the School Improvement.
* Reviewing the quality of inclusive practice across the school.
* Improving attendance and reducing exclusions for PP learners.
* A change in leadership and management at the school
* Significant change in the demographic of PP learners in the school
* External validation of a school’s evaluation of its PP provision.

**SELF-EVALUATION**

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| Schools should take the opportunity to self-evaluate the PP provision before the review takes place. This can provide useful information to the reviewer and also help the school to focus on what it does well and areas for development. Completing a self-evaluation is essential in making the most of the review process.  It is recommended that the PP lead and another member of the senior leadership team complete the self-evaluation together – see Annex 1. This should take into account the context of whole school improvement priorities. |

**PREPARATION**

Taking time to collect a range of evidence before the review can provide invaluable information for the reviewer. Reviewers will spend at least a half-day in preparation prior to visiting the school. The self-evaluation will help to identify a particular focus as well as areas of strength and development. To use this document effectively RAG rate the statements and summarise the strengths and areas for development. A programme will also need to be agreed in advance so that the right people are available on the day the review takes place. The reviewer will have access to some published data but will need up to date school data for all year groups. All information should be sent to the reviewer two weeks before the date of the review.

**INFORMATION THE REVIEWER CAN ACCESS THEMSELVES:**

* The PP Strategy on the school website
* Governor’s evaluative report on impact of PP funding on school website
* Ofsted report
* Externally validated data such as ASP

**INFORMATION THAT WILL NEED TO BE SENT TO THE REVIEWER IN ADVANCE OF THE REVIEW:**

* Current progress and attainment data for all groups across all year groups
* The school improvement plan
* PP lead action plan
* Comparative data for PP learners on attendance, fixed-term exclusions, permanent exclusions and internal isolation against the school, local authority and national benchmarks.
* Evaluation of impact of interventions for PP learners

**SCHOOL VISIT**

During the school visit the reviewer should be accompanied by the Headteacher or the PP Lead. A programme should be agreed beforehand but must include:

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| * Lesson visits to include English, maths and a range of other subjects. (This will include looking at books.) * Observation of intervention sessions for PP learners including any SEMH interventions. * PP tracking data * Meeting with PP lead to consider PP Strategy, action plan, monitoring of and evaluation of impact of funding * Interview with a small group of PP learners * Interview with link PP governor |

Optional activities if there is a sufficient time:

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| * Observation of unstructured activities such as break time and lunchtime clubs * Interview with pastoral staff |

**REPORTING**

The reviewer and PP Lead will discuss key points to be fed back at the end of the day to the Headteacher, PP governor and other members of SLT as appropriate. Feedback will take approximately half an hour.

The reviewer will produce a written report within an agreed timescale. The report will provide a summary of the strengths and areas for development, and a series of evidence-informed recommendations for improving the quality of provision for PP learners. The report will include a summary on the context of the school. This may include the size of the school, levels of exclusion and attendance for learners with SEND, the percentage of pupils on the SEND register and those at are eligible for the pupil premium. The reviewer will use the template in Annex 3.

**FOLLOW UP**

Many schools have found it helpful to ask the reviewer to return after an agreed period of time to review progress with the recommendations. Schools can also agree packages of support with their reviewer. These regular visits can often help the school to maintain.

**ANNEX 1**

**PUPIL PREMIUM SCHOOL SELF EVALUATION TEMPLATE**

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| **SCHOOL NAME:** | **NAMES OF PERSONS COMPLETING SELF EVALUATION:** |

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| --- | --- |
| **School context, outcomes and pupil characteristics, including barriers to learning of the school’s SEN cohort.** |  |
| **Summary of the school’s existing areas of focus and approaches. Include the reasons why these strategies were chosen.** |  |
| **Outline of itinerary for the review day** |  |

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| **Area to explore** | **Self-evaluation** | |
| **Pupil characteristics** | * All teachers are clear which learners are in receipt of PP funding. * Teachers produce Venn diagrams for their classes so they are aware of overlapping barriers * All staff have a full understanding of the barriers to learning of individual PP learners * Leaders have analysed PP pupil characteristic across the school and are clear about which groups (boys, girls, SEND, EAL, most able) perform well and which least well and plan accordingly. * Leaders are fully aware of in which classes there are the most PP learners and plan accordingly | |
| **Strengths:** | | **Areas for development:** |
| **Leadership and management** | * Leaders have an uncompromising focus on improving the outcomes of PP learners and breaking the cycle of depravation. * Leaders and governors have developed a PP strategy based on an evaluation of barriers to achievement for PP learners * Leaders refer to national research such as the EEF toolkit to inform practice. * Leaders engage in local networks, local and national training and school to school support to improve outcomes and provision for PP learners. Leaders regularly evaluate the impact of provision on outcomes. * Leaders monitor pupil and parent engagement and report to governors. They develop strategies to improve engagement at all levels. * Leaders regularly focus on PP learners in monitoring activities. * Leaders regularly monitor intervention sessions including those to support behaviour and wellbeing. * Leaders hold staff to account for the outcomes of PP learners and put in additional support where progress is not fast enough. * Leaders evaluate the impact of provision on outcomes for PP learners at least termly. * There is a governor’s evaluative report on the impact of the PP spend on outcomes on the school website. | |
| **Strengths:** | | **Areas for development:** |
| **Quality of Education** | * Teachers have an uncompromising focus on improving the life chances of PP learners and breaking the cycle of deprivation. * Teachers are aware of the impact of poor teaching on the outcomes for PP learners and focus their time on these learners. * Teachers are fully aware of the need for PP learners to make accelerated progress so that they diminish the difference with their peers. * Planning reflects the barriers to achievement for PP learners; teachers are clear about the small next step in pupils’ learning. * TAs are well trained in developing independent learning * TAs are well trained to run any appropriate interventions. * Teachers’ planning reflects the need to bridge the learning in interventions back into class. * Teacher feedback results in rapid progress of PP learners. * Teachers and leaders do not over identify PP learners as SEND. PP learners are in line with Oxfordshire average of 19% identified as SEND. | |
| **Strengths:** | | **Areas for development:** |
| **Behaviour and Attitudes** | * Staff are aware that some PP learners need additional support to engage positively in school life. * Staff are aware that some PP learners will need additional support to keep them safe. * Leaders analyse attendance figures at least half termly; PP learners attend in line with their peers and the national expectation; where attendance is of concern leaders swiftly put in strategies and provision to overcome barriers and mitigate risk. * PP learners are not over represented in exclusion data; where a PP learner is at risk of exclusion a full analysis of need is undertaken to ensure appropriate provision is in place. * All interventions to support wellbeing and behaviour are rigorously evaluated using qualitative and quantitative data including the services of a Home School Link Worker. | |
| **Personal Development** | * Through the curriculum, the school provides a universal offer to support personal development and well-being. * The curriculum ensures that pupils develop the skills to keep themselves safe. * Additional interventions that focus on building resilience, emotional literacy and well-being are used to support for pupils’ personal development. * Targeted support ensures that pupils with a higher level of emotional need are well supported. * PP learners are supported effectively to ensure readiness for the next phase of education, training or employment and equipped to make the transition successfully. | |
| **Strengths:** | | **Areas for development:** |