

## Pupil Premium Review

As part of the monitoring and evaluation process the HT (RM) and Governors (RK / SH) undertook a review of Pupil Premium expenditure, systems and processes on Thursday 13<sup>th</sup> July 2017.

The review took the form of a set of questions / Checklist to ensure compliance and a resulting Action Plan was drawn up to improve procedures and transparency.

Strategic Considerations		
1	Does the school have a Pupil Premium Strategy, with clear outcomes for its spending?	YES This document is written and evaluated annually with a clear mission statement and proposed spend and outcomes.
2	Does other school improvement documentation explicitly reference the Pupil Premium?	YES Spending for school improvement is linked with the Pupil premium spending document and is explicit on the SDIP.
3	Is there a single person who acts as the school's strategic lead for the Pupil Premium?	YES The Headteacher, supported by designated governors
4	Is there evidence of the impact of Pupil Premium funded activities being evaluated?	YES Activities are evaluated in several ways, either by the Headteacher or as part of the subject lead action plan e.g. phonics. To improve this further, class teachers will be asked to have ongoing, but short, case studies on 2 children in their class, 1 of which must be pupil premium. This can then show holistic and anecdotal evidence of impact and not just outcomes.

		ACTION: Class teachers to develop case studies;
5	Is there a nominated governor whose role it is to act as a critical friend in relation to Pupil Premium?	YES A governor has been designated as PP governor, as part of the rolling programme of monitoring; more than 1 governor monitors the impact and use of pupil premium.
6	Are governors actively involved in the decision making processes linked to Pupil Premium Funding?	YES Governors are clear about the SDIP and the funding around supporting school improvement. Governors challenge the Senior Leadership during committees and full governors meetings. ACTION: investigate the use of department codes fully to track the use of PP funding
7	Are school leaders aware of key research findings about what works and does not in terms of impact on pupil progress and achievement?	YES Senior leaders are aware of the Education Endowment Fund and others research about the cost / benefit ratio of many strategies e.g. High Cost: Low Impact use of teaching assistants in some cases to Low Cost: High impact of effective feedback and peer mentoring.
8	Are school leaders actively developing holistic approaches to raising achievement as developing provision mapping?	YES The school has a holistic approach to raising achievement through areas such as providing breakfast club, nurture groups, ensuring inclusion for all on school trips, residential visits, and use of funding towards improving behaviour through the Child Support Team.
Operational Considerations – Finance		
1	Has the Pupil Premium funding been disaggregated or ring fenced?	On receipt of the budget, the amount given to the school for Pupil Premium is put into the main budget, but it is, through the Pupil Premium Strategy Statement, allocated to support some of the strands in the SDIP. Some money is used to benefit all the pupils of the school as a result of spending for Pupil Premium children. The Strategy Statement is published on the website for transparency.

2	Is there a clear audit trail?	This could be improved. Procedures are in place, through the introduction of department codes for monitoring of Pupil Premium spend. ACTION: Finance staff to code all PP spends through a department code and governors to monitor at Finance committees.
3	Are there clear lines of communication between the strategic lead and the school's finance officer?	YES The finance officer and HT work very closely as it is a relatively small rural school. Any spending which is from PP is made clear to the finance officer from the HT
Operational Considerations - Tracking		
1	Is the school flagging up all Pupil Premium pupils on its tracking system?	YES The school uses Pupil Asset which identifies all PP children using a filter. On entry the secretary adds the code to the pupils profile, or if the pupil becomes PP during their time with the school. This is then identified by class teachers. Teachers know their cohorts well; identify all groups on planning and on Pupil Progress Meeting documentation for discussion. HT and secretary checks SIMs for new pupils.
2	Do teachers know who their Pupil Premium pupils are, including those that qualify under the Ever6 rule?	YES As above
3	Does tracking data enable teachers to quickly identify Pupil premiums who are underachieving in relation to their peers?	YES This is particularly apparent during the teachers completion of their Pupil progress meeting documentation (PPM) and the subsequent conversation and challenge with the HT
4	Are school leaders comparing progress of	YES Through KeyData data and inspection dashboards the comparable data is

	school's Pupil premium / FSM cohort with progress of all children nationally?	published on our website through our Pupil Premium Strategy document.
Operational Considerations - Interventions		
1	Do teaching assistants have sufficient expertise to accelerate progress of underachieving pupils?	YES The school has extremely competent TAs with expertise in particular subjects. The interventions are planned by the Teacher and implemented accordingly. TAs are provided with CPD e.g. Precision Teaching and know the groups they are working with well enabling good progress. Teachers also provide intervention to some groups as this has more impact.
2	Are all interventions adapted as a result of ongoing monitoring and evaluation?	YES With some interventions there is clear entry and exit criteria e.g. Salford reading and precision teaching. Others, for example use pre teaching to support accelerated progress.
3	Are interventions being evaluated in terms of value for money / impact?	YES For example, for precision teaching entry data was taken and after 6 weeks exit data was taken and evaluated for impact by the SENCo.
4	Is provision for <i>all</i> Pupil premium children regularly reviewed, including those that appear to be on track and those that are identified as gifted and talented?	YES As part of the PPM, all pupils' progress and provision is reviewed, including PP children. The school extends opportunities for those who are on track or more able and have offered other provision paid for from PP funding such as music lessons.
Operational Considerations: Teaching and Learning		
1	Is the school spending any of its Pupil Premium	YES For example: Our 2 year project on Talk4Writing has impacted heavily on

	funding on improving good practice in teaching and learning i.e. differentiation, effective feedback, meta cognition ?	supporting the teaching writing for disadvantaged children.
2	Is feedback sufficiently specific to drive learning and progress/ Does it readily translate into next steps?	YES The school has rewritten our feedback policy in 2017. The development of more immediate verbal feedback is proving more effective.
3	Are children responding to teachers' written and oral comments?	YES Through discussion as well as an identification of their own next steps.
4	Are learning life skills such as resilience and perseverance being explicitly taught alongside subject specific skills?	YES Children are taught as soon as they enter the school about perseverance, resilience, being a reflective learner. Children can talk openly and use the language of collaborative learning and persevering with their learning. Displays in classes show the use of the language in their context. The school uses the display of what qualities make a learner in every classroom. We are learning to be / learning to RESILIENT REFLECTIVE COLLABORATE CURIOUS INDEPENDENT
5	Are pupils being given opportunities to reflect in their own learning and thinking (meta-cognition)?	YES Children are given time to think, reflect and given opportunities to evaluate their own learning and what makes a good learner.
Operational Considerations: Parents and Carers		

1	Are parents and carers actively encouraged to apply for Free School Meals where they might be eligible?	<p>YES</p> <p>All parents are given the application form on entry as part of our admission pack.</p> <p>Notices on newsletters encourage parents to apply or inform the school if they are eligible.</p>
2	Can parents and carers easily access the schools online report about its spending of the Pupil Premium allocation?	<p>YES</p> <p>This is on the website.</p> <p>The Strategy document includes the schools PP intended spend, impact and evaluation. If parents are unable to view they can ask for a hardcopy.</p>
3	Are parents and carers consulted about the impact of different aspects of provision on their child's learning and progress?	<p>YES</p> <p>As part of the 2 parent consultations held in the October and March, parents are given the opportunity to discuss pupil's progress, including any interventions.</p> <p>The report card, produced by staff give the parent an opportunity to provide feedback about their child's learning, including any interventions they have had.</p>
4	Is the school using some of its Pupil premium funding to strengthen relationships with parents and carers?	<p>YES</p> <p>The school has opened a breakfast club in 2016-17 to support and strengthen the relationship with families. Pupil Premium children can access this facility through the funding.</p> <p>The school also supports families through providing funding for school visits so that all children can take part in these enhanced opportunities, this has been seen as favourable by some parents who would have otherwise not have afforded to allow their children to take part.</p>

## Action Plan for Pupil Premium 2017-18

Objective	Action	Personnel	Resources	Time Scale	Monitoring	Success Criteria
Class teachers to develop case studies;	PP child chosen and case studies to be developed to show progress	All Teaching staff	PPA time	Start by Autumn 1 <sup>st</sup> half term, update with PPM data or with significant events	By HT	Case studies show that PP have a good educational experience at WCPS and make progress from their starting points
Finance staff to code all PP spends through a department code and governors to monitor at Finance committees.	PP coding within star so that spends can be coded and tracked accordingly	Finance staff	Star accounts	From Autumn term	By HT and governor committees	Governors can track PP spending against strategy and link spend with impact