

Analysis and challenge toolkit for school leaders: primary 2016-17

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 6 should be taken from RAISEonline.

Data for other year groups should be available from the school's own tracking of pupils' attainment and progress.

Financial year	Amount of Pupil Premium funding
2014-2015	£45,000
2015-2016	£53,871
2016-2017	£55,440

	2015-2016		2016-2017	
Percentage of FSM pupils				
Number of FSM pupils eligible for the Pupil Premium: 31/44	@£1300	= 53,871	@£1300	=£55,440
Number of looked after pupils eligible for the Pupil Premium: 1/2	@£1300	= £2,700	@£1300	= £3,900
Number of service children eligible for the Pupil Premium: 0/0	-	-	-	-

Planning and evaluation outline – forecast

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Speech and Language Therapy for 3 P.P. children	£573.04	continued	Speech and language therapy – brought into class, as well as external sessions, so that can happen daily in the child's normal context.	Improved speaking and listening & language skills impacting on literacy	SENCO DH	
Small maths set Y	£9125.70	continued	5x weekly taught by Deputy Head. Group of 12 children targeted for cusp children to push consolidate and push for mastery. 1 child is PP	5x weekly taught by Deputy Head. Group of 12 children targeted for cusp children to push consolidate and push for mastery. 1 child is PP	HT	
KS1 Greater Depth Intervention - Maths	£912.57	new	9 children in weekly intervention to build maths mastery including 1 PP child. Taught by DH.	Give able children opportunities to build mastery and increase school figures for Greater Depth in KS1	HT	
KS1 Greater Depth - Literacy	£912.57	new	9 children in weekly intervention to build literacy mastery including 1 PP child. Taught by DH.	Give able children opportunities to build mastery and increase school figures for Greater Depth in KS1	HT	
Social skills interventions	£573.04	continued	1 x weekly for 3 children	Improved behaviour, confidence and accelerated progress	SLT Improved behaviour and social skills for targeted children – less playground and behaviour incidents	
TA support in English	£9068.7	continued	7 PP children (over 3 classes)	CT, TA and HLTA support for PP children in class to help access the literacy curriculum	Improved outcomes and progress in lit for PP children - at least in line with their peers.	
Various Literacy Interventions	£4670		For up to 23 PP children including, support with reading, spelling and Writing	CT, TA and HLTA support for PP children in class and discretely to help access the literacy curriculum	Improved outcomes and progress in lit for PP children - at least in line with their peers.	
TA Support in Maths	£11933.9		9 PP children (over 4 classes)	CT, TA and HLTA support for PP children in class to help access the literacy curriculum	Improved outcomes and progress in lit for PP children - at least in line with their peers.	

Maths Interventions	£1,780	continued	Various maths interventions led by TAs include Numicon, Springboard,	Improved literacy outcomes in line with non pp children's expectations	SENCO	Maths Interventions
Trips/School Journey for /Music lessons etc for PP children	£615	continued	Pay cost of all school trips and journeys for PP children – including one week long journey for Y6 PP child	To ensure enrichment for PP children in cases where their experiences are limited.		
Training Allowance	£3000	continued	Training for staff on AFL, SALT, ADHD, positive handling, other needs for pp children	Staff are trained and apply training to improve outcomes	DH HT	
Breakfast Club	£3510	new	Offered to p.p. children who are struggling with punctuality/attendance issues. Currently offered to 5 PP children	Targeted children are in school on time and ready for the day, improving their behaviour and progress.	SENCO DH	
Help to buy uniform/ school dinners	£300	new	Notional sum, put aside if PP families are waiting for benefits to arrive.	Struggling families supported so as not distracted from learning.	DH	
Training for SEN lead as play therapist	£4450		Play therapy for targeted children to include some PP children	Improved behaviour, social skills and focus for children.	DH HT	
Play Therapy for 1 PP child	£1825.14		Play therapy for targeted children to include some PP children	Improved behaviour, social skills and focus for children.	DH HT	
Bought in professional services	£4000	new	For instance Ed Ppsych, Therapy,	TBC	DH	
Resources needed for PP children	£4,500	new	Ipads, books, manipulatives for maths	TBC	DH	
FORECAST TOTAL:	£61,713.66		Highlighted figures are notional and we may not spend them. They have been put aside if needed.			

Self-review questions for Governing Bodies

Governors' knowledge and awareness

Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?

Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?

Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?

Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?

If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?

Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?

2. Do the actions noted for improving outcomes for Pupil Premium pupils:

give details of how the resources are to be allocated?

give an overview of the actions to be taken?

give a summary of the expected outcomes?

identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?

explain what will be evaluated at the end of the action and what measures of success will be applied?

Is the leader responsible for this area of the school's work identified?

How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?

Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

Pupils' progress and attainment

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)

Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?

If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.

Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?