

Holly Primary School Governor Pupil Premium self-evaluation

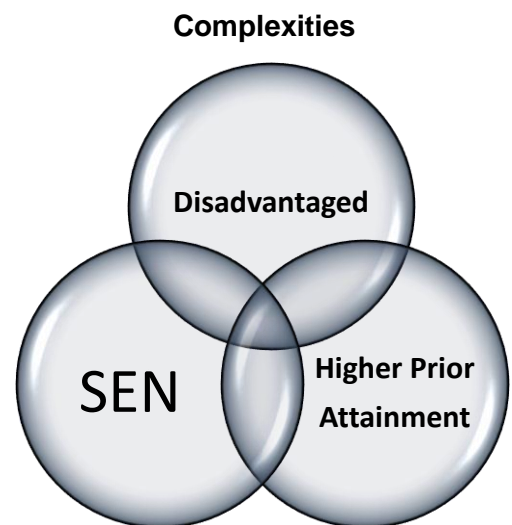
Advice and guidance on Pupil Premium self-evaluation

Pupil Premium: Steps to Self-Evaluation

1. Identify barriers to learning for PP pupils
2. Decide your desired outcomes
3. Identify success criteria for each outcome
4. Choose your PP strategies
5. Implement strategies with in-depth training
6. Evaluate strategies regularly
7. Tell the story: create an audit trail

Identify barriers

- Do pupils face complexities?
- What do learning walks tell us?
- PP pupil shadowing, what is a typical day/week like for a PP pupil?
- PP pupil voice, what do our PP pupils tell us about our provision for them and what more could we do?
- What does achievement and attendance analysis tell us about how our PP pupils perform compared to others in our school and nationally?
- What do parents/families/carers tell us about our support/provision for PP pupils and what more could we do?
- What are the views of SLT, staff and governors



Desired outcomes	Success Criteria
Improving PP attainment	<ul style="list-style-type: none"> • School strategies • SIP • SEF • Raise online • Data Dashboard
Diminishing differences	<ul style="list-style-type: none"> • Impact monitored for all children • Needs of individual pupils identified • Whole school strategies • Teaching and learning strategies • Improving numeracy and literacy • Improving test and exam results • Raising aspirations • Pastoral support strategies
Improving attendance	<ul style="list-style-type: none"> • First Response • In house attendance incentives
Accelerating progress	<ul style="list-style-type: none"> • Daily intervention • Current data tracking • Weekly planning
Reducing exclusions	<ul style="list-style-type: none"> • HT Mansfield Area Partnership Work

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Improving behaviour	<ul style="list-style-type: none"> • Concern logs • Leadership work/behaviour • Expectations from staff to pupils
Improving family engagement	<ul style="list-style-type: none"> • Holly Values • Yammer posts • See SIP
Developing skills and personal qualities	<ul style="list-style-type: none"> • Whole school curriculum • Learning Review Days • See SIP
Increasing opportunities	<ul style="list-style-type: none"> • Wrap around care (breakfast & after school clubs) • Subsidised school trips • Inclusion • Extra-curricular boosting sessions

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Features PP provision at Holly Primary School:

- PP funding is ring-fenced and spent on target group
- High expectations for target group maintained
- Data/information is thoroughly analysed to identify which pupils under-achieve and why
- Evidence is used to allocate funding to big-impact strategies
- High quality teaching, not interventions to compensate for poor teaching
- Achievement data used to check interventions are effective and adjustments are made where necessary
- Highly trained support staff
- Senior leader has thorough oversight of how PP funding is being spent
- Teachers know which pupils are eligible for PP
- Leaders are able to demonstrate impact
- Governors are well informed and involved in making decisions

Evidence trail:

- PP funding – website
- Pupil audit – work scrutiny
- Pupil Premium review – website
- Strategies adopted – whole school provision map
- Implementation – day to teaching and learning cycle, planning, intervention
- Monitoring mechanisms and results – weekly intervention
- Measured impact – SLT data analysis

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Checklist of information/PP OFSTED evidence trail:

- a summary of any school self-evaluation
- the current school improvement plan or equivalent, including any strategic planning that sets out the longer-term vision for the school
- school timetable, current staff list and times for the school day
- any information about pre-planned interruptions to normal school routines during the inspection
- the single central record of the checks and vetting of all staff working with pupils
- records and analysis of exclusions, pupils taken off roll and incidents of poor behaviour; any use of internal isolation
- records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents
- a list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- a list of all pupils who are open cases to children's services/social care and for whom there is a multi-agency plan
- up-to-date attendance analysis for all groups of pupils
- records of the evaluation of the quality of teaching, learning and assessment
- information about the school's performance management arrangements, including the most recent performance management outcomes and their relationship to salary progression, in an anonymised format
- documented evidence of the work of governors and their priorities, including any written scheme of delegation for an academy in a multi-academy trust
- any reports of external evaluation of the school, including any review of governance or use of the pupil premium funding