



Brighton and Hove pupil premium review framework

Closing the Gap – Primary review model.

How schools are spending the Pupil Premium funding successfully to maximize achievement.

Context.

The pupil premium was introduced in April 2011. It was allocated to children in low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months. Eligibility for the pupil premium for 2013-13 was extended to pupils who had been eligible for free meals at any point in the last six years. Schools are free to spend the Pupil Premium as they see fit. However they are accountable for how they use the additional funding to support pupils from low income families and the other target groups. Measures have been included in the performance tables that show the achievement of pupils who attract Pupil Premium.

Brighton and Hove City Council have decided to undertake a review of the Pupil Spending in its schools to ensure that schools are achieving the highest impact on pupils. The review will identify good practice within the City and allow schools with a good spend/impact ratio to support schools with a lower ratio.

Methodology.

The review will take place in the spring and Summer term 2014. The review will take place in school improvement partnership with a meeting of partnership head teachers at the end of the review to discuss findings and any actions that the partnership need to take. The review will be undertaken by Hugh Baldry, School Partnership Adviser, a headteacher from another school improvement partnership and on occasions Hilary Ferris, Head of Standards and Achievement or Mark Storey, Head of the Virtual School.

The reviews will take place over a day and will include:

- Scrutiny of the schools gap data.
- Learning walk with the Closing the Gap Champion. Focus on the environment, teaching and learning strategies in place, interventions and support.
- Meetings with Head teacher, assessment co-ordinator and Closing the Gap Champion and a Governor who has responsibility for overseeing Pupil Premium in the school.

This Brighton and Hove pupil premium framework is based on the National College for Leadership and the Teaching Schools Council Effective pupil premium reviews.

The framework sets out a 5 step process with a summary of each step.

Planning and preparation.	The review will be carried out by an officer from the Local Authority and another partnership headteacher. On occasions another Local Authority member of staff will join the review. The review team will research the school website, analyse the school data and Ofsted reports. The lead reviewer will speak to the headteacher and agree and share the itinerary for the visit and understand the school profile and the amount of pupil premium funding.
Self-evaluation	Before the arrival of the review team the school should identify any strengths which might improve outcomes for disadvantaged pupils and evaluate the impact of any existing strategies in place. The lead reviewer and the headteacher should share and discuss the findings ahead of or during the school visit.
School visit 1 day.	The review team should take an evidence-based approach to the reviewing the self-evaluation, chosen strategies and their impact. During the review the review team should: <ul style="list-style-type: none"> • Speak to children. • Headteacher. • Chair of Governors. • The governor responsible for the pupil premium. • Subject leaders for English (literacy) maths (numeracy). • SENCO • Parents/carers
Analysis and challenge	The review team will analyse the strategy selection and evaluation and draw on evidence to ask: What is going well/badly? Is their clarity around the barriers to learning, desired outcomes and success criteria. Has there been an evaluation of current strategies and could better strategies be used?
Action plan	The reviewing team will draw up an action plan which will include a clear executive summary and a list of strategies which will help the school's use of pupil premium and impact positively on outcomes for disadvantaged pupils. The plan should build on the school's self-evaluation, identify clear milestones, responsible individuals, success criteria and accountabilities.

Planning and preparation template

<i>[Insert school name] School's Pupil Premium Profile [Insert school year]</i>	
Total number of pupils in the school	
Number of PP-eligible pupils:	
Amount per pupil:	
Total pupil premium budget:	

Evidence of school performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	
Summary of school's performance data:	<i>Does the school's performance data indicate that attainment and progress for disadvantaged pupils are improving, and that gaps are closing, both within the school and compared to the national average?</i>
School's pupil premium statement:	<i>Does the school's published pupil premium statement clearly describe how the school is planning to allocate funding to raise attainment and progress for disadvantaged pupils, and close gaps?</i>



The table below can be used to summarise the identified areas of focus, barriers to learning, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils.

Focus	Barriers to	Desired outcome	Success Criteria	Chosen Strategie	Evaluation of impact
<i>e.g. Improving reading levels for disadvantaged pupils</i>	<i>Disengagement, inability to relate to texts</i>	<i>Improved engagement and attainment</i>	<i>Gap in expected level in reading, between disadvantaged pupils and others reduced by 6-9 percentage points</i>	<i>Reading comprehension and peer tutoring</i>	<i>As a result of additional support, expected reading levels have risen for all pupils, but at a faster rate for disadvantaged pupils. The gap between disadvantaged pupils and others has reduced by 7 percentage points</i>

School visit template

<i>[Insert school name] School visit [insert date]</i>	
Summary of school's existing areas of focus and strategies:	<p>Area one: <i>Focus: e.g. Improving reading levels</i> <i>Strategies: Reading comprehension and peer tutoring</i> <i>Success criteria: Gap in expected level in reading, between disadvantaged pupils and others reduced by 6-9 percentage points</i></p> <p>Area two: <i>Focus:</i> <i>Strategies:</i> <i>Success criteria:</i></p>
Summary of how effectively school uses evidence to identify effective strategies:	<p>Area one: <i>E.g. Evidence from the EEF toolkit shows that both these strategies are effective relative to their costs, and when combined result in even greater impact – particularly for upper primary children.</i></p>
Names of key people to speak to and outline itinerary:	



During the review, the reviewers may work with the school on all or some of the following areas as appropriate.

Area (including sources of)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Pupil characteristics</p> <ul style="list-style-type: none"> • Interview with pupil premium co-ordinator (PPCo) • Published data 	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>		
<p>Achievement¹</p> <ul style="list-style-type: none"> • Interview with PPCo • Published data • Current progress data • Lesson observation and work scrutiny 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p>		



Area (including sources of	Suggested questions and areas to explore	Strengths	Areas for development
	<p>What story does the current data tell?</p>		
<p>Leadership & Management</p> <ul style="list-style-type: none"> • Interview with Head Teacher (HT) and Chair of Governors (CoG) • Interview with PPCo • Scrutiny of pupil premium policy documents • Scrutiny of SEF • Most recent OFSTED report • Published and current data 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>How effectively does the school identify priorities for pupil premium funding?</p> <p>How well matched are the school’s strategies with the perceived barriers to learning for disadvantaged pupils?</p> <p>How ambitious are the targets for disadvantaged pupils?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs?</p>		

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Area (including sources of	Suggested questions and areas to explore	Strengths	Areas for development
	the school evaluate them?		
<p>Teaching</p> <ul style="list-style-type: none"> • Lesson observation/ learning walks, to include work scrutiny and discussion with teachers • Observation of out of class interventions • Current progress data 	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p> <p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professional involved in these discussions?</p> <p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p> <p>Where out of lesson interventions take place, how does the school evaluate impact?</p>		



Area (including sources of	Suggested questions and areas to explore	Strengths	Areas for development
<p>Behaviour & safety</p> <ul style="list-style-type: none"> • Learning walk and discussion with PPCo • Scrutiny of behaviour records 	<p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</p> <p>Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</p>		
<p>Evaluation of impact, drafting action plan and next steps</p> <ul style="list-style-type: none"> • Discussion with HT/ CoG/ PPCo 	<p>How well is pupil premium funding used to:</p> <p>Ensure quality first teaching and above expected progress?</p> <p>Support effective interventions?</p> <p>Widen opportunity?</p> <p>What support can the reviewer offer for action planning and ongoing monitoring of the plan?</p>		

Analysis and challenge template

After the visit, the reviewer will undertake a more detailed analysis of the school's self-evaluation, and draw on evidence of their findings to consider whether answers to the following questions require a revision of the strategies that the school is following:

- Is there clarity around the barriers to learning, desired outcomes and success criteria?
- Has there been an evaluation of current strategies and could better strategies be used?
- Which strategies are already working well? Which strategies are not yet having the desired impact, but will deliver impact if things are done differently, or staff receive support to develop? Which strategies are unlikely to deliver impact and should be withdrawn?

Revised strategies following the school visit

Focus	Barriers to	Desired outcome	Success Criteria	Chosen Strategy	Evaluation of impact

Action plan template

An action plan similar to the one below should help to provide a refreshed focus on the school's pupil premium strategy. The headteacher and governors should own the plan, which should identify the main strategies, owners and milestones, with dates to review and evaluate the success of each strategy.

<i>[Insert school name] School's Pupil Premium Action Plan [Insert school year]</i>			
Headteacher name:		Signature:	
Chair of Governors name:		Signature:	
Reviewer name:		Signature:	
Date of pupil premium review:			

Pupil Premium Profile <i>[Insert school year]</i>	
Number of eligible pupils:	
Amount per pupil:	
Total pupil premium budget:	

Executive Summary
<p><i>Reviewers may wish to include the following:</i></p> <ul style="list-style-type: none"> • <i>A brief overview of the school's strategies so far, what has worked and what hasn't</i> • <i>The core strategies that will now be implemented and how these will contribute to closing gaps</i> • <i>The overall aims of the plan, i.e.:</i> <ul style="list-style-type: none"> ○ <i>Reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points</i> ○ <i>Raise the in-school attainment of both disadvantaged pupils and their peers</i> • <i>Agreed date for the next review</i>



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Strategy	Outcomes and success criteria	Owner	Milestones	Completed	Review date	Cost per pupil	Total cost
e.g. Reading comprehension and peer tutoring	- Improved engagement and attainment of y5 disadvantaged pupils - Reduce gap by 6-9 percentage points	Head of KS2	Design and deliver training to teachers and TAs	01/12/2014	01/02/2015	£100	£1500
			Identify and work with peer tutors	04/01/2015			
Total pupil premium expenditure:							

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Questions to prompt review team.

- How has the school targeted the funding?
- How is the pupil premium being used to support children in care and adopted children?
 - * Are these children making expected or better than expected progress?
- How does the school ensure effective monitoring and evaluation of the impact of their pupil premium spending?
- How many adopted/Children in care do you have in school?
 - * Have you identified them all?
 - * Training, provision, tuition and support.
- Are the intervention classes/one to one sessions effective?
 - * How does the school monitor impact of interventions?
 - * How are the interventions reviewed?
 - * Does the school look beyond age-related expectations and are aspirational ensuring that able pupils meet their full potential?
- How does the school mobilise its teaching assistants?
 - * How is their performance monitored?
 - * What regular training have the teaching assistants received in order that they can carry out their role effectively?
 - * Are the teaching assistants well deployed – maximise their strengths with different subjects and age groups?
 - * Are the teaching assistants placed where data indicate they will be most use rather than spread evenly amongst all the classes?
 - * Do they have time to work and plan with the class teacher?
 - * How is the teaching assistant's impact on the teaching and learning of the children assessed?
- How has the school minimised the barriers to learning, progress and achievement for the children?

[Type text]



- How does the school meet the individual needs of the children?
 - * Are the targets realistic and challenging ?
- How does the school actively involve Governors and how does it monitor their impact?
- How does the school insure that pupil premium children get a full range of educational experiences?
 - * Such as residential, sporting, day trips.
- What facilities does the school have for supported self-study?
 - * Before and after school provision including provision of meals.
 - * Access to computer equipment.
 - * Teaching support.
- How does the school ensure pupil premium children have good attendance levels?
- Does the school offer carefully planned summer schools, Saturday schools and twilight sessions and do they have a clear purpose?
- Is the schools website compliant with statutory regulations as they apply to pupil premium, is the information accessible and up to date?

