

**How effective is your school's provision for disadvantaged pupils? Self evaluation**

<b>Area</b>	<b>Ineffective</b>	<b>Highly effective</b>	<b>Self-evaluation 1=Ineffective, 5=Highly effective</b>
School culture	The progress of and outcomes for disadvantaged pupils is perceived by many staff to be a minor component of the school's work.	Staff at all levels have strong understanding of role of disadvantage as a cause of underachievement, and a strong commitment to the accelerated progress of disadvantaged pupils and belief that it will be achieved.	
High Expectations	Ambition for achievement and other outcomes for disadvantaged pupils is equal to the ambitions and outcomes for disadvantaged pupils nationally.	Expectations in relation to achievement and other outcomes for disadvantaged pupils is equal to the expectations of other pupils nationally. The aim is to accelerate progress beyond the expected level by removing barriers to learning.	
Governance	Governors have little understanding of the impact of disadvantage on pupil outcomes and little involvement in the development of strategies. Superficial evaluation of Pupil Premium spend.	Governors have a strong understanding of the impact of disadvantage on pupil achievement, participate in the development of strategies and are rigorous in challenging leadership over the effective use of Pupil Premium funding and holding them to account for the impact of interventions.	
Spending of additional funding	Strategies for additional funding are vague. Too much of it is diffused to non-disadvantaged pupils, lack of impact indicators, and indiscriminate spending on teaching assistants.	Pupil Premium funding is spent on disadvantaged pupils only. There is effective analysis of the impact of specific interventions and regular reviews and amendment.	

Area	Ineffective	Highly effective	Self-evaluation – 1 – 5 1 = Ineffective 5 = Highly effective
Web site	The web site statement is neither compliant nor fit for purpose. There is no clarity about intended impact measures. It does not include evaluation of previous year and plans for current year. The spending statement lacks clarity.	Full compliance. Each area of intervention is costed and evaluated with reference to impact, including performance comparison with non-disadvantaged pupils in the school and nationally.	
Planning and target setting for disadvantaged pupils	Vague strategic planning. Weak target setting. Little use of objective benchmarking for the performance of disadvantaged pupils. No impact measures for intervention beyond the classroom.	Clear whole school targets. Achievement targets are cascaded to department, class, and teacher level. Support departments and intervention staff have cogent targets. Robust accountability for outcomes at all levels. Leaders have the information to review and improve strategies.	
Monitoring	Senior and middle leaders' monitoring activities are ineffective. Little work scrutiny beyond analysis of compliance to regularity of marking. No specific focus on progress of disadvantaged pupils.	Specific monitoring of the expectation, challenge, support and progress of disadvantaged pupils. Direct comparison with similar non-disadvantaged pupils. Teachers benefit from effective feedback, individually and collectively.	
Deployment of teachers	No discretion in decision as to which teachers are deployed for groups with high numbers of disadvantaged pupils.	School uses its most effective teachers and teaching assistants for groups with high numbers of disadvantaged pupils.	
Teaching	Insufficient focus on quality first wave teaching for disadvantaged pupils.	Monitoring and teacher development emphasises the planning and delivery of high quality classroom experiences targeted at rapid improvement for disadvantaged pupils at individual level. Strongly tied into appraisal/performance monitoring system. Leaders promote a collaborative culture.	

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Assessment	Assessment of work and feedback is irregular and/or vague.	Assessment and feedback to disadvantaged pupils provides timely and cogent advice, which <i>they</i> put into practice.	
Pupils' learning needs	Teachers have little specific knowledge of disadvantaged pupils' individual strengths and weaknesses.	All disadvantaged pupils have well known and practical intervention plans. These have a strong influence on classroom practice.	
Disadvantaged pupils' presentation of work	No monitoring or intervention to improve presentation of written work. Too many disadvantaged pupils are not challenged to improve basic standards.	The whole school policy is effective in implementing a high expectation of basic presentation for all pupils. There is particular attention paid to ensuring that disadvantaged pupils meet its standard.	
Extraction from lessons	Intervention activities lead to disadvantaged pupils missing key mainstream lessons.	Intervention activities are co-ordinated and carefully timetabled. Disadvantaged pupils do not miss most important learning.	
Tuition and additional teaching	Additional teaching/tuition only provided for disadvantaged pupils in Years 6 or 11.	Additional teaching/tuition provided for disadvantaged pupils in all year groups and directed at key learning needs.	

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Mentoring	Mentoring and tutoring are ineffective. They are too diffuse, there is a lack of training, and a lack of knowledge of identified needs of disadvantaged pupils.	There is a good balance between well trained adult tutors and mentors, targeting intervention at pupils' genuine needs, <i>and</i> trained and capable peer mentors.	
Homework	Too many disadvantaged pupils fail to complete homework to a good standard. Little monitoring or intervention to improve use of homework planners.	Robust monitoring of disadvantaged pupils' homework in planning, quality, and quantity. Creative and highly effective use of Homework Clubs and support targeted at disadvantaged pupils.	
Attendance and catch up	Disadvantaged pupils have disproportionately low attendance. Intervention has limited effectiveness. Too many disadvantaged pupils fall behind significantly. Lack of co-ordination in catch up activities.	Attendance intervention is targeted effectively at disadvantaged pupils, systematic catch-up methods in class <i>and</i> through tutoring and mentoring.	
Behaviour	No monitoring of disproportionality between disadvantaged pupils and others in behaviour incidents. Little use of a strategic approach to improve behaviour.	Thorough analysis and detail of patterns of behaviour for disadvantaged pupils. This is used effectively to develop strategies to improve behaviour, broken down by type, gender, year group, and teachers.	
Pupil Voice	No specific gathering of disadvantaged pupils' opinions.	A good range of activities can identify disadvantaged pupils' opinions about learning and experience.	

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Parental engagement	No method to gather opinion, enhance support and engage with parents of disadvantaged pupils specifically.	The school has implemented a range of strategies which <b>are effective</b> in enhancing the capacity of parents of disadvantaged pupils to support the learning, progress and achievement of their children. The school has a detailed understanding of their community and its challenges.	
Careers guidance and aspiration	Little understanding of particular need to raise aspiration for disadvantaged pupils. In schools that provide individual careers guidance – little action to prioritise individual support for disadvantaged pupils.	Pupils <b>throughout</b> the school benefit from age appropriate, high quality, careers guidance. This is effective in promoting inspiration and aspiration and provides information and practical advice. Intervention is targeted at disadvantaged pupils and those with special needs as a key priority.	
School Family & Community Links	Staff and the Governing Body are introspective and pay little attention issues affecting pupils beyond the school day and the impact of those issues on their happiness, safety, well-being and achievement	Staff and the Governing Body know well the issues that adversely affect a) individual pupils lives and their impact on them and b) Broader local community issues that present risks and challenges for pupils and their families	
Engagement with local agencies and sources of support	Staff and the Governing Body have little knowledge of or interest in activities and programmes offered to support local children, young people and families which would be of benefit to their pupils	Staff and the Governing Body have good levels of awareness of an engagement with local organisations, networks and programmes and promote them to pupils and their families	