

Sir John Dunford's Pupil Premium Toolkit 2017 - Self-evaluation matrix

= Fully in place with clear evidence of sustained impact in all areas
 ## = Mainly in place with evidence of impact in most areas
 # = Partially in place with evidence of impact in some areas
 ~ = No evidence yet of this being in place

Part A - School culture

	###	##	#	~	Notes
○ An ethos of attainment for all pupils					
○ An unerring focus on high quality teaching					
○ Clear, responsive leadership , with high aspirations and expectations					
○ 100 per cent buy-in from all staff , with all staff conveying positive and aspirational messages to disadvantaged pupils					
○ Evidence (especially the EEF Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning of disadvantaged pupils. Particular consideration is given to high-impact, low-cost strategies.					

○ Able to demonstrate positive impact of all strategies					
○ In-depth training for all staff on chosen strategies					
○ Every effort is made to engage parents/ carers in the education and progress of their child					

REFLECTIONS

Part B - Individual support

	###	##	#	~	
○ Identification of the main barriers to learning for disadvantaged pupils					
○ Individualised approach to addressing barriers to learning and emotional support					
○ Focus on outcomes for all individual pupils					
○ Frequent monitoring of the progress of every disadvantaged pupil					
○ When a pupil's progress slows, interventions are put in place rapidly					
○ Teachers know which pupils are eligible for pupil premium					
○ The needs are recognised of disadvantaged children in specific groups , e.g. high ability pupils, looked-after children					

REFLECTIONS

Part C - Organisation

	###	##	#	~	
○ Deployment of the best staff to support disadvantaged pupils – developing the skills of existing teachers and TAs					
○ Excellent collection, analysis and use of data relating to individual pupils and groups					
○ Performance management is used to reinforce the importance of this agenda					
○ Effectiveness of teaching assistants is evaluated and, if necessary, improved through training and improved deployment					
○ Governors are trained on pupil premium					
○ Pupil premium funding is ring-fenced to spend on the target group					
○ Effectiveness of interventions is evaluated frequently and adjustments made as necessary					
○ A senior leader has oversight of how PP funding is being spent					

REFLECTIONS