# 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
<ul> <li>An ethos of attainment for all pupils</li> </ul>					
<ul> <li>An unerring focus on high quality teaching</li> </ul>					
<ul> <li>Clear, responsive leadership, with high aspirations and expectations</li> </ul>					
• <b>100 per cent buy-in from all staff</b> , with all staff conveying positive and aspirational messages to disadvantaged pupils					
<ul> <li>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.</li> </ul>					

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

	###	##	#	~	
<ul> <li>Identification of the main barriers to learning for disa pupils</li> </ul>	advantaged				
<ul> <li>Individualised approach to addressing barriers to lea emotional support</li> </ul>	arning and				
• Focus on outcomes for all individual pupils					
• Frequent monitoring of the progress of every disadv	vantaged pupil				
<ul> <li>When a pupil's progress slows, interventions are put rapidly</li> </ul>	t in place				
• Teachers know which pupils are eligible for pupil pr	emium				
<ul> <li>The needs are recognised of disadvantaged children</li> <li>groups, e.g. high ability pupils, looked-after children</li> </ul>	in specific				

#### REFLECTIONS

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

#### REFLECTIONS