

# **Are you ready to respond to an inspector...**

## **How well do disadvantaged pupils achieve in this school?**

- Do you ensure you compare progress and attainment of your disadvantaged pupils to national “other” pupils – ie non-disadvantaged pupils?
- Can you demonstrate high ambition and expectation of progress from the earliest point (EYFS in primary phase) and that the focus is not simply on “catch up” to address gaps in achievement at end of key stage national assessments?
- Is there consistency in achievement in every year group and in every subject?
- What about children of service personnel and those who are in receipt of enhanced pupil premium?
- Do you focus on raising the achievement of all disadvantaged learners or just those working below age related expectations? What about those with the potential to exceed age related expectations or already working beyond this point?
- Are you demonstrating how teaching is securing better than expected progress– leading to narrowed attainment gaps?

## **What does the attendance of disadvantaged learners look like?**

- Persistent absenteeism?
- Overall attendance?
- Does it compare favourably to the national average for non-disadvantaged pupils?
- Is there an improving trend?

## **What does exclusions data and monitoring information tell you about the behaviour of disadvantaged pupils and your management of this?**

- Permanent exclusions?
- Fixed term exclusions?
- Does the evidence compare favourably to the national average for non-disadvantaged pupils?
- Internal behaviour monitoring records – analysis of disadvantaged pupils?
- Is there an improving trend?

## **How do you ensure equality of access to curriculum opportunities for disadvantaged learners?**

- Visits including residential experiences?
- Extra-curricular clubs and activities?
- Do you monitor participation rates and are they improving?
- How do disadvantaged learners feel about their experience at school? How do you know?

## **The KEY questions for senior leaders including governors:**

- **How do you decide how to spend your pupil premium funding?**
- **What actions have you taken to overcome barriers to learning and improve outcomes for disadvantaged learners?**
- **What measurable difference is there as a result of your action? How do you know? Can you identify which strategies have had the greatest impact?**
- **How many of your pupil premium learners also have special educational needs? How have you ensured efficient use of resources for this cohort? What is the impact?**
- **How do you review your spending? What changes have you made as a result?**
- **How are governors involved in monitoring and evaluating this?**