

Ofsted inspectors will include a comment in their judgements of governance about how far governors understand the way that the pupil premium is used, and the impact of that use.

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website?
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
6. Do governors know whether leaders are checking that the actions are working and are of suitable quality?
  - a. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
  - b. Do the actions noted for improving outcomes for Pupil Premium pupils:
    - i. give details of how the resources are to be allocated?
    - ii. give an overview of the actions to be taken?
    - iii. give a summary of the expected outcomes?
    - iv. identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
    - v. explain what will be evaluated at the end of the action and what measures of success will be applied?
7. Is the leader responsible for this area of the school's work identified?
8. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
9. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?
  - Does the summary report of RAISEonline/APS show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
  - Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?
  - If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.
  - Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

**Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?**