



## Pupil Premium Funding Audit

September 2023

Statement	Evaluation	Action needed
Funding is carefully ring-fenced and spent on the target group.	All funding is spent on eligible students either individually or as a whole group.	No
Eligibility for the pupil premium is not confused with low ability but focused on achieving the highest levels.	Funding is used to benefit eligible students despite ability.	No
Underachievement and the causes are analysed, particularly in English and mathematics.	Termly progress meetings, Termly PEP/PCP meetings, analysis of data, action plans and evaluations.	No
We use research and other evidence to allocate the funding to activities that are most likely to have an impact on achievement.	We follow the EEF tiered approach. We research activities /interventions - PASS, Phonics, NPQLL info, Reviews and performance data from other schools.	No
We ensure that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.	Main strategy focusses on improving the quality of teaching in all lessons not just intervention.	No
We allocate our best teachers to teach intervention groups to improve mathematics and English, or employ new teachers with a good track record in raising attainment.	Intervention planned and led by senior teachers and carried out by Pastoral/intervention lead. We employ a mixture of experienced and early career teachers.	Yes – DH to continue to support and monitor intervention.
We use achievement data frequently to check whether interventions or techniques are working, and make adjustments instead of using the data	Daily assessment of intervention activities used to plan next session. Mid-term and termly progress meetings, analysis of data, action plans and	Yes – focus on PCP/PEP targets as well as SOLAR data in mid-term and termly progress meetings. Hold Tutors, English and Maths teachers to account.

retrospectively to see if something has worked.	evaluations.	
We make sure support staff are highly trained and understand their role in helping pupils to achieve.	Pastoral/intervention lead is supported but lacks phonic knowledge and understanding.	Yes – provide training to pastoral/intervention lead in areas of need.
We focus on giving pupils clear, useful feedback about their work, and ways they can improve.	Inconsistent across teachers.	Yes – provide training/mentoring.
We designate a senior leader to have a clear overview of how funding is allocated and the difference it is making to outcomes for pupils.	Deputy Head/Designated teacher attends PEPs and manages funding.	No
We ensure that teachers know which pupils are eligible for the pupil premium so they take responsibility for accelerating their progress.	All our pupils are CLA and disadvantaged. All Teachers are aware of PEP targets. Pupil Premium Policy, Strategy Statement and evaluation shared with all staff.	No
We have a clear policy on spending the pupil premium, agreed by governors and publicised on the school website.	Policy updated, agreed by proprietor and published on school website annually.	No
We provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to learning.	PEP target informed by PASS assessment.	No
We have a clear and robust performance management system for all staff, and include discussions about pupils eligible for the pupil premium in performance management meetings.	Staff receive monthly supervision and annual appraisals.	Yes – focus on PCP/PEP targets as well as SOLAR data in mid-term and termly progress meetings. Hold Tutors, English and Maths teachers to account during supervision.
We thoroughly involve governors in decision-making and evaluation.	Decisions and evaluations are communicated to the Proprietor annually.	Yes – involve proprietor termly in decision-making and evaluation.

We can, through careful monitoring and evaluation, demonstrate the impact of each aspect of our spending on the outcomes for pupils.	Funding is tracked and evaluated by DH on a termly basis.	No
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