Key Indicators to judge the effectiveness of the PP strategy - RAG rated in July 2017

Leadership and management
- The PP Leader can articulate a clear whole school strategy for promoting the achievement of PP students.
- There is evidence that the profile of PP students and pen portraits are being used to inform planning by teachers and support staff.
- The roles of governors, senior leaders, subject leaders, teachers and pastoral staff are explicit, understood and evident.
- Leaders are using the analysis of 'next steps' information at 16 and 18 for PP students to influence programmes such as CEG and work experience to raise aspirations.
- The school's website provides a robust account of the use and impact of PP funding.
- Systems to evaluate the progress of PP students (across subjects) is embedded; outcomes are used to tailor appropriate input.
- Leaders at all levels routinely monitor the impact of the PP strategy to inform change and development.
- The impact of the 'curriculum' and 'student groupings' are kept under review to identify potential barriers for PP students.

Teaching, learning and assessment
- Teachers use the information provided on PP students to tailor learning plans to maximise progress.
- Teachers routinely assess the progress of PP students, and implement strategies to ensure that they are making similar or better progress than students from a similar starting point.

Personal development, behaviour and welfare
- The pattern of attendance and persistent absence for PP students (individual/cohorts) is carefully and regularly monitored compared to non-PP students and national figures to inform robust action.
- There is a clear picture about the learning behaviours of PP students to inform tailored intervention (uniform, equipment, settling in lessons, presentation of work, homework, participation, attitudes to learning).
- The analysis of behaviour issues provides key messages about differences between PP students and non-PP students to inform tailored intervention.
- Barriers linked to difficulties with reading, writing, speaking and listening, and mathematics are clearly identified and tackled to support personal development.
- Opportunities for participation in extra-curricular activities are promoted and targeted at PP students to extend their learning experiences, and personal development.
- There are regular opportunities for PP students to give their views about their school experiences to inform the school's action plans.

Outcomes for students
- The school's systems for tracking and monitoring progress across subjects between PP students and their peers highlight any variation in attainment and progress from different starting points.
- Impact is shown in accelerated progress for PP students and the reduction attainment gaps between non-PP students in the school, and those nationally.
- Attainment on entry information is used routinely by teachers and leaders to track progress over time, to reduce attainment gaps between PP students and their peers.
- PP students with special education needs are assessed to support specific programmes designed to improve their skills and achievements, supported by rigorous monitoring of progress.