Pupil Premium Self-Evaluation Toolkit

January 2015

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**About this toolkit**

This resource has been assembled using information, advice and guidance that is currently available in various online locations. Although created by Wakefield Council, the content has been provided by a wide range of organisations including the DfE, EEF, Sutton Trust, Ofsted, Sir John Dunford, and Teaching Schools. In preparing this resource source references have been maintained. The Pupil Premium Conference hosted by the Learners First Schools Partnership in January 2015 has played a key role in this development. Thanks are offered to those who have freely shared their experience and knowledge that has led to the development of this resource.
Considering the best use of the Pupil Premium funding

Educational Endowment Foundation (EEF)

**Family of Schools Database**
The Families of Schools database is a tool to help schools understand how the performance of their pupils, particularly disadvantaged pupils, compares to other schools with similar characteristics. It groups schools into families of 50 according to a number of factors including the prior attainment of pupils, the percentage of pupils eligible for free school meals and the number of children with English as an additional language.

The Families tool is a way of facilitating collaboration between schools to ensure that schools facing similar challenges can learn from each other. The tool is available via [http://educationendowmentfoundation.org.uk/toolkit/families-of-schools/](http://educationendowmentfoundation.org.uk/toolkit/families-of-schools/).

At the time of writing the data related only to secondary schools. Primary school data was due for release later in the year.

**Teaching and Learning Toolkit**
The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 34 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

The Toolkit is a live resource that will be updated on a regular basis as findings from EEF-funded projects and other high-quality research become available. The toolkit is available via [http://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/](http://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/).

**Projects**
The EEF website includes details of school-based research projects. Information about these is available via [http://educationendowmentfoundation.org.uk/projects/](http://educationendowmentfoundation.org.uk/projects/).

**DIY Evaluation Guide**
The DIY Evaluation Guide is a resource for teachers and schools which introduces the key principles of educational evaluation and provides practical advice on designing and carrying out small-scale evaluations in schools.

The aim of the DIY Evaluation Guide is not to replace evidence from large-scale evaluations such as those conducted by the EEF, but is intended to help teachers and schools understand whether a particular intervention is effective within their own school context. The guide is available via [http://educationendowmentfoundation.org.uk/evaluation/diy-evaluation-guide/](http://educationendowmentfoundation.org.uk/evaluation/diy-evaluation-guide/).

**Apply for funding for projects**
The EFF provide funding for projects. Details are available via [http://educationendowmentfoundation.org.uk/apply-for-funding/](http://educationendowmentfoundation.org.uk/apply-for-funding/).
**Quality first teaching**
Poor teaching has a greater impact on disadvantaged pupils than their peers. This is because disadvantaged pupils often don’t have the same levels of support to compensate for the weak teaching. Therefore, investment in quality first teaching should not be overlooked.

**Data**
Schools can often over focus on cohort data. When exploring the impact of the Pupil Premium don’t forget to consider individual pupil’s performance data – all pupils needs to make good progress.
Pupil Premium Reviews
Although this section relates to external reviews, many of the resources and processes could be use to support self-evaluation.

Presentation
The following presentation may be useful in reviewing the following sections: http://tinyurl.com/pd3hjg9

Ofsted recommendations as an outcome of inspection
To date in 2014-15, 8% of inspections included a recommendation for school’s to undertake a Pupil Premium review. In 2013-14, this figure was 7% of approximately 6000 inspections.

🌟 Effective Pupil Premium Reviews
This resource was published in November 2014 by the National College and the Teaching Schools Council. It represents the key resource when considering reviewing the use and impact of the Pupil Premium funding. It contains information to consider and resources to support a review and self-evaluation. It can be downloaded from http://tscouncil.org.uk/guide-effective-pupil-premium-reviews/

The guide states: “This guide, the result of collaboration between the Teaching Schools Council and Sir John Dunford, the National Pupil Premium Champion, has been developed to support a truly self-improving, school-led system. It provides a rigorous and tested six-step framework which reviewers and supported schools can use to make the most of their pupil premium review, and find the best ways to raise the attainment of their disadvantaged pupils.

“The purpose of a pupil premium review is to use an evidence-based approach to assess how a school is spending its pupil premium funding, and identify the most effective interventions and overall strategy.

“The guide also includes four case studies that exemplify this approach in a range of school contexts.

“The guide and six-step framework draws on the expertise of experienced and successful system leaders who currently undertake reviews, and has led to the development of effective and sustainable pupil premium strategies for schools. It is also informed by insights developed by Sir John who, in his role as National Pupil Premium Champion since September 2013, has addressed thousands of school and local authority leaders at his talks on the pupil premium all over England.

“A pupil premium review should be led by an experienced, independent system leader with a track record in improving outcomes for disadvantaged pupils. In addition, self-evaluation – step two of the framework – should be undertaken by leaders at the school before the reviewer
visits, and is an integral part of the review. This approach enables the independent reviewer to support and challenge the school to maximise the benefit of pupil premium funding, and to support the school in developing a more effective strategy.”

**Asking the right questions**

The ‘Effective Pupil Premium Reviews’ guide includes questions to support the gathering of evidence, including:

- What is the overall number and proportion of pupil premium eligible pupils within the whole school population?
- What is the two/three year pattern in eligibility for pupil premium?
- How well does the school know the eligibility data and patterns?
- How well does the school make use of evidence including the EEF toolkit?
- Do evidence-based systems for evaluation of impact exist?
- What is the progress of disadvantaged pupils relative to their starting points?
- How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?
- What story does the current data tell?
- How well does the school make use of evidence including the EEF toolkit?
- Do evidence-based systems for evaluation of impact exist?
- How effectively does the school identify priorities for pupil premium funding?
- How well matched are the school’s strategies with the perceived barriers to learning for disadvantaged pupils?
- How ambitious are the targets for disadvantaged pupils?
- How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs?
- How effective are the strategies used and how does the school evaluate them?
- How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?
- How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?
- Are parents/carers and multi professional involved in these discussions?
- How well does the school plan for and achieve quality first teaching for disadvantaged pupils?
- Where out of lesson interventions take place, how does the school evaluate impact?
- How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?
- Where support is focused on wider issues in pupils’ and their families’ lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?
- How well is pupil premium funding used to:
• Ensure quality first teaching and above expected progress?
• Support effective interventions?
• Widen opportunity?
• What support can the reviewer offer for action planning and ongoing monitoring of the plan?

Commissioning an external Pupil Premium Review
Information is available on the .GOV website, including an online directory of providers. The commissioning information is available via https://www.gov.uk/pupil-premium-reviews and the directory via http://apps.nationalcollege.org.uk/closing_the_gap/index.cfm.

Become a provider of Pupil Premium Reviews
Information is available online for system leaders to become involved in leading reviews. The information is available via https://www.gov.uk/pupil-premium-reviews-a-guide-for-nles.
**Monitoring by the governing body**

**Champion**

Many governing bodies appoint a governor with specific responsibility for monitoring the income, use and impact of the Pupil Premium. Much of this monitoring can be done via the Resources Committee (income, availability of funding for the identified use) and the Standards Committee (teaching and learning strategies to close the gap, impact). School visits, including to classrooms, to see actions in progress are essential. The governing body need to collect first-hand information and validate the information they receive from senior leaders. Short, focused monitoring visits to develop the governing body’s understanding of the approaches adopted alongside asking challenging questions and reviewing pupil performance data is best practice.

**Example questions to ask about the Pupil Premium and vulnerable groups**

- Do you know how other schools are using the funding to greatest effect? How do you know?
- How much funding has the school received to support those eligible for the Pupil Premium?
- What are the short term uses of the funding (e.g. with year 6 or 11)? What are the long term uses (e.g. Year 5 or 10 and below)? Is the balance right?
- What are the plans for the use of the funding?
- How is this funding being used to address the needs of the eligible pupils, rather than the needs of the whole cohort?
- What impact do we expect it to have?
- What impact has it had?
- How is the school identifying its vulnerable groups and pupils?
- Which group is most vulnerable? Is tracking of progress in place and how do you monitor this?
- How does the progress of the vulnerable groups compare to local and national averages?
- What are the gaps between groups across the school?
- What is being done to improve/accelerate progress made by the vulnerable groups? How does the school evidence pupil progress?
- How is the evidence used to raise standards further?
- How does the school work with parents and carers to help them to support their children’s learning?
- How does the school celebrate achievement of all pupils including vulnerable groups?

**School website**

The DfE website ([https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings)) states: “You must publish details of how your school spends its pupil premium funding and the effect this has had on the attainment of the pupils who attract the funding on your website.
“Guidance on what specific information you need to publish on your website is available.” This is summarised below (https://www.gov.uk/what-maintained-schools-must-publish-online#pupil-premium):

You must publish details of how your school spends its pupil premium funding and the effect this has had on the attainment of the pupils who attract the funding.

You must include the following:

- your pupil premium allocation for the current academic year
- details of how you intend to spend your allocation
- details of how you spent your previous academic year’s allocation
- how it made a difference to the attainment of disadvantaged pupils

The funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents and the general public understand the school year.

As allocations will not be known for the latter part of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

DfE state: “Good examples of how you might present your information can be found on the websites of:

- Pakeman Primary School (http://www.pakemanprimary.co.uk/school-info/information-for-parents/);
- The Heath School (http://www.heathschool.org.uk/?page_id=436); and
- Belmont School (http://www.schooljotter.com/showpage.php?id=195235).”
Essential documents and references

1. Effective pupil premium reviews guide: http://tscouncil.org.uk/guide-effective-pupil-premium-reviews/

2. The main page of the EEF Toolkit, with the strategies in order of effectiveness: http://educationendowmentfoundation.org.uk/toolkit/

3. Page 3 of the Ofsted report on PP (Feb 2013), which summarised the successful and unsuccessful approaches to using PP http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement

4. Extracts from the Ofsted framework of all the paragraphs where PP is mentioned


8. Blog: Ten point plan on spending the pupil premium successfully http://johndunfordconsulting.wordpress.com/


See also:


2. A link to the Free School Meals toolkit, which give practical ideas for increasing registration: http://www.childrensfoodtrust.org.uk/resources/fsm/free-school-meals-matter-toolkit
Pupil Premium and disadvantage references in the school inspection handbook (September 2014)

Initial evidence
4. Inspectors must use all available evidence to develop an initial picture of the school’s academic performance. Planning for the inspection must be informed by analysis of information on the school’s website, including its statement on the use of the pupil premium,¹

30. Inspectors should also request that the following information is made available at the start of the inspection: (list of 13 items including)

- any reports of external evaluation of the school, including any review of governance or pupil premium.

36. Where an external review of governance and/or of the school’s use of the pupil premium is recommended, these must also be recorded and coded on an EF.

Evidence during inspection
40. Through lesson observations and subsequent discussions with senior staff and teachers, inspectors should ensure that they: (list of four items including)

- gather evidence about how well individual pupils and particular groups of pupils are learning, gaining knowledge and understanding, and making progress, including those who have special educational needs, those who are disadvantaged and the most able.

68. Inspectors must take advantage of opportunities to gather evidence from a wide range of pupils, including disabled pupils, those with special educational needs, those who are disadvantaged, those who are receiving other forms of support and the most able.

“At least good progress”
129. Inspection is primarily about evaluating how well individual pupils benefit from the education provided by their school. It is important to test the school’s response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential. It may be relevant to pay particular attention to the achievement of disadvantaged pupils, including looked after children² and pupils known to be eligible for free school meals – a school is unlikely to be judged outstanding if these pupils are not making at least good progress.

Reviews of governance and/or use of the pupil premium
92. Before leaving, the lead inspector must ensure that the school is clear about the recommendations for improvement, and the reasons for recommending an external review of governance and/or an external review of the use of the pupil premium

¹ Throughout this document, ‘disadvantaged pupils’ refers to those pupils for whom the pupil premium provides support.
² In April 2014, eligibility for pupil premium funding was extended to looked after children who have been looked after for one day or more and children who were adopted from care or left care under a Special Guardianship Order or a Child Arrangements Order.
135. Where governance is judged to be ineffective, inspectors should include an external review of governance in their recommendations for improvement. The form of words to be used in the report under ‘What the school should do to improve further’ is:

‘An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.’

136. It is for the school to decide how this review will take place, and to commission and pay for it. Such reviews aim to be developmental and do not represent a further inspection. Full details on what might be the form and nature of such reviews can be found on the following link: www.gov.uk/reviews-of-school-governance.

137. Where the inspection report identifies specific issues regarding the provision for disadvantaged pupils, inspectors should recommend an external review on the school’s use of the pupil premium. The form of words to be used is:

‘An external review of the school’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.’

138. In such instances, inspectors should advise that the school seeks support from an independent, external system leader with a track record of accelerating disadvantaged pupils’ achievement. Full details on what might be the form and nature of such reviews can be found on the following link: www.gov.uk/pupil-premium-reviews.

139. Although inspectors may recommend either a review of the use of the pupil premium or of governance, it is expected that there will be many cases where inspectors will judge it appropriate to recommend both an external review of governance and an external review of the school’s use of the pupil premium.

140. The review’s impact will be assessed and reported on by inspectors conducting subsequent monitoring visits and the next section 5 inspection. If the governing body has not undertaken a review by the time of the next section 8 or section 5 inspection, inspectors may take account of this when evaluating the progress made by the school.

**Monitoring and evaluation, capacity to improve and impact**

147. Inspectors should consider the effectiveness of monitoring and evaluation and the extent to which it is shared with governors. This includes monitoring and evaluation of (list of seven items including)

- the quality of teaching and the achievement and progress of all groups of pupils, including disadvantaged pupils, relative to other schools nationally

155. Inspectors should consider how well leaders and managers demonstrate the capacity to bring about further improvement. Good intentions and an aspirational outlook or a recent change of headteacher following a period of poor leadership do not in themselves provide sufficient proof of the capacity for further improvement. For example, inspectors should take
account of (list of five items, including):

- a track record of improvements in achievement and/or maintenance of high levels of achievement, with particular reference to disadvantaged pupils.

158. When evaluating the effectiveness of leaders, managers and governors, inspectors should gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years\(^3\).
- how the school has spent the pupil premium and why it has decided to spend it in the way it has.
- any differences made to the learning and progress of disadvantaged pupils as shown by performance data and inspection evidence.

165. Inspectors should consider whether governors: (list of 14 items including)

- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics.

**Grade Descriptors – Leadership and management (p.49)**

**Outstanding (1)**

- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

- The school’s actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics.

**Good (2)**

- The school’s actions have secured improvement in achievement for disadvantaged pupils, which is rising, including in English and mathematics.

**Inadequate (4)**

- The progress in English or in mathematics of disadvantaged pupils is falling further behind the progress of other pupils with similar prior attainment nationally or in the school.

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\(^3\) Since April 2014, the grant allocation for looked after children must be managed by the designated virtual school head in the local authority that looks after those children, whose responsibilities are set out at: [www.gov.uk/pupil-premium-virtual-school-heads-responsibilities](http://www.gov.uk/pupil-premium-virtual-school-heads-responsibilities).
Grade Descriptors – Quality of Teaching (p.61)
Outstanding (1)

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.

Good (2)

- Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.

Inadequate (4)

- Teaching is likely to be inadequate where any of the following apply:
  - As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.

Grade descriptors – Achievement of pupils at the school (p.71)
Outstanding (1)

- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For disadvantaged pupils, the proportions are similar to, or are rapidly approaching, those for other pupils nationally and in the school.

- The attainment and progress of disadvantaged pupils at least match or are rapidly approaching\(^4\) those of other pupils nationally and in the school.

- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is consistently good or better.

Good (2)

- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are close to or above national figures. For disadvantaged pupils, the proportions are similar to, or improving in relation to, those for other pupils nationally and in the school.

\(^4\) Where the attainment of disadvantaged pupils is high, any in-school attainment gaps need not be closing rapidly.

Securing excellence for all through effective partnership working.
- The attainment and progress of disadvantaged pupils are similar to or improving\(^5\) in relation to those of other pupils nationally and in the school.

- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is generally good.

**Inadequate (4)**

- For disadvantaged pupils, the proportions making expected progress or exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils either nationally or in the school, and show little or no improvement.

- Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or disadvantaged pupils and/or the most able, are underachieving.

**Pupil progress**

180. Inspectors must consider whether teachers routinely give the necessary attention to the most able and the disadvantaged, as they do to low-attaining pupils or those who struggle at school.

195. Inspectors must take account of:

- the learning and progress across year groups of different groups of pupils currently on the roll of the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able; evidence gathered by inspectors during the course of the inspection should include: (list of ten items, including):

- the school’s own records of pupils’ progress, including the progress of pupils who attend off-site alternative provision for all or part of the week, and the progress of disadvantaged pupils, or those for whom the Year 7 literacy and numeracy catch-up premium provide support, and the most able pupils such as those who joined secondary schools having attained highly in Key Stage 2.

- pupils’ progress in the last three years, where such data exist and are applicable, including that of looked after children, disadvantaged pupils, disabled pupils, those who have special educational needs and the most able; evidence gathered by inspectors during the course of the inspection should include the proportions making expected progress and the proportions exceeding expected progress in English (or separately in reading and writing) and in mathematics from each starting point, compared with national figures, for all pupils and disadvantaged pupils.

**Gaps to be considered**

196. Inspectors must take particular account of the progress made by disadvantaged pupils compared with that made nationally by other pupils with similar starting points, and the extent

\(^5\) Where the attainment of disadvantaged pupils is high, in-school attainment gaps may exist.
to which any gaps in this progress, and consequently in attainment, are closing. Inspectors should first consider the progress and attainment of disadvantaged pupils compared with the national figures on progress and attainment for non-disadvantaged pupils, and how much any gaps are closing.

They should then also consider any in-school gaps between disadvantaged pupils’ progress and attainment and the progress and attainment of the other pupils in the school, and how much these gaps are closing.

Inspectors should consider the impact of what a school is doing to narrow all of these gaps in progress and attainment between disadvantaged and non-disadvantaged pupils, where they exist. Where in-school gaps are narrowing, inspectors should check that this is because the progress and attainment of disadvantaged pupils is rising, and not because the progress or attainment of non-disadvantaged pupils is falling.

Where an in-school attainment gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils nationally, while non-disadvantaged pupils in the school attain even more highly.

Sixth Form

210. When inspecting and reporting on students’ achievement in the sixth form, inspectors must take into account all other guidance on judging the achievement, behaviour and development of students, including specific groups such as disabled students, those with special educational needs, those who are disadvantaged and the most able, and the extent to which achievement gaps are closing and how well provision for them is led and managed, their safety assured and an appropriate curriculum provided.

212. Inspectors will draw from the range of inspection activities in the overall guidance, and additionally: talk to students to find out: how well individual study programmes meet their expectations, needs and future plans, including for disabled students, those with special educational needs, those who are disadvantaged or the most able.

Grade descriptors – Sixth Form provision (p.82)
Includes same references as ‘Achievement of pupils at the school’ (in Outstanding, Good and Inadequate categories).

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6 Inspectors must evaluate and report on the difference in average point scores in each of English and mathematics in national assessments at the end of Key Stage 2, and at GCSE at the end of Key Stage 4, between disadvantaged pupils and other pupils nationally, and between disadvantaged pupils and other pupils within the school. They must report on the extent to which any such gaps are closing, considering in-school gaps in the context of national gaps. Inspectors should express gaps in terms of grades at Key Stage 4 and periods of time, such as ‘two terms’, at Key Stage 2.

7 In the sixth form, the term ‘disadvantaged’ applies to looked after children and students who were known to be eligible for free school meals when in Year 11.