

## Developing your Pupil Premium strategy: a maturity index

| Less mature  | More mature   |
|--|---|
| Uses evidence to support choices of activities   | Uses evidence to inform decision making   |
| Activity is general 'quality first teaching'   | Activity is precise 'formative assessment', 'feedback', 'improving oral language'   |
| Intent statement is clear, but could be 'any school'   | Intent statement reflects ambitions for pupils in the schools' own context  |
| Challenges are generalised and vague, not backed up by data or assessments. Contain deficit language                                 | Challenges are precise and focussed, neutral language, rooted in assessment   |
| Challenges focus on things beyond the schools control  | Challenges focus on things within the schools' gift   |
| Activity in the plan is lengthy, with a lack of clarity over implementation. Includes activity that is not happening                 | Activity is manageable, precise and linked to the challenges  |
| Intended outcomes are all long term, not tightly linked to challenges. Sometimes measures are vague. Activity is mistaken for impact | Intended outcomes are tightly linked to changes. Are measurable and objective. Shorter term measures tell leadership that they are on track to achieve goals. |
| Evaluation used to show the strategy is working, ignoring any negative indicators  | Evaluation seen as a valuable part of improvement for pupils. Process and impact evaluation included  |