Pupil Premium Review Form 3
School Visit Template

Headteacher:	Mrs Zowie Norris
PPR:	23-1-19
Summary of school's existing areas of focus and strategies:	**Last Ofsted inspection Sep 2016 – Section 8 HMI monitoring visit Oct 2017** **OFSTED KEY ISSUE 1** Increase the rates of progress in key skills so that more pupils reach the standards typical for their age by ● using lesson time effectively and providing learning activities that offer challenge to all groups. ● Providing plentiful opportunities for pupils to apply and develop these skills in a range of subjects. ● helping pupils to improve the accuracy and presentation of their work through providing constructive feedback in accordance with the school's policies. **OFSTED KEY ISSUE 2** Make better use of information systems to: ● check on the progress of all groups, particularly the ablest and those who are disadvantaged or who have special needs and/or disabilities. ● identify patterns of poor attendance for individual pupils and groups of pupils so that support can be more effectively targeted. ● analyse behaviour patterns so that policies and strategies can be developed and evaluated more sharply. **OFSTED KEY ISSUE 3** Improve the quality of learning support that pupils receive by; ● ensuring that all adults have the knowledge and skills to meet the needs of pupils who need extra help monitoring the effectiveness of phonics teaching to check that it is consistently good. **HMI** Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to: ● To continue to provide appropriate support and challenge to the pockets of inconsistent teaching and Learning. ● To ensure that all additional supporting adults are provided with the skills and knowledge in order to meet the needs of their pupils more effectively. ● To ensure rigour in the presentation and accuracy of written work is in place more consistently - particularly in KS1. ● To use the information systems to identify the progress of different groups from year to year. To continue to track, monitor and improve attendance. **DEP** *Outcomes for pupils:* To increase rates of progress in key skills so that ore pupils reach the standards typical for their age. To provide pupils with meaningful feedback in order to move learning on more rapidly. To ensure all targets set for pupils in all key stages demonstrate increased challenge towards meeting national expectations.

To further promote fundamental British values through the spiritual, moral, social and cultural development of the curriculum

To ensure standards are risen for the abler children in order to access greater depth learning

1.2 To ensure that for pupils generally, and specifically for disadvantaged pupils and pupils who have SEND, progress from starting points is above average across all subject areas.

1.3 To ensure the attainment of almost all groups of pupils is broadly in line with National averages and if below these, is improving rapidly.

Leadership and management:

To develop the roles and responsibilities of Middle leaders and use of information systems to make an impact on attainment and progress.

2.4 To ensure governors have an accurate understanding of the school's effectiveness and that this is used to keep the school improving by focusing on the impact of the actions of leaders and governors in key areas. (WPT)

2.6 To ensure the broad and balanced curriculum inspires pupils to learn. (WPT)

Quality of teaching, learning and assessment:

Make better use of school information systems

3.1 To ensure teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure that they are corrected. (WPT)

3.2 To ensure teachers are planning effectively and making maximum use of lesson time and coordinating lesson resources well. (WPT)

To develop consistency in teaching and learning throughout school, using appropriate resources to support learning. (HMI 2017)

To develop the effective use of differentiation. (HMI 2017)

To ensure effective use of additional support staff (HMI 2017)

To develop a broad and balanced curriculum

3.4 To ensure teachers provide pupils with incisive feedback and pupils use this feedback effectively. (WPT

Effectiveness of early years' provision:

To ensure that all groups of children make consistently high progress in relation to their starting points

To ensure that the reception baseline is rigorous and is used to ensure every child undertakes challenging activities.

To further improve the quality of teaching and learning provision in all the outside areas

To ensure the current consistency of approach and high standards are maintained throughout the EYFS.

To develop speaking and listening opportunities in order to raise progress in this area.

Personal Development, behaviour and welfare:

5.1 To ensure that pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

5.2 To improve the attendance so that no groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.

5.3 To ensure pupil's conduct reflects the school's effective strategies to promote high standards of behaviour.

5.4 To ensure that our high level of vulnerable pupils with SEMH needs are supported through effective nurture and pastoral provision, removing barriers to learning, reducing the number of exclusions.

Summary of how effectively school uses evidence to identify effective strategies:	The school is not yet using the EEF Toolkit or EYFS Toolkit to inform interventions / strategies to support pupil progress and school improvement. Decisions about the spending of the PPG have been steered through reading of the following documents: 'The Pupil Premium; How schools ate spending the funding successfully to maximise achievement.' Ofsted 'Pupil Premium Toolkit' The Sutton Trust The Pupil Premium; Making it work in your school' Oxford School Improvement The Headteacher is using assessment data from end of previous Key Stage to target pupils. (2019 KS1 targets are broadly in line for PP and NPP in reading)	
Names of key people to speak to and outline itinerary (to be provided by headteacher using detail on Form 2): Discussion points to be noted.	*Helen Headleand* *Sarah Lloyd*	
	08:30 arrival and tour of the school	
	Out of 56 children on SEND register – 30 are PP = 54% *This is 19% of the school that are both SEND and PP* *Out of the 11 EHCPs – 9 are PP = 81%* *76 children on the inclusion register – 51are PP = 67% (This includes all 7 LAC)* *11 children under early help – 8 are PP = 73%* *11 out of 17 children on the CIN are PP = 65%* *4 out of 5 on CP are PP = 80%* *No exclusions since October, since September 2 FT exclusions – both PP EHCP boys.*	

Area (including sources of evidence)	Strengths	Areas to develop
Pupil characteristics ❖ Interview with pupil premium co-ordinator (PPCo) ❖ Published data	The HT has documented PP children across school, and has a clear understanding of how the PP children are distributed across school. PP children have vulnerable learner trackers that include contextualised and environmental information. These are used to case study progress and intervention for the PP children. The school has a high % of PP children – currently 49.3% from FS1 to Y6. FS1 – 0% PP (7 children in the class) FS2 – 6.6% PP (15 children in the class) Y1 – 38.9% PP (21 children in the class) Y2 – 38% PP (26 children in the class) Y3 – 63.6% PP (22 children in the class) Y4 – 70.8% PP (24 children in the class) Y5 – 73.3% PP (15 children in the class) Y6 – 66.6% PP (24 children in the class) Targets have been set for 2019.	*There is an underreporting of PP children in the FSdue to uptake of FSM.* *School need to refine their methods of target setting at all phases using FFT20 as a starting point.*
Achievement[1] ❖ Interview with PPCo ❖ Published data ❖ Current progress data ❖ Lesson observation and work scrutiny	Gap analyses are conducted to plan for and target specific needs across cohorts. Leaders have confidence in teacher's ability to analyse their own data effectively. There is an increase in the % of PP children achieving in line with NPP children Increase in the % of PP children achieving the expected standards in writing at KS1. (61.5PP compared to 66.7% NPP) Outcomes in KS1 for PP children in reading, writing and combined are above LA %. Combined is also above NA for PP children at the end of KS1.	*Gaps remain at the end of KS1between PP and NPP in achieving at the higher standard – in all subjects including combined.* *The largest attainment gap between PP and NPP in KS1 is in reading and maths.* *PP children in maths at the end of KS1 show attainment below LA and NA.*

Area (including sources of evidence)	Strengths	Areas to develop
	At the end of KS2 in reading and GPS, PP children achieved better than NPP at EXS. PP and NPP performed in line with each other in maths. At the end of KS2 in writing, PP children achieved slightly above LA and NA. Moderated. PP children achieved higher than NPP in greater depth writing. Progress scores for PP children in writing were +1.3. EMAG is used to track pupil data on a half termly basis to tie in with half termly pupil progress meetings. Presentation in books shows consistency as seen in maths books and in the new English books. Children, in the main, show care and consideration to their handwriting. LI are consistently evidenced in books. Evidence of some marking and feedback.	*At the end of KS2 in reading, maths, GPS PP achieved below LA and NA.* *PP children did not perform as well as NPP in writing at the end of KS2.* *No PP children achieved at the higher standard in GPS or maths.* *Progress scores for PP children were below average in reading and maths.* *LPA children have the lowest progress score at the end of KS2 – how are SEND / LPA children's needs addressed?* *A long term overview for maths needs to be established and understood by all teachers; his will enable a clearer progression of LI.* *Quality of feedback at the point of delivery to enable gaps to be addressed and learning/ understanding deepened.* *Teacher subject knowledge and understanding of progression needs to be secure.* *GDS tick box – is this relevant?*
Leadership & Management ❖ Interview with Headteacher (HT) and Chair of Governors (CoG) ❖ Interview with PPCo ❖ Scrutiny of pupil premium policy documents ❖ Scrutiny of SEF / development plan ❖ Most recent OFSTED report Published and current data	Additional teacher employed using PP funding (2 days) to target SEND/LPA PP children have targeted support. Additional TA staff appointed and targeted to the class with the highest % of PP children (Year 5 – 73%) Learning mentor is in place, although still relatively new to post, he has a specific role to address barriers to learning for PP children. A speech and language therapist is bought in for 1 day / week – their role focuses initially on screening of FS children and training for staff to support in the delivery of interventions. A counsellor is employed for 1 day / week to enable children to share their voice with a trained practitioner.	*New PP strategy spending report needs to be written and added to the school website with urgency.* *Governors were not spoken to on the day – it is important that the newly appointed PP governor has an up to date knowledge and understanding of the PPFG and can challenge the school leadership on their spending and impact.* *For the PP Governor to attend relevant PP training and to be supported by the highly experienced CoG.*

Area (including sources of evidence)	Strengths	Areas to develop
	Focused involvement from external specialist teachers to raise skill and knowledge base. E.g. speech therapy The PP policy is visible on the school website and within date. It outlines aims, rational, provision and reporting processes. The school has a detailed SEF and is currently judging themselves as RI – leaders of the school are accessing consultant head support in this area. Both the maths and EYFS lead are relatively new to their roles. They were able to articulate the areas they had identified for improvement. The EYFS leader provided evidence of the progress in spoken language from September, broken down into PP and NPP. She has a systematic half termly assessment process in place to identify children who may require additional support. The maths leader has begun to introduce mastery maths across school; she was able to discuss the difference sin PP and NPP children in relation to outcomes at the end of KS2. She had begun to work on a long term overview.	*For the EYFS lead to have more opportunities to impact on the development of oracy across school.* *For the maths lead to develop and understanding of measuring outcomes for PP children against other children nationally.* *For all leaders to have a secure understanding and involvement in the planning, delivery and evaluation of PP spending.*
Teaching, Learning and Assessment ❖ Lesson observation/learning walks, to include work scrutiny and discussion with teachers ❖ Observation of out of class interventions and tracking of intervention ❖ Current progress data ❖ Work scrutiny and lesson observation records ❖ Moderation of assessment ❖ Assessment and homework policies ❖ CPD records/programme	The school has adapted their approach to homework in order to engage a greater number of families. Where teaching and learning was strongest, PP children were best supported and engaged in learning. Learning mentor led interventions are well structured and targeted effectively. Including Lego Therapy. A new breakfast club has been launched in the autumn term; this is fully funded by Magic Breakfasts and approximately 70% of attendees are PP children. The school provides an analysis of impact on a half termly basis.	*To evidence impact of these changes to determine sustainability / next steps.* *Tighter analysis of impact needs to be developed, this will measure progress made by individuals with their SEMH needs. DSL training.* *Attendance officer to track case study children over time, to measure impact.*

Area (including sources of evidence)	Strengths	Areas to develop
	The school has identified the need to improve the deployment of additional adults and are active in a Kyra Research project. It is too soon to see impact of this.	
Behaviour & safety ❖ Learning walk and discussion with PPCo ❖ Scrutiny of behaviour records ❖ Scrutiny of attendance data	*There is a named attendance officer who will join the inclusion team later in February 2019. She is diligent in her role and knowledgeable about % of PA and appropriate actions that the school takes to improve attendance.* *Based on the snap shot of lessons seen as part of the review; behaviour of children was calm. Where children were experiencing stronger teaching, children were more purposeful.* *Where children were experiencing moments of anxiety; these were effectively supported.*	*To create a report in SIMS that distinguishes the attendance between PP and NPP children. This needs to be fed into HT termly reports to Governors and measure against NA statistics. Tracking overtime needs to identify whether gaps between PP and NPP are narrowing.* *Exclusion data needs to track % of PP against NP, again, comparing to NA statistics.*
Evaluation of impact, drafting action plan and next steps ❖ Discussion with HT/ CoG/ PPCo		

1 When reviewing special schools reviews may also wish to consider the area of 'enrichment', and the following question: How will pupil premium eligible pupils benefit from the funding and how is its impact monitored as far as enriching their opportunities is concerned? What is the impact of this on their attainment?

Signed: _____ **PPR**