

Pupil Premium Review Report



St George's Church of England Primary School

Monday 7th November 2016

Report Written by Alexandra Keane

Pupil Premium Reviewer for Prestolee Teaching School

The review was carried out at the request of the Headteacher following Ofsted's recommendations

The personnel involved in the review were:

Jane Tyers-Executive Headteacher

Kirsten Reid- SENCO and Pupil Premium Lead

Sue Downey- Children and Families' Officer

Alex Keane- Pupil Premium Reviewer

Context

The school was judged 'Requires Improvement' in its last Ofsted in February 2016. The current Executive Head teacher has been in post for four years. As part of the ongoing review of the school and evaluation against its school development priorities and following Ofsted recommendations, the school was advised to undertake an external review in order to assess how this aspect of leadership and management can be improved. The school is seeking to improve outcomes for all pupils and wanted to externally validate the progress it is making towards becoming a good school. At the time of the visit, 65% of pupils in the school (225 on roll) were in receipt of Pupil Premium Funding, which places the school in the highest quintile nationally for the % pupils eligible for Free School Meals.

During the visit the following activities took place:

- Discussion with the Headteacher
- Discussion with the Children and Families' Officer
- Observations of Y3 and Y5 targeted support groups for maths and English
- Observations of whole class teaching of English in Y1,Y2, Y3 and Y5
- Discussion with the Pupil Premium Lead
- Book scrutiny (Maths, English and Topic books in each year group)

Summary of Main Findings

It was evident from the review, that the school have clearly identified the barriers that disadvantaged pupils face at their school and have worked effectively as a team to provide appropriate support and provision to remove barriers to learning. The work undertaken by the Children's and Families' Officer (CFO) has been crucial to ensure that children and families receive appropriate social and emotional support. The support, timely interventions and provision that the Senior Leadership Team (SLT) and CFO have put in place has resulted in a marked

improvement in attendance and punctuality, as well as having a positive impact on the academic outcomes of pupils. For example, certain children in receipt of Pupil Premium funding are encouraged to attend the breakfast club as a means to improving their attendance and punctuality. Additionally the CFO works closely with parents and carers of disadvantaged pupils to support them with social and economic challenges. The CFO works closely with the SLT, parents and pupils to ensure that the best outcomes possible are achieved for all children at St George's.

Since the previous Ofsted Inspection, the school has nominated a Pupil Premium Lead, to ensure all disadvantaged pupils' attainment and progress is tracked frequently, so that strategies being used to close the gap can be closely monitored and the impact measured. The PP lead was enthusiastic about the role and is using her prior knowledge and experience as SENCO to develop her new role. The SLT was clear about the role and the responsibilities associated with it. At the time of the review, the PP lead discussed how she was tracking the impact of strategies currently in place and how she was monitoring those strategies to ensure they were having the impact that was intended.

The school has recently introduced a new system for tracking progress and attainment of its pupils, which involves using termly summative assessments. These assessments are moderated by the SLT to ensure accuracy of results. The SLT analyse the data termly to identify disadvantaged pupils that are not reaching their full potential and ensure that targeted support and interventions are carried out to improve the outcomes of its pupils. The PP Lead has regular discussions with class teachers about children in receipt of the PP funding, to ensure that class teachers take responsibility for their pupils' outcomes as well as the SLT. The PP Lead coordinates all of the interventions with the relevant teaching staff. These interventions are tracked carefully and the impact is measured frequently to ensure that the gap continues to close between disadvantaged pupils and their peers. As the PP lead is also the SENCO, she is able to ensure that children with special educational needs, who are also in receipt of pupil premium, (23% of PP register) have personalised plans and the necessary provision in place for them to make the expected level of progress.

Teaching and its impact on pupils' learning

During the review, the teaching observed was good. In the maths lessons observed, it was evident that the teachers knew their pupils well. They provided appropriate challenge and support relevant to the age and needs of the pupils. In one maths lesson, the additional adults were used effectively so that the class teacher could target pupils who needed to consolidate prior learning. The pupils could articulate their learning and could confidently explain new concepts. In year 3, a large

proportion of the PP funding is used to provide an additional teacher to target specific individuals who have been identified as not making the expected level of progress, or who with additional support, could make accelerated progress and meet the end of year expectations. This group, which consisted of 10 pupils, benefitted from the reduced class size, as the teacher was able to give timely feedback, address misconceptions and personalise the learning to meet the needs of the individuals. It was evident from the consistent feedback in pupils' books and their level of response to the feedback that they were making good progress.

In year 5, the same strategy of reduced class sizes was being used to improve outcomes in writing for disadvantaged pupils. The teaching observed was good and the teacher was very clear about the outcomes required for this group of pupils. Again through personalised feedback and targeted planning, the pupils were making good progress.

During observations in Key Stage 1, it was evident that a large proportion of pupils were working below the expected standard in writing. The school has been working closely with other schools in the cluster to improve the way that writing is taught in school. The Year 6 teacher, who is an experienced teacher, is working closely with staff to improve their confidence in the teaching of writing. The consistent approach to the teaching of writing was evident in the books and the SLT are monitoring its impact closely to ensure the outcomes are improving. Recommendations, which are outlined below, were made in relation to improving outcomes in writing for disadvantaged pupils in key stage 1. Although historical data shows the outcomes in Key Stage 2 are a priority for improvement, it was evident that after discussions with the head teacher and undertaking the review, that teaching and learning in Key Stage 1 is a current priority for the school which the headteacher has incorporated into the school development plan.

Pupils' behaviour and safety

During observations, the pupils were well behaved, confident and self-assured learners. They took pride in their work and their school. The pupils were positive about their learning and could articulate what they were learning and what they were trying to achieve. All pupils were well behaved and polite. They showed respect for one another and valued each other's contributions. They collaborated well with each other in class and supported each other positively.

The main area for improvement is to develop children's behaviour for learning to ensure they have a thirst for learning. The school is working hard to develop children's resilience through its core values and messages during assemblies. These messages need to transfer into the learning environment through a set of high expectations for all pupils and a celebration of challenge and hard work.

Conclusion

From the day's observations and key conversations with the leadership and management of the school, the school is effectively addressing its current gap between the attainment and progress of disadvantaged pupils. The school has clearly identified significant barriers to learning and is working hard to remove these barriers with strategies that it has put in place since the last Ofsted Inspection. The headteacher has a clear vision for the school and its pupils and is clearly committed to raising the expectations of its pupils and improving outcomes for all pupils. With the support and leadership of other senior leaders, the Governing Body and the support from parents, the school is in a strong position to continue moving towards becoming a good school.

Further Recommendations

To ensure the gap between disadvantaged pupils and their peers continues to close and the attainment of all pupils rises, the school have been advised to consider the following questions.

- How well do cross curricular lessons provide an opportunity for children to apply their English and Mathematics skills?
- How does feedback in cross curricular lessons improve the outcomes in writing?
- Does feedback from the teacher focus on moving children on?
- Are pupils given the opportunity to improve their spelling in all subjects?
- Does the school have a progressive approach to the teaching of handwriting from EYFS to Y6?
- What does progression in writing look like in KS1 and what are the key indicators that need to be met at different points for children to achieve the age related expectations in each year group?
- How well do teachers' assessments of individuals inform their planning and the next steps?
- How can the school show evidence of your priority of improving writing through the learning environment?
- How can the school use an evidence based approach for raising disadvantaged pupils' attainment through the use of case studies and the EEF toolkit?

