

XXXXXXXX Pupil Premium review

School's Pupil Premium Review (DATE)			
Total number of pupils in the school	301	Proportion of PP- eligible pupils	33%
Number of PP- eligible pupils	100	Total pupil premium budget	£132,000
Amount per pupil:	£1320	Next review date:	
Context of the school:	<ul style="list-style-type: none"> • XXXXXXXXXX is a one-form entry primary school. • The school serves an area of high deprivation. 33% of pupils are entitled to free school meals compared to 24% nationally. • Most pupils at the school are White British. • The proportion of pupils with SEN support is below the national picture 9.3% v 12.2%. There are no pupils with an SEN statement or EHC plan. • Many of the pupils entering Nursery are well below the level expected for their age with poor speaking and listening skills. 		

Attendance:

Attendance is a significant issue	<p>Current picture: Attendance for pupil premium pupils is significantly below the national picture. Persistent absences have reduced over the past few months but still remain very high at 19%.</p> <p>What is the school doing to raise attendance for these pupils?</p>
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	<ul style="list-style-type: none"> • Senior leaders have correctly identified the need to improve the rates of attendance and PA for this group of pupils. They have introduced a walking bus, which collects some of the most vulnerable pupils to ensure they attend school each day. They work closely with an EWO who attends meetings on a regular basis. • There is a consistent policy across the MAT re attendance which is used by the school. First day calling is carried out as the first step every day. • Senior leaders have now ensured that analysis of attendance is completed regularly and identifies any pupil premium pupil falling below 93% in the first instance. If a pupil hits this trigger, then a letter is sent to the parents to ensure they are immediately informed of the impact this is having on their child's education. <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to monitor attendance for this group of pupils to ensure actions taken continue to raise attendance levels.
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School performance evidence:

<p>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</p>	<p>Areas identified from the previous inspection report:</p> <p>The school was inspected on 7th-8th February.</p> <p>AFI:</p> <ul style="list-style-type: none"> • Increase capacity of leadership and governance in order to secure strong leadership for SEN and the pupil premium. • An external review of governance and an external review of the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.
<p>Outcomes for pupil premium pupils Documents looked at: SEF</p>	<p>Current picture:</p> <p>School data is not yet accurate enough due to weak teacher assessment. Therefore, it is difficult for senior leaders to make a secure judgement about attainment and progress for pupil premium pupils. They have collected assessment information and are in the process of moderating these judgments in order to get a secure baseline from which to challenge teachers and ensure pupils</p>

<p>Pupil premium report School assessment information</p>	<p>are making progress.</p> <p>The school is aware that there are gaps in attainment and progress of pupil premium pupils and other pupils. As a result, they are now closely looking at individual pupils and the progress they are making. This information is starting to be used to challenge teachers more effectively. However, leaders are aware of the need to continue this challenge as they work on improving teaching and learning across the school for all pupils.</p> <p>Due to the inaccuracy of school data it is not clear how pupil premium pupils who may be underperforming are identified and effectively supported.</p> <p>Ofsted Jan 2018:</p> <ul style="list-style-type: none"> • Leaders recognise that they are not doing enough to diminish the difference for disadvantaged pupils. In most year groups in key stage 2, the gaps in progress compared with other pupils remain very wide and show little sign of improving. <p>Next Steps:</p> <ul style="list-style-type: none"> • Ensure that assessment information for pupil premium pupils is accurate and used effectively to challenge and set robust improvement targets with teachers. • Ensure teachers' assessment information is moderated regularly to ensure teachers accurately identify what these pupils can and cannot do. • Ensure baseline information is gathered by the end of June 2018. This information can then be used to inform interventions and PPG spending.
<p>Quality of the School's pupil premium statement (pupil premium strategy statement from 2017-18):</p>	<p>Current picture:</p> <p>The school currently have a pupil premium report published on its website. However, this report does not clearly identify how the school will monitor and evaluate the impact of its spend. Specific barriers linked to the needs of the pupil premium pupils in the school are not clearly identified. Therefore, leaders are not clear on how they are supporting these pupils to overcome these</p>

barriers or what impact their spending is having on helping to address these.

The plan does not clearly describe how the school is planning to allocate funding to raise attainment and progress for disadvantaged pupils and close gaps.

Leaders were honest and clear about the weaknesses in the report and know the plan needs to be sharper and more focused on raising attainment and closing gaps. A lengthy discussion took place around how this report could be improved.

Next Steps:

- When analysing data look at specific groups. E.g. SEN, pupil premium pupils, boys, girls. This will help you identify if there are any specific groups who may need additional support.
- Use the Education Endowment Foundation (EEF) website to research effective areas to spend funding on.
- Ensure the report:
 - identifies the specific barriers faced by your pupils
 - identifies areas for development from robust and secure evidence
 - has clear and specific success criteria that can be measured
 - ensures actions are separate to success criteria
 - is evaluated against its success criteria each half term.

Leadership and management:

Current picture:

A senior member of staff monitors pupil premium funding overseen by the Executive Headteacher. Leaders are fully aware of the position the school is in and the challenges it faces to ensure pupil premium funding is used effectively to raise outcomes for these pupils. They have started to track pupil data and are now focused on ensuring this information is accurate and robust. They carry out moderations every Friday. This is ensuring that all staff are constantly challenged to raise their expectations and improve

their teacher assessment. They have systems in place to track individual pupils and the current information is used to hold pupil progress meetings with staff to make them accountable for the progress these pupils are making. This also makes staff aware of who the pupil premium pupils are. The impact of these systems relies on robustness of the data used. Therefore, the impact of this process is not yet fully effective.

The school uses a SIMs system to track the progress pupils make. Although mastery of the curriculum can be measured using this system this is a very linear approach. It is not clear from this system how pupils master the curriculum throughout their learning journey. (E.g. if pupils have secured a 2e at the start of the term are they then given the opportunity to master these skills? Are all pupils given the opportunity to master the curriculum at their level?)

Next Steps:

- Ensure all assessment information is moderated to ensure an accurate baseline for the pupils.
- Ensure teacher assessments are constantly moderated in order to ensure accuracy.

Teaching and learning:**Current picture:**

The school has recently been placed in a formal category. The new executive Headteacher and senior leaders are aware of the need to raise the quality of teaching for all pupils.

During the learning walk (KS1 only) it was evident that teachers were starting to use the self-assessment system implemented. Pupils were able to talk about what this system meant and how they assessed themselves based on what they felt they had learnt. The teacher then ticked this if they agree. The pupils could chose a green if they were confident and an orange/yellow if they felt they needed to continue working on this skill.

The school has also introduced a blue sticker for mastery. However, this was not evident in the pupil premium book looked at during the learning walk. After discussion it was agreed that this sticker had been seen in some higher ability pupils' books in lessons but not in higher ability pupil premium books. It was agreed that these pupils were not being challenged in these lessons. Teachers are not yet ensuring pupil premium pupils are challenged appropriately in lessons.

The pupil premium pupils spoken to during this walk did not understand what the blue sticker was for.

Leaders have already identified mastery in the curriculum as an area for development.

Next Steps:

- Continue to focus on developing mastery and the curriculum so that it meets the needs and challenges pupil premium pupils.

Recommendations:

- Complete a pupil premium review within 6 months to check on the progress towards next steps.

	<ul style="list-style-type: none">• Explore with governors their role in monitoring pupil premium funding.
Review carried out by:	