



## NLE Pupil Premium Review

Prepared for: Lindfield Primary Academy

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## Objective

- Evaluate current provision for pupil premium children
- Review effective strategies for pupil premium and raising achievement
- Feedback recommendations to school and governors

## Introduction

- As a Teaching School Alliance we were invited to lead the Pupil Premium review for locality. The initial proposal included a total of two days including feedback and reporting. It was suggested that half a day would be allocated to review any key areas of progress in the following term.

## Context and background

- On the website there is documentation to articulate the vision and approach of the school relating to pupil premium.
- It is worth looking to ensure there is clear information about the total amount of funding from pupil premium in each financial year and an evaluation of its effective use and impact.

## **Data and key themes**

- In 2017/18 there are a total of 37 children eligible for the pupil premium grant, this is 6.5% of the cohort. It is worth considering analysing the data over three years to ensure that this helps indicate trends over time and key themes at a strategic level.
- In 2017 none of the pupils achieved expected progress for Reading, Writing and Maths. Two children who were identified as disadvantaged after the census weren't included in the data and went on to achieve expected progress.

## **Activities included in the review process**

### **Learning Walk**

- The learning walk was led by three pupil premium children.
- There were very positive attitudes to learning shown by the children involved and they spoke very positively and enthusiastically about the school.
- There is an engaging and inspiring environment for learning and there is clear evidence of praise and reward.
- Relationships are strong including the use of peer mentors and staff "heroes" who are identified. This was highly valued by the pupils.
- It would be worth ensuring there are opportunities for time in lessons during future learning walks to be able to reflect on learning and progress.

### **Time in lessons**

- Pupil premium children were well engaged in lessons that we spent a small amount of time in.
- There is evidence of clear feedback from teachers and children responding to the work with green pen.

- Finding time to ensure there are opportunities for consistently editing work may be worthwhile.
- Staff were actively engaged in the review process and keen to share the value of their work in this area.

### **Discussion with Deputy Headteacher, PP leader and Governor linked to PP**

- There is a meeting every half term and report to local board, this is supplemented by informal dialogue and discussion.
- Pupil premium appears on each staff meeting agenda and information is cascaded as necessary to support staff at their weekly meetings.
- The current lead governor for pupil premium is a teacher and SENCO in a local school and this provides a valuable professional understanding and engagement.
- There is peer review in the Academy trust up to six times each year and pupil premium discussions remain a focus within this work.
- Over the last two years resources have been allocated towards teaching with good practice being shared in staff meetings.
- Accountability is happening in pupil progress meetings and this leads to discussion on evaluating provision and tracking progress. This can be included further in performance management and progress targets.
- There is a pupil premium board in the staffroom to raise the profile and share strategies.
- Iris has been used as an observation tool and supports coaching and discussion on quality first teaching. This is planned to be extended to share best practice amongst staff.
- The challenge is to identify the children eligible early and support them effectively from the time they start in the school.

### **Voice activity with those eligible for Pupil Premium**

- The children eligible are identified in the “Choose Day Club”. This has led to a wide range of activities and opportunities to boost self-esteem and aspiration. This has included trips, life skill experiences and providing strong role models.
- This shows very effective practice and a commitment to championing the cause of pupil premium children.
- The children could identify where they work best. This often was in a shared family space at home where they could get appropriate support. It may be worth considering engaging and working with parents and families further within this areas of supporting learning at home.
- They talked about who supported them best in their learning outside of school. This included wider family such as older siblings, grandparents and aunts or uncles.
- In a recent pupil survey for pupil premium children it was identified that they would like further support in their writing at home and to make use of the public library, considering strategies to follow this up would be useful.
- Resources that have been prepared by the pupil premium leader are excellent and show a broad range of approaches and ways to engage families in a positive way.

### **Review of Pupil Premium Spending**

- The funding has been used to address the immediate priorities for the school. A key focus remains on ensuring all pupils make expected progress. The total funding allocated in 2016/17 was £36,648, it is worth evaluating impact of this funding with further quantitative data.
- Peer tutoring has been introduced and supported also by every child in the school identifying “a hero” who is an advocate and support for them.

- Writing and maths remain key priorities within the school looking at disadvantaged pupils. In writing attainment 60% made expected progress, which remains below national average, within maths 20% made expected progress.
- Phonics was identified as a key area of strength and this was supported by strong teaching and strategies that were seen during the day.
- It would be worth considering including direct reference to pupil premium in targets 3 and 4 in the school improvement plan.
- There is an extensive range of resources and plans established for pupil premium.
- The allocation of a senior leader for one day a week from the funding has demonstrated a significant impact and is an effective use of funding that has been allocated in a strategic way.

## Outcomes and recommendations

### **1. Evaluate key strategies that will have the highest impact**

- Build in an evaluation of the impact of each intervention specifically for the identified children.
- Consider investigating opportunities to engage parents further, especially the hard to reach. This may include the research on “Engaging Parents Raising Achievement”.
- The pupil premium leader would benefit further from working alongside the leaders of numeracy and literacy, this can include strategic work with the Principal and governors.
- There is excellent practice led by the pupil premium leader that can go on to have a significant impact if embedded and evaluated within the school.

### **2. Support staff to become more evaluative of best practice by exposing them to EEF and Sutton Trust research**

- Look to provide opportunities to develop clear plans based in the best practice research you have done that can be shared with staff.
- Focus on impact not just mapping and build in opportunities for evaluation and tracking.

- This will engage staff in the academic evidence of best practice and also support them actively evaluating practice within the school.
- This will build on the current use of EEF / Sutton Trust resources and research including the introduction of “Catch Up Training” which has had a significant impact on progress in basic maths and reading schools. This has been part of Assessment for All research and a research group the school has been part of through the EEF and the University of Manchester.

### **3. Pupil premium needs to be a high priority at a whole school level**

- The pupil premium leader has established highly effective strategies and systems for pupil premium and engaged with governance, this will support pupil progress and attainment.
- It is worth looking at whether pupil premium can be further highlighted in priorities within the improvement plan.
- To benefit fully from this it is important for this to be embedded further and led at a whole school level strategically by the pupil premium leader in partnership with the leadership team and Principal.

### **Useful links**

- Ofsted research reports on effective use of Pupil Premium strategies  
<http://www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools>
- Engaging Parents Raising Achievement - Dr. Alma Harris  
<http://dera.ioe.ac.uk/6639/1/DCSF-RW004.pdf>
- DfE Performance Tables
- <https://www.compare-school-performance.service.gov.uk>
- Education Endowment Foundation / Sutton Trust Resources on Pupil Premium  
<http://educationendowmentfoundation.org.uk/toolkit/>

### **Pupil Premium Review Questions - for Governors and Self Review**

- Is there clarity around the barriers to learning, desired outcomes and success criteria?
- Has there been an evaluation of current strategies and could better strategies be used?
- Which strategies are already working well?
- Which strategies are not yet having the desired impact, but will deliver impact if things are done differently, or staff receive support to develop?
- Which strategies are unlikely to deliver impact and should be withdrawn?

#### **Context**

- What is the overall number and proportion of pupil premium students?
- What is the two/three year pattern in eligibility for pupil premium?
- How well does the school know the eligibility data and patterns?

#### **Achievement**

- 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 current data tell?

## **Leadership and Management**

- 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?

## **Teaching**

- 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?

## **Behaviour and Safety**

- 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?

## **Evaluation of Impact**

### **How well is pupil premium funding used to:**

- Ensure quality first teaching and above expected progress?
- Support effective interventions?
- Widen opportunity?
- What support is needed to develop action planning and ongoing monitoring of the plan?