

St Paul's C of E Primary School - Pupil Premium Review – 8th June 2018

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St Jude's Pupil Premium Pupil Premium Profile 2017/18	
Total number of pupils in the school	326
Number of PPG eligible pupils:	141
Amount per pupil:	£1320
Total pupil premium budget:	£180,000

Pre-review - Evidence of School Performance	
<p>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</p> <p>Ofsted Inspection date:</p>	<p>Areas for improvement relating to PP</p> <p><i>Leaders and staff raise their aspirations for pupils' outcomes, particularly those of boys and pupils from disadvantaged backgrounds</i></p> <p><i>Improve the quality of teaching, learning and assessment, including in the early years, by making sure that: – teaching is matched to pupils' needs and supports them to make good gains in their skills and knowledge in all curriculum subjects – (in writing) including accurate assessment, teaching of reading, maths and use of grammar punctuation and spelling accurately</i></p> <p><i>Disadvantaged pupils. ...receive the support they need to overcome any barriers to learning.</i></p> <p><i>Improve the quality of leadership and management, including governance, by ensuring that: – leaders check that funding received specifically to support the learning of disadvantaged pupils ...has a positive impact on their progress –</i></p> <ul style="list-style-type: none"> – Leaders, including governors, evaluate the school's performance accurately – – Leaders take timely and effective action to diminish any differences in the achievement of different groups of pupils – Staff are held to account for the impact of their work on improving pupils' outcomes <p><u>Leadership and Management</u></p> <p><i>The leadership of teaching and learning is poor. Leaders know that pupils' progress is not good enough, but analysis of the reasons for this is superficial. In part, this is because the information that leaders have on how well pupils learn and make progress is unreliable, particularly in the early years. Leaders do not have an accurate picture of pupils' achievement over time and have not focused their efforts on the areas in need of most attention. √ This academic year, senior and middle leaders have introduced a raft of initiatives with the aim of raising standards quickly. However, leaders have waited too long to do this and remain unclear about how they will check the impact of their work. In addition, leaders have not made sure that teachers fully understand or implement these initiatives consistently. While some teaching shows early signs of improvement, it is too soon to evaluate the impact of leaders' actions on</i></p>

securing improvements to teaching and pupils' outcomes.

Leaders' use of the pupil premium funding is ineffective. Although disadvantaged pupils generally receive extra help with their learning, leaders have not made sure that this support enables pupils to achieve well. Too few disadvantaged pupils attain the standards expected for their age by the time they leave the school.

The governing body's oversight of the school's use of additional funding, including the pupil premium, is weak. Governors are uncertain whether the strategies used by leaders improve the outcomes of disadvantaged pupils or those who have SEN and/or disabilities

Teaching Learning and Assessment

Pupils' learning is limited because leaders and teachers are not ambitious for pupils' academic outcomes. Teaching fails to support or challenge pupils to produce work at the standard of which they are capable. Too often, teachers accept work from pupils that is incomplete or poorly presented. This holds back pupils' progress and contributes to a culture of low expectations, from both staff and pupils alike.

Across the school and in a range of subjects, teaching is not matched to pupils' needs. The learning of all groups of pupils is reduced, including boys, the most able, disadvantaged pupils and those who have SEN and/or disabilities. Pupils regularly receive work that is either too easy or too difficult. Pupils become demotivated and they lose interest in their learning.

Teachers provide pupils with too few opportunities to deepen their mathematical Understanding through reasoning. This is a key factor in pupils' underachievement.

Leaders have recently introduced numerous strategies to improve the teaching of reading. However, teachers are often unclear about which approach to use or why they are using it. As a result, phonics teaching does not ensure that pupils develop age-related spelling and reading skills. Pupils often guess at words and this prevents them from reading accurately or with understanding.

Personal Development Behaviour and Welfare

In recent years, the level of fixed-term exclusions has been high when compared to other schools nationally. In order to tackle this, leaders have recently introduced a new approach to promoting good standards of behaviour. Pupils were positive about how well this new approach is helping them to improve their own behaviour as well as that of their peers. As a result, pupils typically try hard to conduct themselves sensibly, both in classrooms and around the school. School records show that the number of behaviour incidents and exclusions has reduced this year.

Pupils attend school regularly. Leaders work in close partnership with families to understand and address any issues that prevent pupils from attending school regularly. As a result, persistent absence rates have reduced this year and are now below the national averages.

Outcomes

Disadvantaged pupils also underachieve considerably. Disadvantaged pupils in Year 6 in 2016 and 2017 made much less progress in reading, writing and mathematics over key stage 2 than other pupils nationally.

<p>2017 Outcomes relating to disadvantaged pupils</p>	<p>KS2 reading and writing progress was below significantly national averages and in the bottom 20% in 2017 and 2016 for the overall disadvantaged. Within this cohort, the only group large enough to be statistically significant were disadvantaged pupils with middle prior attainment. The disadvantaged ‘middle’ progress was significantly below the national average. It was a similar picture in writing. The IDSR shows that disadvantaged pupils with weaker progress were also boys with lower prior attainment.</p> <p>KS2 maths progress is significantly below national for disadvantaged pupils overall and in the bottom 20% in 2017 and 2016. This also represents a significant decline in progress from 2015 from which point there was an increase in expectations for maths within the statutory tests and pupils’ progress was measured with greater precision.</p> <p>In KS1, the attainment and progress from EYFS appears more positive for disadvantaged pupils. Disadvantaged pupils are attaining at or above the national average with strong attainment at the higher expectation. This has not been coupled with a rise in phonics outcomes at Year 1 and 2 where the numbers of pupils reaching the expected standard has fallen to below the national average.</p>
<p>Questions for review based on pre-review documentation</p>	<p><i>1) Does the PP plan precisely identify and address the needs of different attainment groups of pupils including middle and high attaining pupils? Are all pupils appropriately challenged, especially in maths?</i></p> <p><i>2) How is the school supporting the progress of PP pupils with KS2 to ensure that stronger outcomes in KS1 are maintained?</i></p> <p><i>3) How well do all teachers and leaders identify the barriers to pupils’ progress and attainment – including the emphasis of social and emotional barriers? Are these exacerbated by poor teaching in the classroom?</i></p> <p><i>4) How well are the school evaluating the impact of interventions and strategies on pupils? Is there a clear approach to addressing each barrier in order that evaluation is straightforward? (E.g. phonics)</i></p> <p><i>5) How well are governors holding school leaders to account?</i></p>

Review Findings

The current pupil premium plan was completed by the headteacher with limited involvement from senior leaders and is not an accurate reflection of the school’s provision or the needs of pupils across the school. The headteacher is now on long-term leave of absence. The acting headteachers are now leading this area of the school. These leaders are self-

reflective and accurate in their evaluation of the current approach. There are pockets of strength already in place for supporting improved outcomes for all pupils, including disadvantaged pupils, in some year groups, notably phonics, Year 2 and year 6. There is also some effective support for the provision for SEND/PPG pupils with emotional and behavioural barriers to learning. The published strategy needs to be rewritten to ensure it is accurately describing current pupils' barriers to learning, current interventions and proposed evaluations to capture more strategically impact over time.

School leaders are using *overall* progress by year groups and attainment of overall disadvantaged pupils alongside knowledge of individual needs to evaluate their approach. Leaders were less familiar with using the new IDSR document or similar analysis to identify areas for improving outcomes and in particular, the identification of particular attainment groups of disadvantaged pupils who may be doing less well than others in the school and nationally. Confident use of prior attainment data across the school will allow the strategy to become more sharply focused on those who most need to catch up. 2017 published data suggest this includes disadvantaged pupils in KS2 who achieved the expected standard (or above) in all subjects in Year 2.

The pupil premium strategy doesn't yet capture the range of school improvement work taking place to improve the quality of teaching in individual classrooms. The impact of dissemination of good practice and school-wide approaches to improving outcomes in English and Maths is not consistently evident across the school however there is some evidence of consistent approaches including a shared approach to maths planning and progression including some use of reasoning and mental maths skills by pupils and the consistent use of high-quality texts in English with opportunities for developing oracy. Pupils are applying improving language models in their writing in English in some classrooms.

Some monitoring and training activities have taken place by school leaders but it is not yet clear what the impact of these activities is on pupils' learning as seen in books. It is unclear if subject leaders are analysing pupils' learning over time to shape the focus of their work to improve teaching and learning. An analysis by school leaders of disadvantaged pupils' skills and also learning needs will clarify the pathway to accelerated progress and focus of staff training and support to improve teaching and learning. Capturing and costing this important work within the pupil premium strategy will help leaders in developing and driving through strategic objectives and actions for the coming academic year. It will also be important to include a whole school pupil-focused measure (e.g. improved accuracy of spelling) to evaluate the impact of these specific initiatives on pupil premium outcomes.

In some year groups, the school has increased the number of teachers to create a personalised teaching provision for each pupil's needs. This forms a considerable percentage of the overall spend. This is effective in accelerating progress of individual pupils in these year groups but may not support sustainable improvements in the quality of teaching and learning across the school.

The school has identified which disadvantaged pupils have SEND. All SEND pupils who are also disadvantaged are receiving additional interventions based upon their barriers. Some pupils were accessing multiple interventions. Evaluations of interventions and approaches are infrequent although where they occur, they are then leading to appropriate adjustments in pupil support, particularly in Key Stage One. The school's Personal Development Centre (PDC) is having a positive impact on the emotional resilience and focus of individual pupils but too few pupils are accessing this support. The school would benefit from a more strategic approach to planning provision for pupils with SEND to ensure a graduated provision and that funding is used well to improve access to specialist teaching where needed.

School Governors understand the headlines of the published attainment and progress data for pupil premium pupils but are not triangulating this information with other evidence from the school and consequently their understanding is limited. Governors are not confident in discussing the progress and attainment of groups including sub-groups

of disadvantaged pupils. The current committee structure prevents governors from analysing impact alongside cost. There is no particular governor or committee is focusing on this important area of the school in any detail. There is a willingness and commitment amongst the Governing body to engage with training and structures that will support better support and challenge of school leaders.

The Governors would benefit from further training on interpreting the new Inspection Dashboard Report and looking at the progress of groups of pupils from different prior attainment groups. Governors would also benefit from a greater level of information from school leaders relating to the impact of pupil premium spend on behaviour, attendance or quality first teaching where this is the focus of the plan. School leaders would benefit from the appointment of a pupil premium Governor who could engage with pupil premium funding on a frequent basis and would be able to have some first-hand experience of a range of evidence relating to pupil premiums pupils.

Behaviours for learning and poor attendance are identified as a barrier to progress for disadvantaged pupils. The number of recorded behaviour incidents has fallen since the time of the last inspection. There has been a reduction in the number of internal exclusions and referrals to senior leaders as a result of a more consistent application of the school's behaviour policy and further investment in lunchtime provision. The number of incidents referred to senior leaders remains relatively high.

The school's work to improve attendance has been effective and this is a strength of the school. The school has worked hard to improve the attendance of those pupils with low attendance. Further analysis is needed of the attendance of pupils who are not persistent absentees but whose attendance is not at the average level to ensure that any barriers are removed and more disadvantaged pupils attend school every day.

Areas for improvement include:

1. Completing a sharper clearer plan for 2017/18 which reflects current practice now and the development of a 2018/19 plan with interventions and strategies from September 2018 and includes:

- Costing of each intervention and strategy
- The balance of interventions and quality first teaching reflect the needs and proportions of needs across the school
- Greater focus on quality first teaching for all in 2018/19 – including higher expectations in English and Maths for all pupils
- Planning support to ensure consistency of challenge and quality of resourcing and intensive teaching support for teachers in year groups where accelerated progress is urgently needed
- Development of consistent 'evaluation and impact' proformas and agreed frequency of evaluations and adjustment of provision

2. Using assessment information more strategically to build on improvements in progress. This will include:

- Tracking of sub-groups of ppg pupils both within year groups and across the school (e.g PP HAP and PP SEND)

- Presentation of progress and attainment data from prior outcomes to governors
- Training for school leaders on using newly published data focused on progress and attainment – particularly prior attainment groups and setting of appropriate accelerated progress targets to ensure all pupils catch up.
- Presentation of non- core subject progress information to governors in a format that allows governors to easily digest and provide appropriate challenge and support (e.g. behaviour information, the progress of pupil’s speech and language needs, evaluations of teaching and learning, non-quantitative progress data such as improvements seen in pupils’ books)

3. Improving the knowledge and skills of the governing body in understanding the pupil premium plan intention and impact, including:

- Training for governors on how to use progress data (both published and in school data) to challenge and support school leaders
- Restructuring of committees to ensure all governors taking responsibility for the progress of disadvantaged pupils
- Appointment of a pupil premium governor to visit the school on a regular basis and complete detailed evaluations using a triangulation of evidence (e.g. a learning walk with leaders, the evidence presented from books, attendance data, talking to pupils/staff)

4. Developing a whole school and tiered approach to social and emotional barriers to learning to ensure interventions are more carefully matched to pupil’s needs and maximum numbers of pupils benefit from effective support

- Development of explicit and shared a graduated approach to SEND which includes tiers of support focusing specialist provision on pupils where previous interventions have been unsuccessful or specialist agency recommendations
- Establishment of an inclusion team to include play therapist, SENCO, inclusion lead, PDC lead, attendance officer, learning mentors) and ensure information sharing and regular evaluation and support adjusted
- Introduction of systematic regular evaluation of interventions using measurable outcomes (e.g. SALT targets, Leuven scale, learning plan targets) more sharply linked to the purpose of each intervention
- Introduction of a whole school approach to improving pupils’ emotional intelligence, language and thus self-control

5. Ensuring that the pupil premium strategy captures the school’s improvement work to increase the number of good and better teachers. This will include:

- Costing of subject leaders and SLT time to support teachers with meeting needs of PPG in English and Maths
- Ensuring that the areas for improvement in leaders' action plans are fed through into the school's PP strategy section on 'quality of teaching for all'
- Costing of additional advisor support where used - the quality of this support will need to be assured by the consultant HT before further investment is made
- Costing of planning support in English and Maths (e.g. individual units of work or whole school schemes of work) where these have been introduced to improve the consistency of quality and progression of learning between year groups.
- Recruitment costs for maths lead or maths consultant/ teaching school or partner school lead practitioner
- Leadership development for subject leaders to ensure dissemination of good practice takes place and is effective in improving practice in all classrooms.

6. Engaging subject and senior leaders with current research into improving outcomes for PPG in their areas of responsibility to support strong decision making. Consider looking at the following research hubs:

- EEF research (see below - annex 5)
- EEF 'families of schools'
- Southwark Teaching School Alliance and in particular, the programme "Challenge The Gap' and Maths Hub programme

Annex 5: Useful links and resources

When reviewing how pupil premium funding is currently spent, school leaders and governors will find the following documents and sources of evidence invaluable:

- The [EEF toolkit](#) provides details on the effectiveness and cost-effectiveness of a range of interventions, and the evidence base that underpins them. The [EEF evaluation toolkit](#) helps schools to understand which approaches might work best for their pupils. The [Families of Schools database](#) is a tool to help facilitate collaboration between schools facing similar challenges to help them learn from one another.
- Ofsted's Jan 2013 report, [the pupil premium: how schools are spending funding successfully](#) summarises successful and unsuccessful approaches to pupil premium use. The accompanying [analysis and challenge toolkit](#) helps schools to identify where there are gaps in attainment between disadvantaged pupils and others. An [update on the progress schools have made using their pupil premium funding to raise achievement for eligible pupils](#) was published in July 2014.
- The [Pupil Premium Awards website](#) provides an inspirational insight into what successful schools are doing with their pupil premium.
- [Making Best Use of Teaching Assistants](#), published by the EEF, and [Teaching Assistants \(TAs\): a guide to good practice](#) by Oxford Primary are essential reads that will help to ensure the effective deployment of support staff.
- Sir John Dunford's 2014 article, [Using the pupil premium effectively: an evidence-based approach to closing the gap](#) from the Teaching Leaders Quarterly (Spring 2014 edition) is helpful reading for middle leaders, who have an important contribution to make to the effective use of the pupil premium as well as his [Ten-point plan for spending the pupil premium successfully](#).
- NFER's research [Supporting the attainment of disadvantaged pupils](#) focuses on schools that are successful in raising the attainment of disadvantaged pupils, as well as those who aren't so successful.