



## **PUPIL PREMIUM REVIEW**

**Pamphill CE VC First School**

**Date of Review: December 2019**

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**Dorset Education Advisory Service**

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#### **Context**

Pamphill First is a small, voluntary aided, primary phase school. At present, the school has 6 pupils who are eligible for Pupil Premium (PP) funding. This figure represents around 11.5% of the school population, which is below the national average. The school's PP cohort comprises: 6 pupils eligible for free school meals (FSM), 2 of whom have an education and healthcare plan. (EHCP)

The total Pupil Premium budget for 2018 – 19 was £7,980.

At the most recent Ofsted inspection, May 2019, the school was judged to be inadequate. The report noted that: *the school does not use pupil premium funding to enhance and improve pupils' achievement. As a result, disadvantaged pupils do not make strong progress, especially in their writing and mathematics*

The report also stated that an external review of the school's use of the pupil premium grant should be undertaken, in order to assess how this aspect of leadership and management could be improved.

This review followed the standard pupil premium review approach: detailed analysis of a wide range of documentation and data provided by the Pupil Premium Leader, followed by a full day of meetings and evidence gathering in school. Evidence was gathered through:

- School website review
- Ofsted report – May 2019
- Ofsted monitoring visit – October 2019
- Inspection Data Summary Report 2018/19
- Internal pupil progress data
- Pupil Premium documentation
- Meetings with the head of school, teaching assistants, support staff, governor, parents and a range of pupils
- Lesson and intervention group observations

#### **The 2019 Inspection Data Summary Report states:**

- 100% of pupils are White – British
- In 2019, 10% of pupils met the criteria for FSM6
- In 2019, 6.6% of pupils received SEN support, and 3.3% qualified for an EHC plan
- There have been no permanent exclusions for the last 3 years
- From 2017/18 the rate of overall absence 4.50% was above the national average for schools with a similar level of deprivation

## 2018 Achievement

2017- 18 data headlines from DCC Key Stage 1 Report (15 pupils in total, 3 of whom were PP pupils)

- In reading 67% of pupils achieved the expected standard, 33% of pupils achieved greater depth. Of PP pupils: 0% achieved the expected standard, and 0% achieved greater depth.
- In writing 60% of pupils achieved the expected standard, 13% of pupils achieved greater depth. Of PP pupils: 0% achieved the expected standard, and 0% achieved greater depth.
- In maths 33% of pupils achieved the expected standard, 0% of pupils achieved greater depth. Of PP pupils: 0% achieved the expected standard, and 0% achieved greater depth.

A major impediment for the newly appointed head of school has been the lack of reliability of a significant amount of historical pupil attainment data, which makes accurate judgements about pupil progress difficult. The head of school is committed to ensuring that all current data is robust, and has begun the process of equipping class teachers to make sound judgements about the attainment and progress of pupils.

The table below indicates the previous attainment for individual PP pupils, and the predicted outcomes for the end of the current school year.

Year Group	End of last academic year, 2018/2019 assessment			Projection for the end of the academic year 2019/2020		
	R	W	M			
3	EXT	WT	EXT	EXT	EXT	EXT
4	EXT	EXT	WT	EXT	EXT	EXT
4	WT	WT	EXT	EXT	WT	EXT
4	PKs	PKs	PKs	PKs	PKs	PKs
4	PKs	PKs	PKs	PKs	PKs	PKs

### Achievement: Recommendations

A key finding of the Ofsted inspection, May 2019, was as follows: *Poor teaching, learning and assessment over time have resulted in all groups of pupils failing to achieve as well as they can.*

To address this underachievement, school leaders must rapidly develop consistent quality first teaching by ensuring that teachers:

- assess accurately what pupils can and cannot do so that planned learning precisely meets the needs of all pupils
- develop secure subject knowledge across all subjects, especially in the teaching of mathematics
- raise their expectations of what pupils are able to achieve to enable pupils to make the best possible progress
- question pupils effectively to assess, probe and deepen their learning

- provide pupils with information about how they can improve their learning
- effectively deploy support staff to ensure that they better meet the needs of pupils.

The full range of these issues is addressed by the actions of the school's current post Ofsted development plan, and supported by appropriate and timely monitoring activities.

Since her appointment, the head of school has undertaken a range of measures that should lead to improved achievement for all pupils. An initial and vital, task was the major overhaul of the school's existing curriculum. The head of school has introduced and fully implemented the requirements of the new curriculum, which ensures that all pupils benefit from a broad and balanced curriculum, designed for their year group. She has also instigated a bespoke programme of whole school professional development, to upskill teachers and facilitate quality first teaching.

The school received an Ofsted monitoring visit on 23<sup>rd</sup> October 2019. The HMI commented on the efficacy of the leadership of the recently appointed head of school, and the suitability of the school improvement plan:

*With the support of the teaching school, leaders and the local authority, the head of school has put in place a suitable improvement plan. She monitors this regularly to ensure that there is no let-up in the progress that pupils are making. Current leaders have an accurate understanding of the strengths and weaknesses of the school.*

*Leaders have prioritised the stages for improvement carefully. They are making sure that actions taken are in a realistic timescale. They are embedding practice, such as new behaviour rules, before starting on another initiative.*

### **Website**

Following the review, all historic Pupil Premium information was removed from the school website, as recommended. However, this means that the school will not be compliant with the statutory requirements until the new strategy has been published.

It is of the greatest importance that school leaders act rapidly to develop a revised PP strategy for the school, which reflects the recommendations of the review. This should be approved by appropriate governors and uploaded to the website.

It would also be helpful to include some accessible and practical information for parents, e.g. the criteria for eligibility for PP funding, and clear information about how to apply for the benefit.

### **Website: Recommendations**

- As soon as the revised Pupil Premium Strategy Statement has been completed and approved, it should be uploaded this to the school website

### **Parental Engagement, Access and Understanding of PP grant**

The head of school places the greatest importance on effective communication with parents and has introduced a range of opportunities to encourage them to participate in the everyday life of the school. Since September, she has provided celebration assemblies, open classroom afternoons, enterprise week, maths workshops and a weekly newsletter.

There was good evidence from the PP parent interview that the school team communicates effectively with all parents. However, the parents of PP pupils were unaware of the requirement for the school to publish information about the use of the Pupil Premium on the school website.

The parent interviewed was fulsome in her appreciation of all that the school has provided for her children. She welcomed the school's open-door policy and the approachability of members of the school team, and was very grateful that she felt able to speak to the head openly and in confidence. She recognised the positive impact of the school's homework and football club on her child's self-esteem and confidence, and appreciated the financial support provided for school trips which enabled her children to benefit from the same valuable life experience as their peers.

There was robust evidence that communication between school and parents is good. However, the parent interviewed was not aware of the way in which the school spent the majority of its PP budget, and was unsure about the way in which funding was spent to benefit her children's academic achievement.

### **Parental Engagement: Recommendations**

- Consider asking parents/carers for their input on a bespoke element of PP spending, to meet the individual needs/interests of their child
- Consider further developing parental engagement through the introduction of structured conversations

### **Staff Awareness and Knowledge of Pupil Premium**

Following her appointment in September 2019, the new head of school readily took on the role of PP lead. Since then, there is substantial evidence of her commitment to elevate the profile of PP pupils within the school, and to ensure that all members of staff are aware of these pupils in their teaching groups. All activities and conversations that took place as part of the review, indicated that this objective has been achieved.

During each interview and discussion group, it was evident that Pupil Premium pupils are a high priority throughout the school and all teachers and support staff, have high expectations of this group. The teaching assistants were aware of the PP pupils in their intervention groups, but were less sure about individual pupil's barriers to learning. All support staff demonstrated enthusiasm for their role with PP pupils, were aware of the importance of regular liaison with class teachers, and considered themselves accountable for the progress and wellbeing of the PP pupils with whom they worked.

During the support staff discussion group, it was clear that teaching assistants view themselves as an integral part of the professional teaching team within the school, and value their inclusion in professional development sessions. However, some support staff felt that they would benefit from further training, in areas such as White Rose maths and phonics.

It was evident from direct questioning, that teaching assistants did not have a good understanding of quality first teaching strategies, and relied on 'following the example' of the class teacher with whom they worked. A number of teaching assistants who worked with individual PP pupils on key skills and in class support, were unclear about the content of their regular teaching sessions, and unaware of planned outcomes. Individual pupil's Wave 3 support plans were shared and discussed, but it was clear that these plans do not underpin teaching and learning for these pupils and, as such, are not fit for purpose. These are areas that require rapid attention.

### **Staff Awareness and Knowledge Recommendations**

- Continue to provide ongoing professional development to advance consistent quality first teaching, as identified on post Ofsted action plan, and ongoing mentoring

- Continue the drive to fully implement the agreed teaching and learning expectations
- Ensure that the good practice already in place is used to maximum effect to model effective pedagogy for other teachers

### **Provision for Disadvantaged Pupils**

The current cohort of PP pupils is small, with 6 children in total, 5 of whom are within the Year 3/4 class. The sixth child is currently in Foundation Stage. This very small cohort creates its own logistical problems. In addition, there are significant historical problems associated with provision and practice: there is no audit trail to account for the allocation of previous PP funding, there is an absence of reliable assessment information to measure the progress made by the PP cohort, there is no documentation to evidence why intervention programmes were selected, or monitoring records to demonstrate their impact.

At present, support staff are the mainstay of PP provision. They are responsible for teaching bespoke 1:1 key skills programmes, for which individual pupils are withdrawn, and for the provision of tailored support during core subject lessons. Some individual pupils have support plans, which identify areas of need, strategies for support and outcomes. Class teachers develop the plans and brief teaching assistants on the content or focus of each session, although in practice, this does not occur regularly. Observations of withdrawn support demonstrated that the timetabling of these sessions is disorganised, with some individual pupils being withdrawn twice in a 15 minute session to undertake different tasks with different teaching assistants. Whilst decisions about the learning in these 1:1 sessions appeared to be ad hoc, the support staff made use of a number of appropriate strategies including effective modelling, timely feedback and good use of practical resources. The in class 1:1 support provided for an individual PP pupil with complex special educational and behavioural needs was sporadic and, in consequence, the pupil lacked motivation and did not engage with the planned learning. The head of school has already taken positive action to include this child in class, and has given thought to future strategies that may address his areas of need.

Two teaching and learning observations were undertaken in mainstream classrooms during core subject teaching. A very good example of quality first teaching was observed in KS1. The class teacher demonstrated effective pedagogy encompassing a broad range of quality first strategies, including appropriate differentiation, shared, modelled and guided group teaching, good opportunities for independent application of skills, and specific, actionable feedback. In this class, the teaching assistant was well deployed and provided effective support for learning. Dialogue with individual pupils demonstrated engagement, enthusiasm for learning and awareness of next steps.

In KS2, the learning observation was more varied. In this maths lesson, the class teacher demonstrated a narrower range of pedagogy, the pace was slow, and valuable opportunities to model and apply learning through the use of manipulatives were missed. The teaching assistant was deployed less effectively, and was unable to meet the needs of the significant number of children who required her support. In general, levels of engagement and motivation were low, and disadvantaged pupils' learning needs were not successfully addressed in this lesson.

Whilst the new head of school has aspired to improve provision for all pupils, she has already acted to improve pastoral and academic provision for PP pupils. At present, pastoral provision includes a subsidised breakfast club, homework club and ELSA provision. Pupils also have access to sports clubs, individual music lessons and choir club. Since her appointment, the head of school has implemented a mentoring scheme for PP pupils, which will be fully active in January, and she is utilising educational psychologists to provide training for staff in Precision Teaching, as this approach

can be used highly successfully to address specific gaps in learning for individual pupils. These early steps towards improving provision and practice for disadvantaged pupils are significant.

### **Provision Recommendations**

- Identify intervention programmes and strategies that have a sound evidence base through use of the EEF Teaching and Learning Toolkit, or evidence of good outcomes from within school, or other schools
- Initiate a more robust approach to the main academic intervention, the school's bespoke programme of Key Skills support in Year 3/4, by establishing the class teacher's accountability for identifying key skills gaps, and planning the tailored input for each individual
- Research and implement quality assured programmes/strategies by which to facilitate the learning of individual PP pupils who also have complex special educational needs
- Continue with planned implementation of Precision Teaching sessions to meet identified skills gaps and barriers to learning
- Continue to enhance provision through the introduction of a range of evidence-based strategies to facilitate the learning of PP pupils, e.g. effective feedback, metacognition and self-regulation, mark first

### **Attendance**

The current level of attendance for all pupils is 97.3%, and 95.9% for PP pupils. Over the autumn term, two pupils were persistently absent, one of whom is eligible for Pupil Premium. The attendance of these pupils has been rigorously monitored, and the head of school has held meetings with both families. The attendance of both pupils is now improving.

The head of school has also written a case study of one PP pupil with complex special needs and disability, whose attendance has now increased to 100% because of the actions taken by the school. The school's processes for monitoring attendance and actions taken when attendance begins to decline are sound, and have clearly contributed to recent improvements in attendance.

The school utilises a range of strategies to monitor and enhance attendance. Regular monitoring by the school team identifies any child with attendance below 95%, with a particular focus on disadvantaged pupils, and this is reviewed in line with the school and local authority's attendance policy. The school works with all families in which a child's attendance is giving cause for concern.

### **Attendance Recommendations**

- Continue close working with families of PP pupils whose attendance is below 95%
- Ensure consistent monitoring of any individual PP pupil whose attendance, or punctuality, begins to diminish

### **Leadership and Governance of Pupil Premium**

In May 2019, Ofsted reported that the attainment and progress of all pupils have not been high enough over recent time, and appropriately, this has been viewed as the most pressing issue for school improvement by all stakeholders. The key actions that underpin higher rates of progress for all pupils are clearly identified in the school's post Ofsted action plan, and the progress of disadvantaged pupils is integral to overall improvement.

The newly appointed head of school is committed to rapid improvement in the achievement of disadvantaged pupils, and has wisely sought advice from neighbouring headteachers in order to gain

a broad overview of effective practice. She is determined to improve practice and provision for PP pupils in the school, and is cognisant of the need to develop consistent quality first teaching as the first step of this process. The review found compelling evidence that the head of school, and her team, are already working hard to improve provision and outcomes for all pupils, including PP pupils, as rapidly as possible.

As present, the process by which appropriate intervention and support is identified, planned, and delivered is ad hoc. It will be of great importance to systematically redevelop the school's PP strategy by: ascertaining the area/s of need, identifying barriers to learning, selecting an appropriate evidence-based intervention or strategy, identifying a clear target, monitoring progress, consistently evaluating outcomes and informing stakeholders of impact.

The governor with responsibility for the Pupil Premium is well-informed, knowledgeable and clearly well-placed to provide support and challenge for the head of school. She already has a good overview of the areas for development in practice and provision, and will be able to perform a highly strategic role in the redevelopment of PP provision and practice across the school.

The review found robust evidence of the commitment of head of school to the rapid improvement of the leadership and management of the Pupil Premium.

### **Leadership and Governance Recommendations**

- Continue the drive to achieve consistent quality first teaching across the school through effective professional development, and by using the models of good practice already in place
- Overhaul the current arrangements for Year 3/4 key skills catch up sessions (As noted in the provision section)
- Embed the quality assurance of the full breadth of PP teaching within the school's cycle of monitoring and review, to quality assure all aspects of provision
- Enhance key aspects of PP recording through the development of individual PP pupil profiles, to include information such as: barriers to learning, intervention programmes and impact, meeting/conversations with parents
- Further develop the role of governors through sharing the draft PP strategy at an early stage, and developing their strategic role in reviewing the impact of provision, which will increase their capacity to challenge
- Continue to exercise budgetary control, to ensure ring fencing of the PP funding allocation

### **Next Steps**

- The most immediate priority is the development of a Pupil Premium strategy for the school, which incorporates the effective measures the head of school has already put in place, as well as the key recommendations from the review
- The draft strategy, including appropriate quality assured provision, planned outcomes, monitoring and review arrangements and associated costings, should be shared with key governors
- When agreed, the Pupil Premium strategy statement should be placed on the school's website

**Signed:** Jackie Broomfield