

## **Pupil Premium Review: Summary of Findings**

**School:** Lambs Lane Primary School      **Reviewers:** Emily Waddilove and Jim Mathieson

**Date:** 28<sup>th</sup> April 2016

### **Context:**

This review was agreed with the purpose of validating the work undertaken by the school as a result of the recommendations made by the external pupil premium review team in June 2015.

The review involved talking with the head teacher, deputy head teacher, pupil premium governor, school business manager, foundation stage leader, assessment leader, literacy leader and pupil premium champions. Reviewers also observed children in classrooms during a range of curriculum lessons; in a phonics group and a 1-1 intervention session; and met with a group of PP children. Some documentation, including pupil premium champion records, was available for scrutiny. The head teacher and deputy head teacher both engaged in the learning walks undertaken, and the afternoon book look.

There are currently 37 pupil premium children in the school (16.9%). One is a Looked After Child and two are adopted. Five of the disadvantaged pupils have SEND, with three of these having complex needs. The school is situated on the edge of the Spencer's Wood community and serves a mixed socio-economic clientele. Pupils come from a range of privately owned accommodation, rented and social housing. The school offers education for SEND pupils through its PD Resource.

The following is a summary of pupil performance data that provides a basis for the review process. Evidence suggests that the school is correct in its judgement that gaps are closing. Summer 2015 outcomes broadly show a narrowing of gaps compared to summer 2014.

In 2015 the outcomes for the 6 Year 1 disadvantaged pupils in the phonics screening test were in line with the national equivalent average. 7 of the 8 disadvantaged pupils in Year 2 who undertook the phonics screening re-sit achieved the national standard, this being 4% higher than the national equivalent. In June 2016, current predictions suggest that the 1 PP pupil in Year 1, who is recognised as having complex SEN needs, is not expected to achieve the national standard. 2 PP children in Year 2 will re-sit the test, 1 of whom is expected to achieve the national standard.

Attainment for disadvantaged pupils at the end of KS1 has strengthened over the last three years. However, within-school gaps remain in need of focus. Predictions for 2016 suggest that 4 of the 5 PP children in Year 2 will achieve the national standard for reading, writing and maths.

The average point score for reading, writing and maths for the 9 disadvantaged children in the Year 6 cohort in 2015 was 27.8, 0.6 points above the national score for disadvantaged pupils. Attainment of disadvantaged pupils in Year 6 was weakest in grammar, punctuation and spelling, with an average point score of 25, and a gap of 2.5 points compared to the attainment of other children. Level 4+ attainment for disadvantaged Year 6 children was broadly in line with the national equivalent. However, only 22% of disadvantaged pupils achieved a Level 5 in each of reading, writing and maths. There is an improving trend in the attainment of disadvantaged children for maths and reading at level 4+. A higher proportion of PP children than other children attained level 4+ in maths, but the gap for grammar, punctuation and spelling at level 4+ needs to be a continued focus for the school.

In 2015 KS2 value added in all subjects was broadly average or above for disadvantaged pupils. Value added for reading for disadvantaged pupils was 100.2, with maths having the weakest value added score of 98.5 for disadvantaged pupils.

In 2016 all 6 of the PP children in Year 6 are expected to achieve the national standard in reading, and 5 out of the 6 to achieve the national standard for writing and maths.

Across the school, staff are closely monitoring gaps in each year group and support is being put in place accordingly. This is particularly necessary to meet the needs of children in Year 4.

Reviewers were pleased to note that there is no attendance gap of any note. However, the attendance of PP children is slightly below 95%.

### Area of Focus: Leadership and management of pupil premium provision

<b>Recommendations from PP Review June 2015</b>	<b>Validation of the school's progress to date</b>
<b>Clarity around barriers to learning</b>	Reviewers found that staff are now clear about barriers to learning, which have been discussed as a staff team, and the removal of these informs provision for PP pupils and the use of additional resource available. The school plans to appoint a family support worker for the coming academic year, and to train some staff to enable them to offer nurture support, to meet identified needs. Leaders are clear about the school's strategy for closing the gap: the focus is on meeting the specific needs of individual children, largely through quality first teaching and support from PP champions, with the aim being to develop independent learners. Reviewers note from the data that the cohorts of PP children are small and that their outcomes can influence resultant data. PP champions have a very good understanding of the needs of individual children and work closely with class teachers.
<b>Clarity for the role of middle leaders and their impact analysis</b>	English and maths leaders now provide impact reports for the work undertaken with PP pupils. Reviewers found the English and maths impact reports were clear, with evidence given of appropriate actions taken following the evaluation of impact. These reports are now made available by the deputy head for governors termly.

<b>Focus for book looks and other monitoring activities</b>	Reviewers found there is now a clear focus for book looks. These are undertaken every Monday afternoon when books from Higher, Middle and Lower ability pupils are compared with those from PP pupils. Our book look concluded that the majority of PP pupils are making similar progress to their peers. PP children are a particular focus during drop-ins conducted by English and maths leaders.
<b>Evaluation of strategies funded by the Pupil Premium</b>	The deputy head teacher provides termly impact reports for governors. The impact of initiatives funded by the PPG is regularly reviewed and changes to provision are made as a result. An example of this is the reflections undertaken following the difficulties experienced with use of the 'Lexia' programme and its need to be partially undertaken at home. The use of PP champions has been found to be successful, and so leaders plan to involve more staff in this initiative to enable all pupil premium children to benefit from this important focus. Impact reports include data on the progress made by children who have received intervention support. English intervention support that proved to be successful for Year 2 children during the spring term is being provided for Year 4 children during the summer term.
<b>Involvement of the school business manager around budgetary decision-making</b>	The school business manager is now involved in the clear budgeting process. She meets with senior leaders regularly to review PPG spend and further requirements.
<b>PP governor knowledge; clarity of pupil performance data; analysis of attainment as well as progress data</b>	The PP governor has a very good knowledge of provision and its impact, pupil attainment and progress. New assessment methodologies nationally mean governors can more easily understand pupil attainment in age-related terms. Leaders are developing the way in which data is presented, partly to aid greater clarity and partly as a result of national changes to assessment. Data is now presented for both attainment and progress. Following her regular monitoring visits, this governor makes useful recommendations which are reviewed and acted upon by senior leaders.
<b>School website usage</b>	Information available on the website has been developed but reviewers found it difficult to find. Impact data needs to include learning outcomes for PP pupils. Governors and senior staff are aware of these issues and plans are in place to address these.

**Additional reviewer comments**

- The PP leader is determined, focused and assured.
- Reviewers recognise that all staff are working earnestly to close gaps, and taking every opportunity to allow pupils' 'moments to shine'.
- Documentation provided for the review was detailed. It could benefit from further streamlining.

- Staff consider the PP champions initiative is having a positive impact and the latest tracking data confirms this. Reviewers believe that champions are working effectively to overcome children’s barriers to learning; for example through using strategies to develop children’s self-confidence and to encourage good attendance.
- The recent visit by the Game Changers team and Prince Harry has given the school a boost and a renewed impetus which will be strengthened and sustained. PP pupils played a full part in this exciting visit.
- Reviewers suggest that foundation stage staff might want to contact Stuart Milne to gain an understanding of which pupils were entitled to 2-year-old funding.

**Area of Focus: Teaching and learning**

<b>Recommendations from PP Review June 2015</b>	<b>Validation of the school’s progress to date</b>
<b>Questioning</b>	Where questioning is effective in lessons, pupils are challenged and individual PP pupils are fully involved in seeking answers. This is not yet consistent across all classes. This is a current whole school focus.
<b>Flexible grouping and use of teaching assistants</b>	In almost all lessons observed, teaching assistants were usefully employed providing effective support for PP pupils. A recommendation is that all teachers share their planning with teaching assistants to ensure clarity around their role and purpose in the lesson. This would also support the need for flexible grouping to meet individual pupil need.
<b>Maintaining sight-line for PPG pupils</b>	At no time was this considered an issue during the review, but clearly teachers need to keep this in mind when working with PP children.
<b>Peer and self-assessment, and pupil responses to marking</b>	Pupils interviewed recognised they are included in peer and self-assessment activities, as well as being able to respond to marking prompts. This was evidenced in the book look.
<b>Marking policy ‘non-negotiables’</b>	Evidence in books suggests a consistency in marking across the school, with these non-negotiables in place.
<b>Sustained writing and feedback</b>	‘Hot’ and ‘cold’ tasks were in evidence in books and in lessons, and pupils do engage in more sustained writing activities. It is clear that the development of writing is a high priority in the school.
<b>Clutter-free environments and good quality displays</b>	During the review classrooms were tidy and efficient venues for learning. Displays were a mix of learning support prompts, including annotated writing models, and celebrations of pupils’ work. However, they were mainly core subject based, and did not celebrate fully a wider curriculum offered.

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**Additional reviewer comments**

- All staff need to be clear about the rationale for, and the philosophy behind, vertical grouping. Staff need to ensure all pupils understand this, and appreciate its value.
- Staff must ensure that they celebrate writing for its own intrinsic sake and its overall effect, and not just for technical accuracy, or use of language techniques.
- Teachers need to ensure that when they are marking the foundation subjects they mark according to the learning objective and not for grammar and punctuation.
- Staff should consider further strengthening the links between the creative curriculum sessions and morning lessons in English and maths in order to make children’s learning more meaningful and strengthen conceptual development.

**Area of Focus: Behaviours for Learning**

<b>Recommendations from PP Review June 2015</b>	<b>Validation of the school's progress to date</b>
<p><b>Children's active engagement in learning</b></p> <p><b>Greater choice and differentiation for pupils to ensure appropriate challenge</b></p>	<p>In the most effective lessons pupils are actively learning. It was good to see practical maths activities in Year 5/6 around the use of 'real' timetables for supporting time work, and the use of a 'shop' in Years 3/4 to support learning about money. A particularly animated and effective phonics session was observed with pupils all actively involved, including PP pupils. Foundation stage was, as usual, an exciting and effective environment for learning where all PP pupils were actively involved and well understood. However, in some lessons pupils are passive receivers and teachers need to work to find additional ways in which they can be actively involved in the learning.</p> <p>Reviewers observed PP children choosing more difficult tasks and showing great determination to tackle a challenge.</p> <p>The greater choice offered through 'mild', 'spicy' and 'hot' activities might hinder accelerated progress for some pupils, and teachers and TAs need to ensure these are not an excuse for coasting. Several pupils did comment to the reviewers that work was easy, and that mornings can be 'boring'. School evidence suggests that pupils sometimes say this casually, and senior staff need to ensure such comments are qualified and not used with external visitors if they are not a true reflection of what occurs. For instance, some pupils choose easier tasks as a warm-up activity. Reviewers saw and heard some evidence of more able children finding tasks easy in lessons. This supported findings from the PP governor's interviews with children.</p> <p>Staff work hard to understand individual pupil traits, and to provide support accordingly. An example of this is a pupil who joined the school through a managed move. Observations of this pupil showed he is a 'different thinker' as well as a PP pupil, and he was benefitting from the use of a 'sound board' to help him clarify his thoughts.</p>
<b>Additional reviewer comments</b>	
<ul style="list-style-type: none"> <li>• The school has a focus on developing children's behaviours for learning. Children interviewed by reviewers showed some uncertainty about the traits of a good learner and leaders should check whether children's understanding needs to be further strengthened by guided teaching.</li> <li>• The recent careers week appears to have been successful in encouraging children's aspirations. Reviewers were impressed with the range of futures for which the PP children were wishing, including underwater palaeontologist, story writer, pharmacist and pilot.</li> </ul>	