

VERSION: FINAL
SEPTEMBER 2017-MARCH 2018



PUPIL PREMIUM REVIEW

ST GEORGE'S CE PRIMARY SCHOOL

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Pupil Premium Review.

Interim findings and key actions (Sept 2017)

Review of progress (Feb 2018).

By Bill Jerman

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Context

The Ofsted report following the inspection on 25th-26th April 2017, stated that, “An external review of the schools`s use of the pupil premium should be undertaken to assess how to improve this aspect of leadership and management.”

Throughout the report there are many references to “disadvantaged pupils” and “groups of pupils” particularly related to low expectations, lack of progress, variable impact of additional adults and weak financial monitoring and challenge by governors.

The plan was for the review to follow the standard approach with a full day in school gathering and analyzing a wide range of evidence through the following sources:-

- School website review
- Ofsted report- April 2017
- RAISEonline report
- Inspection Dashboard
- Pupil Premium documentation
- School Development Plan
- Pupil Progress information
- Meetings with the Headteacher, parents, teaching staff, teaching assistants, School business manager and pupils.
- Learning walk and book scrutiny.

Through communication with the Headteacher, who has been formally in post since the end of last term, it was evident that the school had been through a period of great turmoil since the inspection and many of the sources of evidence did not exist.

In discussion with the Headteacher and SENCO, it was clear that:-

- There were no staff still at the school who had been there at the time of the inspection.
- There had been no Pupil Premium or SEN records
- The data management system was ineffective.
- There was no evidence of leadership of PP from staff or governors.

It was therefore agreed that the most effective way to undertake the PP Review was to do it in two parts:-

Part 1-18th September 2017- Initial review and meeting to clarify issues and discuss progress since the start of term. The reviewer, would also provide a wide range of suggested actions to support leaders and provide the structure and key development points for a PPG Action Plan.

Part 2- 27th February 2018- A further review to determine the progress that has been made against the action plan and the impact that it has had on PP pupils and families, other pupils, staff and the wider community. This second review involved interviews with staff, governors and leaders; analysis of documentation and data; observation.

This report shows the initial findings from September and has been updated with the findings of the February review which is shown in bold italics.

Progress since the start of term

The new headteacher has developed a new PP statement for the website. This is now compliant and sets out strategies to effectively use the PPG to maximize the achievement of PP pupils.

It should be noted that the previous PPG review of impact for 2015/16 was weak and not compliant.

The PP statement for 2016/17 was compliant in its structure but weak in its specificity and lack of focus on impact. A significant issue was that the school were spending the PPG on payment for school meals and milk for FSM pupils. This is not an appropriate use of the PPG, unless there are exceptional circumstances, as the school receives money for FSM through its main grant. The PPG is there to diminish differences in terms of learning and outcomes.

No evaluation of the impact of any of the strategies had been made by the previous leadership and there was no evidence for the new leadership team to do so. This should be acknowledged on the website.

Transition between primary and secondary, particularly for vulnerable pupils, appears to be a strength within the Trust. They have additional visits and support prior to and on entering their secondary school. This is key for PPG pupils who are often "lost" in transition.

The Headteacher has undertaken some analysis of the attendance data. The school follows the Trust system on following up on absences and now needs to ensure that analysis is done by key group.

February 2018-Progress since initial review:

The school has made very significant progress in all the areas outlined in the initial review. In the wider school context, the Headteacher has been robust and focused on school improvement and has been successful in recruiting high quality staff to replace the previous workforce. The energy and passion of the new team was evident and they have a very clear and determined commitment to ensure that the pupils have high quality teaching and learning opportunities and that the gaps in pupils' knowledge and understanding are closing. They have made very good progress with this in the six months since the previous visit and it is exciting that parental confidence is growing and pupil numbers are increasing.

The school has had its first monitoring visit by HMI on 13th – 14th December and the report identifies the many improvements that are being made at the school and rightly acknowledges the key role of the Headteacher, governors and other leaders.

Regarding the pupil premium review, HMI reports that, "A pupil premium review was undertaken in September 2017. This rightly identified that school leaders, including governors, must ensure that an effective strategy for disadvantaged pupils is fully implemented and rigorously evaluated to diminish differences for them. The strategy to improve outcomes for disadvantaged pupils is not yet impacting consistently well enough for those receiving additional funding through the pupil premium grant,"

The report now identifies a range of specific areas within the PPG Review and identifies key INITIAL actions for the school to develop into an action plan and ensure that there is significant impact in the short and longer term.

Part 2 of the PPG Review evaluates the school against the identified actions and provides the school with further ideas for ongoing improvement.

Website:

The PPG part of the website is easy to access. The new PPG statement is compliant.

There is no evaluated plan for 2016/17 on the website for the reasons outlined above..

Suggested Actions

- Add a statement on the website with reference to the missing evaluation of 2016/17.
- Improve the quality and detail of the information available to parents to ensure that it is very clear what the PPG is for and emphasise that it is not for school lunches. (example attached)
- To include on the website examples of success stories of where PPG has made a difference to pupils and how the grant was spent effectively to do this.

February 2018

The school has a fully compliant Pupil Premium Statement for 2017/18 which is easily accessible on the website, clear and well structured.

The school has rightly made reference to the unreliability of the previous year's data in evaluating the impact of the PPG for 2016/17.

There are notes about PPG taken from the DfE and a link to the Wiltshire application form for Free School Meals.

Further suggested actions:

- *Make use of the letter that has been created for parents and include this on the website in the PP section, which should be more explicit about the difference between PPG and FSM*
- *As the school develops a range of evidence of the impact of the PPG, use these to develop anonymised case studies which show success stories of where the PPG has made a difference to pupils.*

Parental Access and Understanding of PPG:

There was no evidence of liaison with PPG parents and none were met at this stage of the review.

Suggested Actions

- The school should improve communications to **all** parents about the entitlement to PPG, and the wide range of provision it can support in school. This can be through: an information leaflet; regular PPG articles in the school newsletter; sharing of anonymised success stories, enhanced information on the school website.

- The school should review the way it communicates to parents whose children are PP pupils who also have SEN to create greater understanding among the parent community of the different elements of support.
- There needs to be a lead person for parents to approach and who will give PP pupils a high profile. The school should consider the appointment of a “PP Champion”.

February 2018

The Headteacher has introduced a letter to parents which outlines the schools current use of the PPG and the terms of eligibility. (The figure should be £1320) There is a link to the Wiltshire Council website for FSM application. This is a positive development.

The Headteacher has a log of communications with parents promoting the take up of PPG/FSM which highlights specific cases of where parents have applied for PPG as a result of school support and guidance.

From discussion, it was clear that communications with parents has significantly improved and some parents feel able to come into school to talk through PP issues. This is an area for continued focus as parental engagement is a key potential barrier for diminishing differences.

There was good evidence of teachers being persistent in ensuring that parents engaged with the school about their children and this was having a real impact on parental support at home.

A whole school questionnaire in October 2017 exemplified the growing confidence and appreciation of parents, with 94% saying that they would recommend the school to another parent.

Suggested further actions:

- *Continue to promote the PPG through the school newsletter and website and add examples of the impact it has made at the school.*
- *Continue to build relationships with PP parents through a range of strategies with the aim of their further engagement in their child’s learning.*
- *Review the content of transition information from feeder nursery provision to have an improved understanding of families and their actual/likely eligibility for PPG.*
- *Consider a questionnaire for PP parents to evaluate their view of how the school is doing in this area.*

Staff Awareness and Knowledge of Pupil Premium

As this is a new staff team, I suggest the following actions:-

Suggested Actions

- Through CPD develop staff awareness and understanding of the purpose and expected impact of the PPG, what it can and can’t be used for, Sutton Trust information about the most effective uses of the grant, for more able PP pupils.
- To develop an area in the staff room to highlight pupil premium, and circulate articles about pupil premium for staff to read.
- Ensure that staff and trainee induction includes specific training on PPG, its background, rationale and school priorities.

February 2018

I met with teachers and teaching assistants and was impressed by their knowledge and understanding of the pupil premium pupils, their needs and backgrounds and their barriers to learning.

What was also apparent was their drive and passion to do the very best for all pupils and to close the many gaps in their learning.

The Headteacher, made the decision to spend a significant proportion of the PPG on paying TAs to meet with class teachers for 15 minutes before school-every day. This is a strategy that she had identified from an Ofsted report in 2013, 'The Pupil Premium-How schools are spending the funding successfully to maximize achievement.' I observed one of these meetings and was really impressed by:

- *the depth and quality of the preparation by the class teacher*
- *the level and detail of the professional dialogue*
- *the focus on individual pupils and specific steps for improvement*

The Headteacher has raised the profile of pupil premium through the use of a display in the staffroom. Suggested further actions:

- *To maintain the effective systems that are now in place through ongoing CPD*
- *To further enhance staff knowledge and awareness by sharing and encouraging the reading of information and articles related to PP and social mobility.*
- *Ensure that future staff and trainee induction provides high quality training in this area.*

Leadership of PPG:

The leadership of PPG has been inconsistent and mainly weak in the past. The lack of information, documentation, data and records is a major concern and raises questions regarding the monitoring role of the Governors and the Trust Board.

The new Headteacher and SENCO have worked quickly to make improvements in this area among many other key areas for development. They have a good understanding of PPG and will be joint PPG Leaders for this year.

Suggested Actions:

- To ensure there is clarity of roles, excellent communication and consistency between the leaders and governors involved with PP pupils.
- To develop a clear provision map for all PP pupils which outlines barriers to learning, starting points, monitoring data, interventions and impact.
- To develop a monitoring and tracking system which enables analysis of individual PPG pupils and the group compared with all other pupils.
- To ensure, through Performance Management, monitoring and pupil progress meetings that all PP pupils are a high priority and their attainment and progress is understood by all staff.
- To make PP pupils and other key groups a specific focus for monitoring through data analysis, book scrutiny and pupil voice.

- Develop case studies for PP pupils which support “their story”
- Pupil Premium governor to be appointed and trained. They should lead the governor challenge of the provision for PP pupils and the impact and the effectiveness of the PPG.

February 2018

The Headteacher was proactive after Part 1 of the review to ensure that an action plan was devised and acted upon. The action plan continues to evolve and is regularly evaluated. There is now clarity of leadership of PP by the Headteacher and the liaison with the SENDCo is particularly effective. (7 out of the 16 (44%) PP pupils also have special educational needs which is significantly above the national average of 27%).

The needs, provision and outcomes of PP pupils are now an integral and priority part of pupil progress meetings and through the performance management system.

There are now Pupil Premium Case Studies for all PP pupils which provide a well-structured document which provides basic pupil information, barriers to learning, details of intervention, communications with parents and it also tracks progress through a termly review. These are shared with staff and are a very good addition to the school’s monitoring system.

The assessment and tracking of pupils is much improved and leaders are comparing attainment and progress of PP pupils against non-PP pupils on a termly basis.

Leaders have also developed a very useful overview of PP pupils which includes their strengths, barriers, data, attendance and prior attainment.

A PP Governor has been appointed as the Pupil Premium Champion, which is a positive development. She has met with the Head and reported back to the FGB. The Head has also provided a specific PP report for governors.

The school has worked hard to improve the attendance of the PP pupils and have used a range of strategies. This is having impact with the PP attendance at 31/1/18 at 92.46% compared with 88.96% at the same point last year. There is still a difference with non PP pupils at 97.76% but this is diminishing. (The figure for PP pupils includes two traveler pupils whose attendance has improved but is still low).

Further suggested actions:

- *Develop a structure to the reporting of the Headteacher and PP Champion to governors- possibly three times a year for each. The PP Champion report should include evidence of challenge.*
- *Training for all governors on PPG, PP pupils and governor roles and responsibilities concerning the PPG.*
- *To continue to build on the leadership developments that have been made and to increase leadership capacity to further support the PP strategy.*
- *To continue the individual approach with parents to further improve attendance.*

Provision for PPG pupils:

The provision for PP pupils will be a focus for Part 2 of the review. Leaders have already developed some “Nurture” provision to support pupils with emotional needs and this needs to be enhanced.

Suggested Actions

- To focus on developing high quality teaching and learning in all classes which continues to be one of the most effective ways of improving the attainment, progress, engagement and emotional wellbeing of PP pupils. Part of this will be high expectations of all pupils including PP pupils.
- To further expand the “Nurture” and “ELSA” type provisions to support the emotional needs of PP pupils.
- Staff to ensure that they have undertaken a pre-learning audit to identify gaps in PP pupils experiences which can be supported before and during learning.
- Staff to identify the strengths of PP pupils and use this as a key motivator.

February 2018

The robust and effective actions by the Headteacher and new Governing Body has resulted in a new teaching team in the school. The impact on the quality of teaching and learning has been immediate with consistently high expectations, a clear understanding of high quality teaching and real passion and enthusiasm to change and improve the learning and outcomes for the pupils.

This is enhanced by a structured approach to pre and post learning facilitated by the effective teaching assistants.

In addition, interventions, nurture groups, social story groups, ELSA and a focus on Growth mindset have all added further to the wide range of support for pupils.

Staff have made real progress in the provision for all pupils and the impact is now being seen in the internal data.

PP pupils have made progress since September and the most recent data analysis across the school shows that PP pupils compared with non-pupil premium pupils have, “Performed better as a group in maths and writing but are still behind in reading.”(Headteacher PP report to Governors-February 2018).

Further suggested actions:

- *To consider other strategies to improve reading for the PP group and across the school. This may include the appointment of a Reading Champion, providing home reading books for PP pupils, further promote reading for all pupils.*
- *Widen the use of non-data evidence to show progress through interventions such as nurture and ELSA-This could include pupil, parent and staff voice.*
- *To continue the relentless focus on high quality teaching and learning alongside robust assessment and monitoring.*

Finance:

As reported earlier the previous Pupil Premium financial plan included grant money being spent on meals and milk. This is not appropriate in other than exceptional circumstances. The new plan does not include this. This SBM was not available for this review Part 1.

Suggested Actions:

- Review the financial management, tracking and reporting in Part 2 of the review.

February 2018

Due to the change of Sponsors and the resignation of the SBM, the school has not got an accurate overview of the specific spend for individual PP pupils. However, the Headteacher is confident that the use of the majority of the PPG on providing planning time for teachers and teaching assistants is having a positive impact. The evidence seen in this part of the review would support this view.

Overall

The school is making good progress in enhancing its provision and understanding of PP pupils which will impact positively on their learning. There are a number of exciting strategies in the early stages of development and it is important that these are built on rapidly in the next academic year.

February 2018

Leaders, staff and governors have made excellent progress since the first part of the PP review. They have done this through a robust and driven focus on high quality of teaching, learning and assessment for all pupils and a great passion and desire to improve the opportunities and outcomes for the pupils.

The school is an exciting place to be for staff, pupils and parents and I look forward to seeing the progress and improvements being sustained and extended in the future.

Signed:

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