

Pupil Premium Practice Review

Report

Cotton End Primary School

'Inspire, Enjoy, Achieve'

November 2014

Targeting the funding from the outset—responsibilities of the Leadership Team

Cotton End Primary is much smaller than the average sized primary school and an above average proportion of pupils are known to be eligible for the pupil premium. The unvalidated Raiseonline Report (October 2014) shows that the percentage of pupils known to be eligible for free school meals (FSM) is above the national (+3.6). The school became an all through Primary in September 2014. It is an inclusive school and as such ensures that all activities and opportunities are available to all. Their mission statement is 'Inspire, Enjoy, and Achieve'. They pride themselves on developing the uniqueness of each individual child, understanding their needs and providing a caring, inclusive learning environment where pupils are happy to learn. Their Ofsted inspection (February 2013) confirmed this by stating that 'teaching involves pupils well in practical activities that they find interesting and enjoyable.'

The school has a clear policy and strategies for supporting students eligible for the pupil premium grant. They are able to provide a good level of detail about expenditure and anticipated outcomes. It does have clear lines of responsibility for pupil premium which were evident in meetings with key senior staff and governors. There is evident distributed leadership throughout. For example, the SENCO robustly monitors attainment, progress and intervention, the numeracy coordinator and the English coordinator offering potential solutions to learning barriers. Governors are fully aware of Pupil Premium but there is currently no identified governor with direct responsibility for Pupil Premium. However, there is one for AFA/SEND. The school is currently looking towards addressing this.

There are a number of systems in place which support the communication of Pupil Premium through to classroom practice. A clearly understood and shared rationale for how this money is spent and what it should achieve is communicated to all stakeholders including parents. This is done through the school website and newsletters.

The expectations, progress and outcomes of eligible pupils are identified and analysed by the school's tracking systems.

Historical data indicates the impact of the pupil premium additional funding has visibly contributed in a narrowing of the gap between Disadvantaged and Other pupils for Cotton End Primary School. The percentage of FSM pupils (no. = 4) meeting the expected standard in the year 1 phonics screening check is higher than the non FSM pupils (no. = 6) (+13%). FSM pupils outperform FSM pupils nationally (+17%). The one pupil eligible for FSM in the year 2 phonics screening check achieved the expected standard. At the end of KS1 the APS for disadvantaged pupils when compared against other pupils in school is above in all subjects (+1.7pts), reading (+2.8pts), writing (+2.5pts) and broadly in line for mathematics (-0.3pts).

When the APS for disadvantaged pupils at the school are compared against National other pupils, they perform above in all subjects (+0.6pts), above in reading (+1.3pts), above in writing (+1.4pts) and below in mathematics (-1.0pts). No data is available for KS2 in the unvalidated October 2014 Raiseonline report as the school became an all through Primary in September 2014.

The SENCO has overall responsibility for monitoring pupil premium progress and has recently started monitoring the budget. The tracking and monitoring of the impact are jointly discussed at SLT to ensure that any identified needs form an integral part of the School Improvement Plan. The governors are provided with a report from the SENCO once a term on the new initiatives to support disadvantaged pupils, an update on progress and any future plans.

The Headteacher advised that the procedures to ensure accountability across the school for pupil outcomes had been strengthened through, for example, stronger links to performance management which is now considered to be more robust.

Leadership Recommendations

- Continue to make use of what you know works well in the school to meet the identified needs as soon as they arise by cascading effective interventions
- Continue planning to help children 'keep up' as well as 'catch up'. Make sure interventions have specific objectives, clear timescales and robust tracking, which is available to all staff and non-teaching staff to see, to strengthen whole school communication
- Use your data to evaluate existing provision and check whether perceived impact measures up to quantifiable progress
- Receive regular pupil premium student feedback throughout any intervention or extra staffing support in order to measure it's impact – and to adjust immediately if necessary
- Consider working in partnership with other schools to track pupil premium student progress across schools. Could resources be shared to address issues specific to your catchment area, such as joint CPD?
- Ensure information about strategies to raise achievement is conveyed to staff, students and parents by regularly updating the school website, Twitter, Facebook, a school APP.

Intervention to improve achievement in Eng/Maths

Additional Pupil Premium funding initially paid for the provision of:

- Greater teaching assistant support to increase targeted support in phonics and reading
- A teaching assistant timetabled to support individual children to improve their well-being, self-image and self-esteem using Sidney's club (30 mins per week). This support improves achievement in English, Maths and other subject areas
- A Teaching Assistant timetabled for supporting EAL children to develop their language acquisition – again helping to raise achievement in English and Maths
- Reducing group sizes to increase individualised input and purchase of resources to support in school and at home learning.

A key focus has recently been on handwriting development. This is completed out of lesson time for 10 minutes with groups consisting of a maximum of 3. The focus area changes, dependent on progression. 'Sounds Write' is another intervention as well as one to one sessions for English focusing on sentence construction, grammar, punctuation, connectives and how to use a thesaurus. An open evening for phonics and reading ensures parents and carers are fully aware of how to support their child. Whole school training for teaching staff and teaching assistants on 'How to teach children to read' ensure whole school consistency. The school also has an author work with children on World Book Day to motivate them. Whole staff numeracy training is also provided. Language support is provided for EAL children with English and Maths requiring catch up. Numicon sessions are delivered for Maths support where TAs have small groups or have 1 to 1 sessions to target these pupils to close gaps/ accelerate progress. Pupil progress is checked by use of assessments at the start (baseline), midpoint and at the end of the delivery.

Monitoring and tracking of pupil progress takes place on a regular basis and forms an integral part of the schools drive to improve teaching and learning to outstanding across the school.

The interventions are widely accelerating progress. The evidence is, the average points score (APS) is higher for PP pupils in comparison to non PP pupils, the Raiseonline report shows a positive trend in the data and the structured conversations with parents are having a positive impact.

The schools actions have secured improvement in achievement for those supported by the pupil premium.

Leadership Recommendations:

- Continue to build on the high quality teaching and learning now evident in an increasing number of lessons especially in English and Maths
- To encourage more parents to help in school with reading by running parent workshops
- To develop them literacy days / months to encourage further parental engagement

Impact of assistance in class (enlisting support staff to raise standards)

There are currently 7 support staff either providing assistance to individual pupils or groups of pupils in classes during the school week. TAs have daily / weekly meetings with the SENCO. At these meetings concerns about pupils, resources and successful strategies are discussed. The SENCO line manages specific support for IEP pupils which is highly supportive, but planned and agreed to be delivered in such a way so as to prevent an over reliance by pupils, where they become dependent on adult support.

There are regular assessment and reporting points of students in place throughout the year. SLT and class teachers have a responsibility for monitoring progress and identifying where progress falls short and determining the appropriate intervention to secure improvement. TAs for specific interventions are used. For example, an EAL pupil received support in Polish and is now able to read in English and now participates more in class.

There is a robust Performance Management process for support staff which is initiated during the Autumn term and reviewed mid-year. The impact of teaching assistants is measured by SLT through classroom observations and drop in sessions. The arrangements for support staff CPD is based on their progress against performance targets. They also receive CPD from Bedford Borough Training Services for TAs, the Teaching School Alliance and through networking with other schools. Support staff are always invited to staff CPD meetings and they are frequently attended. Training is specific to the intervention needs. During discussion, support staff acknowledged the performance management process and the identification of CPD as being very effective and helpful to their development.

Support staff and teachers do not currently have built in time to liaise and plan interventions. This is done on an informal basis as and when required.

Leadership Recommendations:

- Allow the Lead Teaching Assistants meeting time at least 2 hours per half term to meet as a group in order to share best practice and to review pupil premium progress
- Evaluate the impact of existing TA provision, to check that it is providing the impact you want by developing a more robust centralised tracking system for recording milestone progression in relation to intervention for each lesson in each topic area
- Continue to fund training for TAs on Assessment for Learning, how to use questioning and how to help pupils become independent learners. Ensure TAs know what children are meant to be **learning** rather than just **doing**

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- Consider using your Pupil Premium to fund TA pre-teaching e.g. of key vocabulary to enable students to engage more successfully in whole class teaching e.g. pro-active rather than reactive
 - Offer TAs training in providing effective feedback
 - Allocate time for planning and feedback between the teacher and TA
 - Fund joint training for TAs and class teachers on intervention programmes, plus release time for teachers and TAs to plan, monitor and evaluate the impact of intervention together.
 - Identify TAs as key workers to individual pupils
 - TAs to work with teachers on assessments
 - For the SENCO to define a more refined tracking system so that TAs can monitor more closely the progress of pupils in lessons
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Examination, analysis and removal of barriers

The pupils face a range of barriers to their access and achievement. Staff are particularly adept at identifying and overcoming barriers to learning. For example, the prescriptive method of teaching Phonics using 'Sounds Write' helps support literacy development. Pupils develop their confidence with speaking and listening skills by attending Sidney's club. A socially deprived pupil was identified as part of the Achievement for All (AFA) cohort where Structured Conversations have supported the family with their child's learning.

Many examples were given by a number of staff of how the school personalizes their approach to remove barriers for the most vulnerable students as well as targeting pupils for intervention on an individual basis showing it is a truly inclusive school. These include a sports club to develop pupils' social skills, confidence and communication skills, the use of I pads to encourage enjoyment in learning and deployment of a teaching assistant who supports children who have English as an Additional Language.

Each pupil premium student is thought about in the context of their home circumstances in order to determine whether there is the need to work more closely with parents (face to face). Parents are supported through structured conversations in order to ensure the student can succeed in school.

Leadership Recommendations:

- For the school to identify, through consultation with groups of pupils, different obstacles to success in different year groups for pupils who are eligible for the pupil premium. To then implement a carefully planned programme of intervention which alters as pupils become older.
- Continue to follow up on non-attendance / poor engagement by pupil premium parents at parents evenings by identifying the barriers for non-attendance
- Reflect on ways in which the school could better support older pupil premium students to study independently outside of the school day
- Monitor closely the progress of gifted and talented (G&T) pupils with a view to providing additional stretch and challenge opportunities

Personalisation - how does Quality First Teaching meet pupil needs?

The senior leadership team (SLT) identify Quality First Teaching (QFT) as good overall with outstanding features in the School Self Evaluation (SSE). Joint observations with the School Improvement Advisor and other head teachers as well as observations completed by the SENCO and AFA coach validate this result. Teachers receive additional support to improve their own practices through regular CPD and value the emphasis placed on this.

Staff meet the needs of pupil premium pupils by ensuring that all day to day teaching meets the needs of the learner as much as possible and do not 'rely' completely on interventions to compensate for the teaching in the classroom. Additional staff are well briefed and play an important role in supporting children's good progress.

In response to the Ofsted Section 5 Report (February 2013) where Ofsted judged the quality of teaching as good there has been a whole school focus on moving to outstanding. Children are being provided with greater opportunities to do more writing, check the quality of their work and to respond to the next steps teachers set out for them in their books.

Teachers use a creative curriculum which comprises of different learning styles. Planning of lessons makes use of class level data to personalise learning opportunities and identify when intervention may be necessary. The quality of the schemes of work, the differentiation of resources, the individualised learning routes for children all ensure personalisation is fully embraced. Personalisation is also provided to pupils by arranging for them to be educated in a different area of the school if they cannot access their learning. There is no alternative provision on the site.

Parental engagement through structured conversations personalises learning targets which relate not only to the academic aspect but to wider outcomes also.

The pupils identified a number of features which helped them to learn – some of which are when teachers explain clearly and repeat if necessary, are approachable and listen carefully. Learning themes motivate the pupils to do well and they enjoy completing their homework. The pupils identified the teacher as always the last port of call for help as pupils like to solve any challenges themselves, working with each other and taking ownership of their learning.

Access and enrichment opportunities are provided which include free instrumental lessons for KS2 pupil premium students. Sidney's Club focuses on the social and emotional wellbeing of pupils, building their confidence and self-esteem. Pupils attend once a week for half an hour. To measure impact, a survey is completed by the pupils at the start of the programme and at the end. A French teacher provides lessons to help develop their confidence in a modern foreign language. Children have the register taken in French, sing songs, and know the colours, the days of the week and parts of the body.

Leadership Recommendations:

- Identify teachers in the school who consistently demonstrate quality first teaching and use them to coach and mentor others
- Continue the focus on Quality First Teaching: a relentless focus on high aspiration, high challenge and high support which values and cares for individuals.

Encouraging active Governor involvement

The governing body approves the overall strategy for deploying pupil funding prepared by the Headteacher and this is presented in the School Improvement Plan (SIP).

The Pupil Premium money is ring fenced. The whole governing body is designated to ensure that the pupil premium grant is used to support eligible pupils and to evaluate the impact of increased support on the achievement of targeted students. Governors have not yet attended pupil premium training events to keep abreast of the changes.

The Staff and Governors are very proud to have achieved Good in the February 2013 Ofsted inspection and are now working very hard to achieve the aim of 'Outstanding' by the next Ofsted inspection. There are high levels of governor activity in all aspects of school life. They have visited the school many times since converting to Primary status in September 2013.

All governors are involved with Pupil Premium and have a good understanding through regular briefings. Governors fully understand and actively participate in leading the work of the school on Inclusion and more specifically Pupil Premium. They are actively involved in learning walks and liaise with staff regularly.

Governors are provided with the RAISEonline analysis and the Summer examination results by the Headteacher in order to review the attainment and progress of students. The Headteacher produces termly reports for the governing body, showing the progress made by disadvantaged students and projections for each academic year. A SENCO / AFA report is also provided.

Governors know how much money is allocated to the school for the Pupil Premium. It is identified clearly in the school's budget planning.

The governing body holds the Headteacher to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils through the performance management process.

Parents and others are made fully aware of the impact on the attainment of pupils covered by the pupil premium. The school website publishes online information about the pupil premium allocation and how it is spent. A statement of how the money was spent for the previous year and its impact on the attainment for pupils eligible for support through the pupil premium is also provided.

The decision to have an independent Pupil Premium Review was initiated by Bedford Borough Council who have actively sought schools to embrace a thorough analysis of their Pupil Premium spend. It was supported by the Headteacher and governors as they recognised the role in school improvement that pupil premium now plays.

The SENCO governor has extensive knowledge about safeguarding and is the Achievement for All (AFA3As) governor. She is very pro-active and has written an article for the governors' newsletter for Bedford Borough.

Leadership Recommendations:

- Identify a governor with responsibility for Pupil Premium to ensure that information from all governors is collated to provide whole school overview
- Pupil Premium Governor(s) to attend training when it becomes available
- Pupil Premium Governor(s) to visit other schools to see best practice in action in relation to Pupil Premium spend
- Have governors considered research and reports about what works to inform their decisions about how to spend Pupil Premium?
- Continue to encourage governor visits and joint observations to see and monitor the efficacy of the funded interventions
- Governors to *robustly* scrutinise the Pupil Premium spending plans to ensure that Pupil Premium students receive maximum benefit from the funds available
- For the planning of the pupil premium spend to be monitored by the Finance Committee and for the Standards Committee to monitor the impact
- Insert reference to Pupil Premium with regards to governance school plan as appropriate
- For the governing body to review the Ofsted toolkit which provides Self-Review questions for Governing Bodies (p13-15)
- To monitor how many pupil premium children attend clubs and receive certificates

Monitoring and evaluation - impact of spend and performance management of staff

A spreadsheet is used to track progress and look specifically at Pupil Premium students and all vulnerable groups.

The impact of spend is closely tracked and monitored by the governing body. There is a centralised tracking system available if requests for financial support for trips and school uniform are made by pupil premium parents / carers. The pupil premium spend is evaluated by governors and the Headteacher who holds teachers to account. The Achievement for All (AfA) Coach tracks all the AfA children implicitly to ensure provision is having impact. Pupil progress meetings are well documented and are held with all teachers on a half termly basis through structured conversations.

The impact of the Pupil Premium spend is identified in the school's self-evaluation and areas to be developed, in the school development plan.

Clear and robust Performance Management Systems are in place for all staff based on the progress of all groups of pupils. The effectiveness of staff performance management is monitored by the Headteacher.

Leadership Recommendations:

- Monitor the performance of pupil premium students from year to year as they go through the school, to see if the gap is widening in a specific year group in order to intervene swiftly. Focus initially on the attainment of students in English and Maths and the progression they are making to view the trend for each cohort. Then apply to all subjects. Train staff accordingly so that adjustments can be made to schemes of work and intervention
- Produce a selection of case studies which demonstrate the efficacy of your Pupil Premium spend and its impact
- Use your data to evaluate existing provision and check whether perceived impact measures up to quantifiable progress by robustly quality assuring
- Continue to intervene quickly if any chosen strategy or intervention fails to show impact – analyse the data carefully and put measures into place to improve the effectiveness of the strategy or the intervention
- Consider working in partnership with other schools to track pupil premium progress across schools. Could resources be shared to address issues specific to your catchment area, such as joint CPD?
- Increase the robustness of impact statements to ensure they provide a good way of summarising the progress students have made and the evidence collected about your pupil premium spend. Depending on the strategies or interventions used, you might use:
 - % increase in free school meal (FSM) parents participating in school open evenings or equivalent events
 - % increase in the number of FSM pupils attending after school clubs and how pupils are encouraged to participate
 - % improvement in attendance and punctuality for the pupil premium students
 - % reduction in the number of FSM pupils making less than expected progress
 - % increase in the number of FSM pupils exceeding expectations
 - % increase in FSM pupils completing homework

Holiday provision with a clear purpose and attendance at extra curriculum activities

Holiday provision is not provided on site for pupils but parents and carers are sign posted to provision provided locally. The local holiday provision is linked mainly to the lower or middle school age range and all the local children feed into one Secondary School. There are residential visits that occur during school time for 3 days a year, with PP children being prioritised.

Provision to support pupil premium students in extended school time include the Breakfast Club, after school care, a sports club held at lunchtime for KS1 pupils, a sports club after school for KS2 pupils, a dance club once a week and MAD Science held one half term a year. Letters go out to parents and pupils every half term listing the activities, with taxi funding available for PP pupils to attend extra-curricular activities. A bi-weekly newsletter is accessible to parents on the school website

The evidence that extracurricular provision is impacting on self-esteem, resilience, attendance and

progress for pupil premium students is tracked carefully through a questionnaire done termly. Extra-curricular provision is having a noticeable impact on behaviour.

Leadership Recommendations:

- Consider a two week induction programme as an alternative to a holiday summer school. Other schools that have used this approach found pupils highly commended it because it gave them long enough to become familiar with their new surroundings, new routines and form new relationships before they started in September
- Investigate the use of summer school funding to support the two week programme
- Consider 'taster days' for selected pupils for identified vulnerable pupils
- Consider an opportunity for an 'empty' school visit for those most at risk of not attending
- Consider home visit to engage both vulnerable pupils and their parents prior to any planned visits to their new school
- Robustly monitor the attendance by pupil premium students at extra-curricular activities and where pupil premium students aren't attending anything, encourage them to do so to develop their interpersonal skills and confidence. Consider altering the end of the school day to further develop this aspect
- Track the progress (levels, attendance, involvement in school life etc) of those that attend activities as a possible case study to demonstrate impact
- Ensure that the progress of pupil premium students is tracked from entry, in order to encourage participation in activities / interventions that are clearly targeted at closing any gaps and addressing any other issues that could be barriers to learning

What does parental engagement look like for these pupils?

As an Achievement for All school structured conversations have been used to promote parental engagement for selected pupil members of the target groups. Parents feel confident to discuss problems and possible solutions and the overall impact is that it has noticeably improved relationships with parents at home and with school. There are also parent consultations, which are 10 minute appointments to discuss progress. There is a clear focus on attainment, progress, attendance and wider outcomes. The data available to evidence parental engagement includes good quality records of meetings for those that do attend. The quality of the meetings / consultations with parents is demonstrated by the high attendance rate.

The school has an open door policy and there is always a teacher on the gate at the start of the day and at the end of the day to welcome parents. The school provides information sessions for parents to help their child with phonics, numeracy and writing once a term as well as child care courses. There are also pre-school open afternoons once every half a term and the reception teacher is active in her work with parents. There are celebration assemblies once a term which parents can attend as well as transition meetings. Christmas concerts and Easter harvest celebration events, as well as sports day and the PTFA are all areas parents are actively involved in.

Effective parental involvement is evidenced in the reply slips, comments from the AFA forum group, Facebook and Twitter comments, Parent Review and Parents Evening comments

The school supports parents to access information an education through their school website and bi-weekly newsletters. The school seeks the opinion of parents by ensuring they send out parental questionnaires.

Parents engage in the wider school community by attending the harvest festival, assemblies, end of term productions, parents' evenings, information evenings and cake sales. They also form part of the PTFA.

Leadership Recommendations:

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- Share information from this report (or specific sections) with a focus group of parents, and invite their ideas on how the Pupil Premium could be spent and other ideas
 - Look at your data on parental involvement, for example attendance at parents' evenings and wider activities. Are there particular groups who engage less and are there strategies which might help draw them in?
 - Pay a 'visit' to your school as if you were a parent and consider what changes would make it even more welcoming
 - Review the current intervention programmes you currently use to see whether they include simple 'take-home' activities for children to undertake with family members
 - Track the impact of any new strategies you introduce by linking measures of parents' participation in workshops and meetings to data on pupil progress
 - Consider home visits to the hard to reach parents. Would they be better on neutral ground?
 - Ensure that parents are fully aware of the potential for the school to receive additional funding and the impact this could have - by raising the profile on the school website, in the school prospectus and in initial meetings with parents / carers
 - Explore the use of more multi-agency teams and parenting support for those more challenging parents / carers particularly in light of Educational Health Care Plans (EHP) as part of the SEND Reforms (September 2014)
 - Use the results from Parent View to investigate where there are any negative comments. The school may wish to do their own survey around the questions to gather further evidence.
 - Pupil premium lists to be shared through any transition. Paperwork to include Pupil premium entitlement and also interventions / progress and impact
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What's good practice?

- The head teacher's passion for raising standards and the positive relationship clearly developed with staff and parents
 - The Senior Leadership Team are clearly focused on raising the performance of pupil premium students and are very open to receiving new ideas on how to achieve this
 - This is very much an inclusive school where staff want the very best for their pupils
 - Pupils are very much supported in relation to breaking down / removing barriers in order to access and achieve
 - Regular assessment and monitoring of pupil progress to identify and respond rapidly to gaps in attainment
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What's innovative practice and can be shared regionally and nationally?

The school have successfully narrowed the gap between free school meals (FSM) pupils and non-free school meals (non FSM) pupils.

Leadership Recommendations:

To share regionally and nationally:

- The school's experience of this successful approach with cluster groups and at education conferences
 - The strategies used by the SENCO, the English and Mathematics coordinators and TAs to secure better than expected results for PP children and how they have managed to narrow the gap
 - The effective use of data to secure Quality First Teaching
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What priorities are not reflected in your school improvement plan?

The School Development Plan identifies the priorities relating to 'all' pupils / 'groups' of pupils and who is accountable for these particular areas.

Leadership Recommendations:

- To make clearer reference to disadvantaged pupils in the School Self Evaluation (SSE)
- To include clearer priorities for improvement for disadvantaged pupils in the School Development Plan

Cotton End Primary School

Coach: Dr Stefanie Lipinski-Barltrop

Date November 2014
