

St Brigid's Catholic Primary School

Pupil Premium Review

21 September 2015

Reviewer Ann Marie Dimeck

Background

The school requested a Pupil Premium Review, which was a recommendation in the March 2015 Ofsted report.

Following a telephone conversation with the headteacher the reviewer visited the school in the summer term to discuss the evidence required before the school visit, and to plan the second full day visit when the reviewer would observe the school in action.

Prior to the full day visit the reviewer had researched the school website and pupil premium statement, analysed school data on Data Dashboard and read the latest Ofsted report. The headteacher also supplied the reviewer with relevant documentation which consisted of a policy statement, copies of pupil progress meetings, spring and summer for all year groups from Y1-Y6, analysis of year groups closing the gap and information on all vulnerable pupils.

The timetable for the day afforded the reviewer the opportunity to discuss with the headteacher the schools present situation and analysis of documentation. The focus of the discussion was on outcomes for disadvantaged pupils as supported by the Pupil Premium Grant. The reviewer also looked at books, conducted a learning walk, observing disadvantaged pupils in lessons and met with the assessment lead, EYFS lead, deputy headteacher, teaching assistants and pupil premium link governor.

Feedback was given to the headteacher and deputy headteacher at the end of the day.

The reviewer used key statements from the Ofsted report relating to disadvantaged pupils as a starting point for the review.

There were three key issues relating to Leadership and Management. These were, sufficiency of focus on disadvantaged pupils during pupil progress meetings, evaluation of the impact of funding and lack of challenge by governors about actions taken by leadership to address under achievement particularly for the disadvantaged.

There was very little with regard to disadvantaged pupils under the teaching judgement, apart from consistency in effectiveness of TA's.

The achievement judgement cited boys across the school as an area for concern and the achievement of disadvantaged pupils as compared to attainment and progress nationally.

Findings

Documentation supplied to the reviewer show management is focusing on disadvantaged pupils during pupil progress meetings. The meetings clearly show attainment of disadvantaged pupils, and has a gender break-down. An addition could be a commentary at the end saying 'what does this data tell us'. What is working and why, what is not working and why? In some year groups there was, for some groups of pupils, massive progress from Spring to Summer, why? This could be captured in a sentence or two.

The data evidence listed below on achievement demonstrates clearly that funding is having a significant impact on the progress and standards of disadvantaged pupils. It just needs tweaks in the reporting/presentation to evidence this, and this would also enable governors to see impact and areas for improvement more clearly.

The data demonstrated to the reviewer that disadvantaged pupils, at the end of KS2, have closed the gap rapidly with their peers nationally from 2014-2015. In 2015 expected progress figures show disadvantaged pupils are in line for reading, writing and above in maths, when compared to their peers nationally.

When comparing L4 attainment in 2015 the gap is also closing rapidly in all subjects, significantly in maths, less so in SPAG. The L5 disadvantaged scores compared to all pupils nationally show they are in line for reading and writing but there is a significant gap for maths.

In KS1 there is an equally positive picture with the outcomes for disadvantaged pupils closing on their non- disadvantaged peers in reading and maths and an outstanding result in Y1 phonics (-53% 2014, -10% 2015).

The reviewer also spent time looking at other year groups. There is no clear trend of underachievement of disadvantaged pupils, indeed in some year groups they are performing better than their non- disadvantaged peers. Where there are gaps they tend to be for all pupils ie present Y2 attainment and boys writing in certain year groups.

During the learning walk the reviewer observed pupils in lessons. They were all on task, engaged and there was no low level disruption observed. Pupils were confident, well-mannered and displayed positive attitudes to learning. All TA's were working with groups within the classroom or with small groups. In the main intervention is class based although the school does use some evidence based intervention programmes (1st class @number) which data has shown to be very effective. However, as class based intervention is working, and while non disadvantaged pupils continue to make progress and close the gap, there is little to be gained from change.

TA's were interviewed by the reviewer. They are happy working in the school and pivotal to their job satisfaction and ultimately, successful outcomes, is the relationships that exist between teachers and TA's. The TA's feel valued, they are part of the planning process and fully involved in all areas of learning. They are flexible and work closely as a team, supporting each other. They have benefitted greatly from a variety of courses in particular the 'Emotional First Aid Course' which has had an impact on pupils' attitudes and readiness for learning, as do the 'Check Ins'. They are always looking to improve their effectiveness and courses in questioning and supporting specific special needs were mentioned on their wish list

There have been changes in staffing since the Ofsted report and strategic decisions about the deployment of key staff from September 2015. These decisions were based on where management had identified year groups of particular concern and staffed them with the most outstanding teachers. This has also had an impact on the effectiveness and consistency of TA support.

The headteacher does not believe attendance/punctuality is an issue for disadvantaged pupils but is going to download data to support this judgement.

In conclusion there is a very positive picture for achievement of disadvantaged pupils as evidenced by 2015 data. The challenge for the school is to raise achievement of all pupils which will in turn further enhance achievement of Pupils Premium pupils.

ACTION POINTS

Ensure all tables with Y1, KS1 and KS2 data include figures for all pupils nationally so as comparisons can be made between disadvantaged pupils in the school and pupils nationally, and progress in closing the gap is evident.

Ensure impact statement clearly show actions, cost and impact. The school has a number of very successful examples which need to be celebrated.

Both the data tables and impact statement mentioned above need to be shared with governors, and published on the website. HMI and Ofsted inspectors will check the website before any visit or inspection.

Consider an intervention programme for Y5 and Y6 (Success at Arithmetic)

TA training in both questioning and support for pupils with specific special needs would further enhance their effectiveness.

Visit to Holy Rosary Teaching School to look at achievement at end of KS2.