



# Pupil Premium Review Form 3

## School Visit Template

*Lees Brook*

<i>Lees Brook</i>	
<b>Headteacher:</b>	<b>Mrs Zoe House</b>
<b>PPR:</b>	<b>Mrs Anne Martin and Mrs Barbara Smith</b>
<b>Summary of school's existing areas of focus and strategies:</b>	<p><b>Area one:</b> <i>Improve outcomes; diminish the difference between eligible progress and attainment and non; reduce Fixed Term Exclusions &amp; behaviour incidents;</i></p> <p><b>Area two:</b> <i>Quality First Teaching for all; differentiation; consistency;</i></p> <p><b>Area three:</b> <i>Targeted support including English and Maths – KS3&amp;4; reducing PA level; improve progress and attainment for more able;</i></p> <p><b>Area four:</b> <i>Improve engagement in enrichment and extra-curricular opportunities; target eligible students; Support students' emotional health and well-being; focus on careers; access to arts; rewards to be used for engagement; improve knowledge and revision skills;</i></p>
<b>Summary of how effectively school uses evidence to identify effective strategies:</b>	<i>There are many initiatives in progress across the school; consistency with the quality of learning, teaching and assessment is a priority; recent Ofsted Nov 2016 indicated that progress of eligible students required improvement; school is using evidence from Ofsted to identify strategies for improvement; some strategies are relatively new to the school and have not had enough time to evidence impact e.g. new middle leaders; the senior leaders have an accurate understanding of the school's strengths and barriers for those students who are eligible;</i>
<b>Names of key people to speak to and outline itinerary (to be provided by headteacher using detail on Form 2): Discussion points to be noted.</b>	<b>See plan of the day sheet provided by Lees Brook after meeting with HT;</b>

Area (including sources of evidence)	Suggested questions and areas to explore Strengths Areas for development	Strengths	Areas to develop
<p><b>Pupil characteristics</b></p> <ul style="list-style-type: none"> <li>❖ Interview with pupil premium co-ordinator (PPCo)</li> <li>❖ Published data</li> </ul>	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>	<p>281 students – 26.7% of school population;</p> <p>Historical data shows that the trend over time is increasing from current Year 11 to Year 7;</p> <p>Diverse catchment area;</p> <p>School knows the barriers for those eligible well and senior leaders improvement planning reflects their accurate knowledge of strengths and areas for improvement;</p>	<p>School is currently unaware of numbers of eligible students in years 4, 5 or 6.</p> <p>School needs to be more aware of patterns of eligible students – particularly where funding is allocated to salaries and/or provision; a transition priority;</p>
<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>❖ Interview with PPCo</li> <li>❖ Published data</li> <li>❖ Current progress data</li> <li>❖ Lesson observation and work scrutiny</li> </ul>	<p>How well does the school make use of evidence including the EEF toolkit? Do evidence-based systems for evaluation of impact exist?</p> <p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p> <p>What story does the current data tell?</p>	<p>The school has adopted ‘Average points difference’ to track and monitor student progress given the inaccuracies in using P8.</p> <p>The data suggests a steady improvement in the achievement of eligible students at key stage four, which was evidenced in lessons.</p> <p>Gaps at key stage 3 are closing more rapidly; evidenced in lessons, books and from in-school data;</p> <p>No low level disruption was seen during the learning walks today;</p> <p>The activities on offer for all students during the reading week for e.g. reading workshop, led by Sam Rush, for PP boys engaged this group and clearly motivated them to read;</p>	<p>A set priority for this year is accuracy of data, standardisation and projections; this needs to continue and be embedded; the school is aware of this priority and is implementing moderation processes to support it (in a climate of national uncertainty);</p> <p>Continue to evidence the impact of outliers on the data for eligible students as this has had a significant impact on historical results. Case studies where appropriate; clear actions and impact statements to evidence progress;</p>

<p><b>Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>❖ Interview with Headteacher (HT) and Chair of Governors (CoG)</li> <li>❖ Interview with PPCo</li> <li>❖ Scrutiny of pupil premium policy documents</li> <li>❖ Scrutiny of SEF / development plan</li> <li>❖ Most recent OFSTED report Published and current data</li> </ul>	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist? How effectively does the school identify priorities for pupil premium funding?</p> <p>How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?</p> <p>How ambitious are the targets for disadvantaged pupils?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs?</p> <p>How effective are the strategies used and how does the school evaluate them?</p>	<p>Governors feel that staff implement the new behaviour policy; the students feedback that they 'like the new policy – it is simple, easy to follow and staff generally implement it in their lessons'; The school has a large, effective staff inclusion team; strategies used for eligible students is clear e.g. improved attendance; face to face /phone call communications have greater impact than letters home – this is a strategy in place, alongside Twitter and Texts home;</p> <p>Attendance today: 94.7% attendance non eligible; 91.7% eligible; of 173 students who are PA; 69 are eligible; a range of interventions are in place and monitored daily; there is a historical and current gap in attendance of eligible compared with non;</p> <p>Early intervention and developing relationships remain priorities; Students feedback that relationships are important and key to success and progress in lessons;</p> <p>Transition post 16 in a strength; 34.3% of school population are identified as vulnerable students – of these 80% - neglect and eligible; 60.8% are harm and eligible;</p> <p>Governors have introduced Self Evaluation Reviews (SEAR) – very detailed and high quality documentation supports this process. It is a lengthy process for staff, however, necessary for Year 1 and for governors to have a baseline of information at department and subject level;</p>	<p>Suggestion (governor): to meet the very hard to reach parents in an alternative community venue – e.g. social club with buffet; (governors do not think that parents/carers are involved in multi-agency discussions enough and consequently could have more impact on the progress and attainment of their child);</p> <p>Governors to carry out learning walk re: provision for eligible students; Leadership Team to find ways to reduce staff workload and paperwork; simply – actions; impact and next steps; Early intervention and developing relationships remain priorities;</p> <p>A greater focus of the strategy (and spending) needs to be on quality first teaching to have a direct focus on pupil progress.</p> <p>This SEAR process needs to be reviewed at end of summer term and then streamlined for Year 2; staff/Heads of Dept need to record the actions taken and impact – with a focus on consistently high quality learning and teaching and improving student outcomes for all;</p>
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<p><b>Teaching, Learning and Assessment</b></p> <ul style="list-style-type: none"> <li>❖ Lesson observation/learning walks, to include work scrutiny and discussion with teachers</li> <li>❖ Observation of out of class interventions and tracking of intervention</li> <li>❖ Current progress data</li> <li>❖ Work scrutiny and lesson observation records</li> <li>❖ Moderation of assessment</li> <li>❖ Assessment and homework policies</li> <li>❖ CPD records/programme</li> </ul>	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p> <p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professionals involved in these discussions?</p> <p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p> <p>Where out of lesson interventions take place, how does the school evaluate impact?</p> <p>How effective is assessment?</p> <p>How effective are wave 1, 2 and 3 interventions?</p>	<p>All staff identify eligible students on seating plans. Some staff also identify particular strategies they are utilising with eligible students.</p> <p>A great deal of written feedback is being provided for students by some staff. Clear evidence of eligible students making good progress towards their targets (evidenced in lessons and books). In the best lessons, staff know their students well and are planning to meet their needs.</p> <p>PP/eligible student training has been completed by all governors week beginning 20<sup>th</sup> Feb; Governors have also raised questions based on research from Durham University re: strategies for use with PP students; its impact and costs; Attainment and progress of eligible students is reported in every HT report to Govs;</p> <p>Permanent staff have been appointed last week in Science and English – shortage subjects;</p> <p>Start of lesson 4 all students read for 10 minutes – whole school; calms environment;</p> <p>Differentiation is part of all teaching staff appraisal;</p> <p>Effective, personalised and valued support given to students through the Councillor - Debra Hodkinson , this has impact e.g. improved attendance, alternative pathways for targeted students.</p>	<p><b>Lack of consistency in the quality of learning, teaching and assessment;</b></p> <p>Time needs to be a priority for teachers' planning; planning to include differentiation;</p> <p>Teachers spend a great deal of time marking and providing written feedback; Students feedback that verbal feedback is also important to them – maybe less written in some subjects;</p> <p>Governors to follow up questions from research on Durham University;</p> <p>Too much supply – feedback from students; take point above re: reducing and balancing teacher workload and giving time for planning; focus on staff well-being alongside high expectations of staff; HT and senior team to make this clear in terms of processes, calendar of meetings and reinforcing what makes good teaching and learning (inc. differentiation);</p> <p>CPD is a priority – reduce low level disruption and improve classroom management; (bespoke support and training where required);</p> <p>Relationships – to be a focus;</p>
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			<p>Quality First Teaching – priority;  Urgent – perception that persistently poor quality teaching is not challenged and followed up by senior staff; ensure that structured support programmes are clear; followed by capability if necessary – and that all staff are aware of the process;  Develop 1:1 bespoke training for staff who need behaviour management strategies;</p>
<p><b>Behaviour &amp; safety</b></p> <ul style="list-style-type: none"> <li>❖ Learning walk and discussion with PPCo</li> <li>❖ Scrutiny of behaviour records</li> <li>❖ Scrutiny of attendance data</li> </ul>	<p>What does attendance and exclusion data show and what strategies are in place?</p> <p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</p> <p>Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</p>	<p>Use of funding to improve attendance is having an impact;  Target attendance – 95%; current 94.8%; eligible students today – 91.7%;</p> <p>Students speak very positively about the impact of a mentoring programme introduced, providing a focus on future careers and improving behaviour and achievement.</p>	<p>Suggestion; greater focus on eligible students in whole school attendance systems. E.g. set the trigger point for intervention higher for students; intervene more quickly to improve attendance of these students;</p> <p>Lack of consistency with behaviour management in the classroom – relationships are key; priority is CPD in this area to identified/targeted staff; Investigate intervention, extra-curricular clubs etc run during the school day; students are in school at breakfast already – could they do additional maths and English? Lunchtimes with lunch provided – focussed on study skills and revision and catch up;  Students feedback that intervention classes need to be earlier, at the start of Year 11 please (currently they begin in January); the classes have been running, however attendance needs to be compulsory and not voluntary.</p>
<p><b>Evaluation of impact, drafting action plan and next steps</b></p>	<p>How well is pupil premium funding used to:</p> <ul style="list-style-type: none"> <li>▪ Ensure quality first teaching and</li> </ul>		<p>What is being spent on quality first teaching? This is a priority.  Review the Eligible/PP student Strategy –</p>

❖ Discussion with HT/ CoG/ PPCo	<p>above expected progress?</p> <ul style="list-style-type: none"> <li>▪ Support effective interventions?</li> <li>▪ Widen opportunity?</li> <li>▪ What support can the reviewer offer for action planning and ongoing monitoring of the plan?</li> </ul>		<p>identify the main barriers clearly with key strategies (not too many) to focus on consistency in teaching, learning and assessment in the classroom; reduced Eligible student policy; Rationalise priorities and reduce overall paperwork; allow time for them to embed; Develop 'real' enrichment opportunities for all students – with a focus on targeting those eligible;</p>
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<sup>1</sup> When reviewing special schools reviews may also wish to consider the area of 'enrichment', and the following question: How will pupil premium eligible pupils benefit from the funding and how is its impact monitored as far as enriching their opportunities is concerned? What is the impact of this on their attainment?

*Martin*

Signed: \_\_\_\_\_ PPR