

Pupil Premium Action Plan

School	Camrose Primary School
Head teacher	Sharon Crick
Reviewer	
Date of Review	Wednesday 5 th July 2017

Executive Summary

All activities were conducted with members of the SLT. All actions were agreed as a result of ongoing discussions as well as a summative discussion at the end of the day.

Leadership and management

- The SLT of Sharon, Lara, Selina and Claire are a strength of the school. They have a clear and tangible focus on improving outcomes for vulnerable children. Sharon as head teacher has provided much needed leadership, drive and stability since her appointment. It is clear that she has united everyone in a clear vision which is centered on every child fulfilling their full potential. All stakeholders referred to how she is focused on ALL children doing well.

It is within this context that the following observations and recommendations are made:

- It was clear that since her appointment to the post of head teacher, Sharon has ensured that behaviour and attitudes to learning have improved enormously. An overwhelming impression from the learning walk and pupil interviews was of well-motivated children keen to give of their best.
- In order to further accelerate and improve the impact of leadership it would be useful to draw up a pupil premium strategy statement using the NCSL template. Not only would this summarise barriers to learning and desired outcomes it would equip governors with a succinct plan to hold the school to account.
- The governors the reviewer met have a good understanding of the school's strengths and are happy with the information they receive about pupil premium and how it is used to close the attainment gap. It would now be beneficial if a governor was specifically given the responsibility for pupil premium; a 'pupil premium champion.'
- In order to improve quality first teaching, Claire (Literacy) has coached individual teachers. Consideration should be given to extending this to enable all leaders to coach teachers where need is identified. This would enable more rapid and consistent improvements to teaching and learning across the school. Given its importance this

should have a focus on disadvantaged pupils.

- Much work has been done on analysing pupil premium spend and its impact, primarily by head teacher Sharon. Much of this has focused on interventions in English and Maths. Consideration should now be given to using pupil premium not just to close the attainment gap but to enrich and enhance children's aspirations. For example children such as those interviewed on the day could be asked how they would like to use some of their monies.

Outcomes, Teaching, Learning and Assessment

- Outcomes for disadvantaged students in 2016 are summarised in the first section of this report. SLT recognise that these were low and of concern.
- Visits were made with phase leaders to lessons across the school. Books were looked at during such visits and wherever possible these were the books of disadvantaged students. Books were also looked at later in the day. Considerable strengths in teaching were seen by the reviewer and it is clear that the school has some talented teachers. An example of this was in Foundation 2 where children directed the reviewer to their targets or next steps. Unfortunately there are also some inconsistencies in teaching, learning and assessment.
- There were evident in gaps in learning in many books of disadvantaged pupils due to attendance issues. Clearly this is a challenge, but there is little evidence in books that teachers or support assistants routinely address these gaps. Strategies could involve catch up sessions or the use of pre teaching of key concepts in English and Maths.
- In isolation, these gaps may appear relatively small. However, it is likely that the cumulative effect of these going unchecked, combined with the inconsistencies observed in teaching will mean that disadvantaged students will make slower progress than others, over time.
- Given the recognised impact of feedback on learning, the school should consider reviewing its current policy to ensure it is simple, consistent and places an emphasis on immediate, quality feedback wherever possible. A good starting point for such a review would be the report from the Independent Teacher Workload Review Group: www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf
- Much work has been done to ensure high standards of presentation of learning by the children using the PUE system. Most children spoken to could describe how this system works to ensure they focus '*on doing their best.*' This work could now be extended by the use of a 'presentation promise' the children make, appropriate for their age. This could then be displayed in classrooms and or books.
- The reviewer and school leaders broadly agreed on the strengths and weaknesses observed in all lessons visited.

Personal Development, Behaviour and Welfare

- Behaviour and relationships would appear to be a strength of the school. Values are displayed around the school and are linked creatively to the curriculum. The majority of children that were observed both in and out of lessons during the day of this visit were behaving well. Children were visibly polite and welcoming to the reviewer as a visitor and keen to speak well of their school. Children typically seem respectful of each other and their teachers and they told the reviewer that like school, and their teachers as they '*help you with your learning.*' This is particularly impressive given the historic picture of the school given to the reviewer by all stakeholders.
- Both groups of children who met the reviewer were generally asked the same questions. There was not any real difference in the responses of the two groups. So in broad terms, children appear happy with the provision they receive from the school.
- The reviewer met with the learning mentor and it is clear that he is having a good impact on addressing the attendance of disadvantaged and vulnerable pupils. He is passionate about his role, describing the children as '*amazing.*' He could demonstrate how the number of disadvantaged pupils with persistent absence is reducing through his intervention.
- It is clear that initiatives such as the breakfast club have had a good impact on improving the punctuality and attendance of all learners, especially disadvantaged pupils.

Recommendations

- Develop a catch up strategy to be used consistently across the school for disadvantaged pupils who miss school, resulting in gaps in their books and learning.
- Ensure that the relevant governor uses the pupil premium strategy statement to hold leaders at all levels to account for the impact of the additional funding on pupils' progress.
- A review of marking and feedback across the school should be conducted to ensure that all teachers provide ongoing and regular feedback to disadvantaged students in all lessons, every day.
- Extend the coaching role of phase leaders to enable inconsistencies in teaching to be addressed. This coaching should have a focus on ensuring disadvantaged pupils make the rapid progress required to close the gaps in attainment.
- Sharpen the monitoring role of phase leaders using impact logs and the 3I's model of reviewing provision, namely: *Issue, Initiative and Impact.*

- Evaluate the entitlement aspect of pupil premium funding so as to ensure every child in receipt of such funding has monies to help address their needs and aspirations. For example providing free violin lessons for a disadvantaged child if they request them.
- Ensure case studies are drawn up for 'success stories', for example to illustrate the highly successful way the school has integrated pupils from alternative provision.
- Continue to address the attendance of disadvantaged pupils and thereby reduce the rates of persistent absence.