



White Court Primary School

Ennerdale Avenue Great Notley Braintree Essex CM77 7UE

EES Pupil Premium Healthcheck

Date: 27th June 2016

Reviewer: Trevor Scott
Education Adviser (Leadership & School Effectiveness)

Summary of key findings

Website statutory compliance

The School website was accessed on 2nd June and during the Healthcheck.

The website clearly signposts parents to information about the Pupil Premium (PP). There is a clear general policy on spending the Pupil Premium publicised on the school website. Clear information is provided about the PP which is carefully presented to enable a range of audiences to access details about the rationale behind the grant allocation and how eligible families can apply for free school meals and then access PP funding.

Information can be found within a range of detailed documents about the school's allocation for the last academic year and how the school spent it. Details have been provided within the Impact Statement about the gaps in the percentage of pupils working at expected levels when compared to their peers. This suggests that, over time, across KS2, gaps are narrowed in all areas so that by the end of Year 6 there is little difference between the attainment of those eligible for the grant and their peers. Information has also been provided about how the school has been successful over time comparing different cohorts at the end of KS1 and KS2 which provides an interesting overview of trends and how successful the school has been with different children by the end of the Key Stages.

Details have been included in an informative document about how the school intends to spend the current allocation. The actions and general rationale is helpful to gain a broad overview of expected impact and the reasons why an initiative has been chosen. Links to more specific progress targets would be useful in order for the school to clearly evidence the impact strategies have had on raising attainment. References have been made to the EEF website and the research of the Sutton Trust.

Where blanket provision has been provided for all pupil premium pupils, the school has been able to demonstrate that the provision has been allocated to address specific bespoke needs

to remove identified barriers to attainment and progress. However, consideration might be given to refining the expected outcomes to include some clear measurable success criteria against which to evaluate impact on pupil progress and attainment.

The Pupil Premium (PP) details included on the school website at this time comply with the current requirements as set out in guidance from the DfE and EFAⁱ and in line with The School Information (England) (Amendment) Regulation 2012.ⁱⁱ In meeting these reporting duties the school will need to observe their continuing responsibility under the Data Protection Act 1998 to ensure that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

Consideration might be given to:

- making the information about how successful the school is in raising the attainment of disadvantaged pupils more obvious and accessible and celebrating more overtly the innovative opportunities it offers to pupils to engage with learning
- providing a narrative to support a clear interpretation of any data presented to celebrate the effectiveness of provision.
- identifying more specific progress/attainment targets for disadvantaged pupils (similar to those set for all pupils in the SDP) against which to more clearly evidence and demonstrate impact.

From September 2016 in place of the current requirements regarding information about pupil premium expenditure, schools will be required to publish their "pupil premium strategy". This should include for the previous academic year:

- how the pupil premium allocation was spent
- the impact of the expenditure on eligible and other pupils

For the current academic year:

- the amount of the school's allocation of pupil premium grant
- details of the main barriers to educational achievement
- how the allocation will be spent to address the barriers and why these approaches were taken
- how the school will measure the impact of the pupil premium
- the date of the next pupil premium strategy review.

Outcomes at the last Ofsted Inspection

The last Ofsted inspection (Jan 2013) judged the school to be good. The report stated that that provision for vulnerable pupils is effective. Pupil premium funding is used well by providing additional help for the individual pupils eligible for it in and out of class. Its use is based on a careful check on each pupil's results and is regularly reviewed to make sure that eligible pupils make similar progress to others as they move through the school. Consequently, for example, pupils eligible for free school meals attain similar standards to those of others in the school.

Leadership & Management

The acting Deputy Headteacher is the Pupil Premium Co-ordinator (PPC) and is the designated person who has specific leadership and management responsibilities for those pupils eligible for free school meals (FSM), children looked after (CLA), children whose parents are serving in the armed forces. During the healthcheck clear evidence was presented to show the impact the PPC has made to pupil progress.

Leadership and management of the PPG is very impressive. The PPC is passionate about the provision for pupils eligible for the pupil premium and champions its use to ensure that it makes a difference to the attainment and progress of those pupils for whom the grant is intended. This infectious enthusiasm to make a difference to pupil progress has been instrumental in ensuring that all staff are aware of the pupils who need to accelerate their progress and encourages all staff to feel a joint collaborative responsibility to ensure this happens.

Records are meticulously maintained and these are used to evaluate the extent to which provision is effective. The PPC knows the needs of the pupils well and uses data effectively to make suggestions, in collaboration with staff governors and the SMT, about possible strategies to support pupils. Recently an analysis of attendance has been carried out to identify any possible correlation between absence and attainment.

Staff feel part of a team where they have a joint responsibility to track the impact of provision on eligible pupils, offering suggestions about how provision might need to be re-shaped or extended. This bespoke learning support is a key feature of the provision available for pupils in the school and the SENCo, class teachers and additional adults work extremely closely with the PPC. This collaborative approach means that provision is shaped to meet individual needs.

The PPC has been proactive in ensuring she is knowledgeable and skilled in developing her responsibilities to enable the effective use of the PPG to support pupil progress. The completion of a School-led project focusing on the provision for PP pupils, as part of the NPQSL, has been pivotal in raising the profile of the funding throughout the school. By attending courses, conferences and conducting her own private research, the PPC is very well placed to provide clear and useful advice to fellow professionals and parents to enable the grant to be allocated to meet pupils' individual needs.

There is a designated champion governor for PP and there is clarity about how much money is allocated to the school for the PP. The governors are well-informed and know how funding is used and its intended impact. They are rigorous in their questioning and engagement with the allocated expenditure and are quick to challenge and support where required. They are extremely positive about the management and use of the PPG and are clear about how it should be used to support eligible pupils.

Information is shared with governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and others is narrowing. This ensures that designated governors and leaders rigorously and consistently analyse data of PP pupils and quickly intervene if pupils are not on track to meet challenging targets or are falling behind. Priorities are clearly identified and provision tracked to ensure that it meets the needs of pupils. Governors attend relevant Senior Management meetings to receive first-hand information about the effective use of the grant and this clearly supplements the detailed

discussions governors have on a regular basis in their Curriculum, Finance & Premises and full Governing Body meetings.

There is clear evidence, from the school's own information as well as national data, that gaps in attainment are being narrowed for many pupils because additional, or re-shaped support, have enabled them over time to progress at a faster than expected rate.

School-based information, discussions with other schools and a rigorous use of research such as the Sutton Trust materials ensures that provision is carefully targeted at the specific and individual needs of pupils. The recently formed Pupil Premium Champion cluster meetings, involving a family of local schools, has provided opportunities for the co-ordinator to share ideas and consider ways in which schools track the impact of provision and allocate funding.

The PPC has provided extensive staff training on the Pupil Premium to raise awareness of roles and responsibilities and the purpose of the PPG. Training has also been provided about what might constitute effective provision and views have been sought from staff about the current use of the grant and its impact on pupils. Staff are overwhelmingly positive about their knowledge and understanding of the PPG and how it has been used to raise attainment. The PPC has analysed responses from the recent staff questionnaire and key points have been identified and actioned. As a result, the timetable is more flexible and staff are able to change the structure of the day to ensure that PP pupils have access to a broad and balanced curriculum.

In order to bring about improvements in Leadership and Management consider:

- comparing the school's outcomes with the Family of schools data base produced by the EEFⁱⁱ

Assessment and Tracking

The progress of pupils is rigorously tracked. The PPC has devised a robust and accurate system to track and evaluate the progress children make and what might be their specific barriers to learning. Staff, children and parents all have an opportunity to contribute to an overall picture being gained of the strengths and weaknesses of individual children and what might be an appropriate strategy to remove any identified barriers to learning. As one parent stated, "I feel the school does everything it can to help you. I know that the money is spent on my children and that it makes a difference to their learning."

The PPC has developed a bespoke school system using information from Rising Stars and Target Tracker to replace the previous national curriculum level system and this has been used very successfully to identify the general attainment and progress of pupils in English and Mathematics. After a rigorous analysis of this information, the PPC conferences teachers to identify the specific targets which children need to meet in order to be closer to ARE. Targets are agreed and simply recorded on a tracking sheet which is accessible to parents, pupils and adults as part of the pupils' Prime Time study books. Targets are ambitious and well matched to the perceived barriers to learning for disadvantaged pupils. Because these are reviewed regularly, many on a weekly basis, provision can be quickly adjusted at a classroom level without the need for lengthy debate or discussion.

The school has a commendable and relentless drive to ensure that quality first teaching is

focused on improving outcomes for all pupils and this is evident in the approach adopted to support PP pupils. The school's assessment systems enable school leaders and governors to have a clear picture of the progress and attainment of pupils who are eligible for the PP in all year groups across the school, not just those at the end of key stages.

Pupil Progress and Attainment

The school tracks the progress of individuals and cohorts across the school. The provision in the EYFS has significantly improved with a 25% increase in the number of children reaching a GLD by the end of the year. QfT and a relentless focus on meeting individual need, addressing identified barriers to learning (such as poor language and communication skills) have been significant drivers in improving the attainment of all pupils as well as those eligible for PPG funding.

In the current academic year, in-school data suggests that PP pupils in KS1 and KS2 make steady progress each year. By the end of Y6, pupils reach standards expected for their age even though the progress might not be evident at the end of each academic year when compared to the percentage of pupils on track to reach ARE. However, reports identifying the number of steps pupils have made towards reaching ARE suggests that PP pupils have accelerated their progress in most year groups. Where this has not been the case the PPC is aware of the need to re-adjust provision.

The data for the previous academic year is less clear and there are some anomalies in the data sheets available. This is possibly due to the data sheets being published at different times reflecting a change in pupil numbers and the cautiousness of staff assessing against new criteria. To what extent gaps have been narrowed will be more accurate, and obvious, as staff become more familiar with the new national curriculum and assessment arrangements. Consideration might be given to identifying the date of any reports to account for any changes in numbers.

The new target sheets in the Prime Time books clearly demonstrate that children are meeting the targets set for them to ensure they make progress towards ARE. The Easter Summer School, Active Start, Talk Boost, Prime Time surgeries and pre and post learning times before, during and after school have all been particularly successful in meeting pupils' needs and demonstrate the innovative way in which the school has approached PP expenditure. The school is clear that it does not provide blanket provision as a matter of routine in the hope that individual barriers are removed but rather identifies and addresses pupils' bespoke needs.

Teaching & Learning

Teachers know their children well and are clear on the barriers to progress which exist for those pupils in their care eligible for the PP. This is, in the main, due to the high quality and focused professional conversations teachers have with the PPC and the SENCo.

QfT is used as a main driver for pupil progress and PP pupils benefit from a focused bespoke learning journey to meet their individual needs. Pupil perceptions are sought at the beginning of the academic year and they have a hand in shaping the provision. Barriers are discussed and the possible range of support agreed.

Staff take full responsibility for the progress of their pupils and they deploy and adjust support to take into account the progress their pupils are making. Teachers encourage a positive approach to learning and children feel empowered to seek help when they need it. Children speak positively about the range and effectiveness of the support they receive and their views and perceptions are sought regularly. Recent pupil perceptions have overwhelmingly endorsed the school's approach to supporting them. They clearly demonstrate that children feel consulted and that their views will be listened to. Some of the more recent feedback from them have included; "Prime Time is great to learn. More people should come to it!" "Prime Time is the best thing ever and one of my favourite times in school."

Year group managers regularly meet with the PPC and provision is discussed in detail, sessions are agreed and funding allocated. This brings into sharp focus for teachers and senior managers the appropriate allocation of funding and the expected impact of the additional provision.

Marking & feedback has been a focus for the school and from the small number of books seen it looks as though staff are more successful in providing developmental marking in English than Mathematics. The co-ordinator is aware of this and is taking steps to ensure that feedback and assessment is used to support learning and possibly adjusted, where appropriate, to support PP pupils accelerate their learning.

In order to bring about further improvements in Teaching & Learning consider:

- ensuring that developmental marking and feedback more consistently supports pupils making accelerated progress

Involvement of parents/carers, pupil and outside agencies

Parents and carers have opportunities to involve themselves in the decision making process about how funding might be allocated to support their children's needs. The "Meet the Teacher" sessions at the beginning of the year and the subsequent parent consultation meetings are well-supplemented with personal contacts through telephone calls and other communications. Parents receive written particulars about how support might be allocated and used and parents feel able to offer suggestions and ideas. Parents and pupils are kept up-to-date about the progress being made and in some cases parents have been informed about the detrimental effect of pupils voluntarily absenting themselves from additional provision offered after school.

The recent questionnaire sent to parents of pupils eligible for the PPG returned some very positive comments, clearly demonstrating that parents are more aware of the purpose, allocation and possible provision linked to the PPG.

Parents feel very well informed and can't praise the school enough for the way in which they support their children. "They do everything they can to help you," said one parent. Parents have been impressed about how proactive the school has been in promoting the availability and use of the PP and have been grateful for the support received. As one parent stated, "I can't fault this school it is very supportive, everything I have asked for they have provided. It is brilliant!"

Further Support Required

If a follow up half-day check is required or if further support is required on the Pupil Premium or other consultancy including Monitoring Made Easy resources, Headteacher Performance Management or training for teachers, leaders and managers, please contact trevor.scott@EESforschools.com

ⁱ Pupil premium: funding and accountability for schools. Department for Education (DfE) and Education Funding Agency (EFA) 25th March 2014 updated 20 March 2015. Gov.UK Guidance; What maintained schools must publish online 18th Sept 2014 updated 3rd Dec 2015

ⁱⁱ Academies and Free Schools need to check funding agreements to establish what needs to be published on their schools websites.

ⁱⁱⁱ <https://educationendowmentfoundation.org.uk/attainment-gap/families-of-schools-database/>