



Pupil Premium review East Tilbury Primary follow up visit

The review was commissioned by the school

Review date 23rd September 2016

This follow up visit: March 24th 2017

In attendance during the visit: Headteacher, PP lead, PP governor, senior staff, attendance lead.

When the reviewer visited in September the following priorities were raised as a result of working with the school staff:

Areas for action and development

PP reviewer report recommendations

Outcomes

1. Set targets for PP groups in each year group around attainment/progress which aspires for these groups to meet the highest standards possible.

Teaching and learning

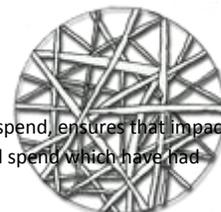
1. Focus PP funding on the leadership of teaching and learning which will support teaching to improve levels of pupil engagement and the pace in coverage of key concepts and basic skills in all lessons. Use the EEF tool kit to establish those aspects of teaching and learning which if applied at whole school level would support gains for all pupils but in particular the most vulnerable.
2. Senior leaders in maths and English to consider the mastery approach to phonics and maths which would allow pupils to learn key concepts and skills but also to apply them in their learning so that they effectively refine skills by applying them quickly in reasoning, problem solving tasks in maths and in reading and writing in phonics.
3. Use the EEF toolkit and the skills of teachers in the school already (FS teacher in particular) to identify key aspects of learning including collaboration, feedback and meta cognition to increase engagement of all pupils but in particular vulnerable groups so that the pace of learning in each lesson accelerates and expectations of challenge that children can reach are raised.

Attendance

1. Set targets for attendance for vulnerable groups and monitor this rigorously linking the attendance data tracking system with the attainment tracking system so that pupil progress meetings include reference to next steps in tackling attendance issues in partnership with removing barriers to learning.

Governance

1. Governors appoint a pupil premium governor who is knowledgeable about the purposes and impact of the school's spend, ensures that impact and cost effectiveness reports are submitted by leaders regularly and that governors know the key interventions and spend which have had impact as well as being able to review those that don't.



RAG rated – green on track, yellow- developing and red – progress limited

Progress noted on the visit

Teaching and learning

The school has focused a great deal of time and expertise on developing whole school approaches to teaching and learning. The time devoted to discussions about pedagogy, teacher confidence and consistency has improved considerably. The school continues to grow and new pupils, many with complex social and emotional needs arrive daily. 29% of pupils in the school are in receipt of the pupil premium but 38% of newly arrived pupils this year have been in receipt of the PP. The school is aware of the changing demography and has adapted systems and processes well to ensure that vulnerable pupils are picked up quickly and provision is appropriate.

There is an improved focus in mathematics on reasoning and applying skills in context earlier in lessons so that all pupils get access to challenge earlier in the teaching sequence and so all pupils including vulnerable pupils are acquiring these important skills. In English there is an increased focus on vocabulary as leaders recognise the gaps that exist for some pupils who are in receipt of PP. The school has spent time on developing teacher skills in identifying progress in reasoning with an increased and shared understanding of what this looks like. There has been a significant refocus on basic skills and the quality of teaching has improved through the development of technologies to allow teachers to watch themselves and others teach and reflect on strengths and areas of development with senior staff. This has had a very positive on the development of key pedagogies in the school as well as teacher confidence and as a result will be developed further in the summer term.

The amount of time dedicated to the teaching of phonics has increased to allow key groups more time to master the key skills of synthesis and segmentation and as a result the school is predicting improved outcomes this year for all pupils and for vulnerable groups with the gap reducing. This refocus on basic skills is supporting the most vulnerable groups in particular.

There is also improved understanding of all teachers on the provision for children demonstrating abilities including pupils in receipt of the pupil premium and targeted attendance at enrichment so that pupils are accessing appropriate and aspirational provision which challenges them in lessons and beyond. This includes effective partnerships with other agencies such as the Royal Opera House and recognition of abilities beyond including more able coding groups. School leaders are more confident in identifying abilities in vulnerable groups across a range of subject areas and have introduced assessments to support this.

There is better evidence now that attainment differences are diminishing for pupils in receipt of the pupil premium. For example, the Autumn 2016 difference in year 6 in Reading and writing was -13% points and is now -9 and - 5 respectively. In year 4 and 5 the gaps are minimal now across RWM. Progress differences particularly for boys have been identified as the focus by the school.

The school have made significant progress in leading teaching and learning and driving through expectations. This year's outcomes will be reviewed and the impact of changes and developments analysed so that further improvements can be made. The capacity of leaders to support pupils in receipt of the PP has improved significantly. The pupil premium lead and the headteacher have developed a good team who are very focused on key pupils and their outcomes.

Attendance

The tracking of the attendance of pupils in receipt of the pupil premium has improved and the school can see more clearly where issues are. The attendance of pupils in receipt of the pupil premium is less good overall and increasingly girls' in receipt of PP are attending in lower numbers over a three year period. There are complexities as the attendance register takes into account many new pupils and so at times it is difficult to extract whether new vulnerable pupils are attending less well and whether the school's systems are having a positive impact on pupils the longer they are in school. Although attendance improves in older age groups it is not yet consistent for PP groups. This may be because of new pupils. The reviewer suggested more regular analysis which ensures that strategies are impacting and that data reflects new pupils and those that the school has worked with to improve attendance over time including case studies. In looking more carefully at data since the review attendance is very low in FS and year 1 for all pupils but particularly for pupils in receipt of PP. This is where the gaps are biggest particularly for girls and not just vulnerable groups. Is there some work to be done on early years' attendance which sets the scene for later good habits?

Governance

The new Chair of Governors is new to the role as Chair and new to the Pupil Premium Governor role. Governor minutes and visit notes show a significant improvement in the role of the Governing Body in overseeing pupil premium spend as well as speaking directly to pupils in receipt of the pupil premium to discuss their experiences of school. For example, a recent visit focused on pupils in receipt of PP attendance at after school clubs and the subsequent report contains a recommendation to further remove barriers to attendance of after school activities. The PP governance lead recognises her role in holding the school to account and is very knowledgeable about what the school is doing and why. Governors now see progress and attainment data for all groups each meeting. The PP governor also commented that the governors need to see more reports on how the differences are diminished as well as what they are. She values the senior staff who still teach and take the most vulnerable groups for enhancement and booster sessions which is evidencing the impact of the best teachers teaching the most vulnerable children as well as role modelling expectations to less experienced teachers. Governors' focus is now on how individual teachers and support staff are supported in working with the most vulnerable groups, including their individual knowledge of key pupils as well as further drive to improve attendance for key groups. This links well with the reviewer's findings during the follow up.

Thank you to all involved at the school for the work going on and best wishes for continued success.

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Wickford Teaching School Alliance