

# Halewood Academy

*Wade Deacon Trust*

## Ditton Primary School

### Pupil Premium Review

#### ***Summary report:***

The proportion of students eligible for support through the pupil premium is significantly above the National Average at 41% (165 pupils) and was in the top quintile for FSM eligibility in 2017.

The school is not coasting according to the governments definitions and also is not classed as coasting.

Meetings took place between Mr Alan McKeegan and the following members of staff:

Mr A. Buckley (Headteacher)

Mrs E. Fenton (Deputy Headteacher)

Mrs A. McKune (Assistant Headteacher)

Miss D. Pauls (SENCO)

Mrs G. Oldfield (Pastoral Manager)

Miss H. Birchall (Pastoral Manager)

#### **Feedback:**

Verbal feedback was provided immediately after the review to the Headteacher and Deputy Headteacher.

#### ***Information received prior to visit:***

Inspection Data Summary Report

OfSTED Report

Pupil Premium Strategy Statement

Information from school website on Pupil Premium

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## ***Key findings and suggested developments/actions:***

The Headteacher, Deputy Headteacher and Assistant Headteacher are fully aware that the Pupil Premium at Ditton Primary School is not making the desired improvements in the achievement of disadvantaged pupils. The Deputy Headteacher has been tasked with improving the impact of the Pupil Premium fund and has already started to put a coherent plan into place, this should now be used as the template to add a dedicated Pupil Premium section to the School Development Plan.

The Pupil Premium Strategy Statement that is published on the school's website does highlight the barriers that pupils face and does attempt to detail actions to overcome these barriers, however, there is not enough information with regards to the benchmarks that must be achieved to fully evaluate each action. The current and previous expenditure have not been evaluated thoroughly enough, consequently achievement is too low and 'what is working' and 'what is not working' cannot be quickly identified therefore progress is limited.

The current spending plan details a considerable portion of the budget that is allocated to interventions, £108,000, this needs to be broken down in to finer detail to allow the impact of the spend to be fully considered. The plan also highlights £28,000 to support the 'classic nurture model', this is an area that the school is rightly proud of. The evidence from the pupils on the day of the review and from internal data suggests that targeted support for each teaching group is having a tangible impact. Discussions with the SENCO revealed that there may still be potential for further exploration of the deployment of targeted Teaching Assistants, this is something that I would urge the school to consider, especially as the current deployment of TA's is having such a positive effect. The evaluation cycles should be predetermined and ideally should occur on a termly basis, taking into account the most recent data from assessment cycles. There are plans to ensure that this happens and that the website details spending evaluations accurately, as and when they are updated.

Teaching and Learning was discussed at length and there is a clear action plan of how to improve practice across the school. Ensuring the strongest teachers are placed with disadvantaged pupils should secure better outcomes from the cohort, this could be achieved by the creation of Pupil Premium only groups or at the very least considering the proportion of Pupil Premium pupils in each group and using this as a determining factor in the allocation of teaching staff. Year 6 may well offer the perfect Year group to trial such an initiative as

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the numbers are smaller than any other year group and therefore it would be easier to facilitate such a change.

Pastoral/Attendance Leaders have a clear knowledge and understanding of the pupils and were able to articulate interventions that have been successful in raising attendance and punctuality; however, it may be beneficial to provide some data to illustrate the success, or otherwise, of any strategies. The pastoral care in the school is very strong and revolves around the in depth knowledge that the school has regarding hard to reach families; an area to explore would be to utilise the Police Liaison Officer to assist in improving the attendance and punctuality of a targeted disadvantaged cohort. It is vital that this area is properly evaluated, using quantitative evidence, as the plan states that £50,000 of the PP budget is allocated to this area.

Pupils were very articulate about the support that the school offers them and how this has helped them to progress throughout their school life. It is clear that the school is focussed on the academic progress that pupils are expected to make but does not neglect the pastoral needs that go hand in hand with a successful school life. Evidence of the innovative use of the PP spending that the school has deployed can be seen through the hugely successful 'Treehouse' provision, enabling vulnerable youngsters to access mainstream education successfully. The next step is to highlight this spending more clearly within the strategy document and to build case studies of the pupils that have left the provision.

Through discussion with the Headteacher and Assistant Headteacher it is clear that the data for the current cohort of students shows positive trends and represents a step forward in the progress of the School and, in particular, the Pupil Premium cohort. The extremely detailed tracking system allows timely and precise interventions to be carried out, this is a key strength of the school. Colleagues across all Key Stages now work with colleagues from other schools to ensure that assessments are rigorous and robust; this results in assessments that reflect the increase in challenge within the revised national curriculum. Leaders should utilise the Sutton Trust toolkit to look at the strategies that are proven to work. However, each school must decide what works best for their pupils and find ways to evaluate impact; keep and discard initiatives that are found to work or otherwise.

Alan McKeegan, Vice Principal (Wade Deacon Trust)