



WADE DEACON TRUST
TEACHING SCHOOL

Pupil Premium Review Documentation



Date of Review: 27th January 2020

Completed by: Juliet Brown



Pupil Premium School Self-Evaluation Form

| | |
|-----------------------|-----------------------|
| School: | Ditton Primary School |
| Date: | 13/01/20 |
| Head Teacher: | Emma Fenton |
| Chair of Governors: | Denise Lee |
| Lead Governor for PP: | Val Armor |
| Pupil Premium Lead: | Mike Linaker |
| Reviewers: | Juliet Brown |

School's Pupil Premium Profile

| | | | |
|---------------------------------------|----------------|---------------|--------------------|
| Total number of pupils in the school: | 389 | | |
| Number of PP eligible pupils: | PP: 147 | LAC: 1 | Post LAC: 3 |
| Amount per pupil: | £1320 | £2300 | £2300 |
| Total Pupil Premium Grant: | £194040 | | |

Summary Context

**Ofsted 16th and 17th October 2018 – Inadequate
Comments from Report:**



Ofsted 2018.PDF

- The progress of disadvantaged pupils is slow because support for these pupils is not well planned.
- Governors do not have a deep understanding of pupils' progress and achievement so that they can provide effective challenge to school leaders.
- At the request of the interim headteacher, an external professional has undertaken a review of how effectively pupil premium funding is used. A detailed plan is now in place which identifies barriers to pupils' learning. Leaders are beginning to develop appropriate strategies to maximise the progress of disadvantaged pupils. However, leaders' actions are at too early a stage of development for any impact be evident. Disadvantaged pupils make slower progress than other pupils in many areas of the curriculum, including reading and writing
- Governors recognise that pupils' outcomes need to improve. They are also aware that they have not ensured effective use of the pupil premium funding to improve the achievement of disadvantaged pupils.
- Teachers do not have high enough expectations of what pupils can achieve. This is particularly the case for disadvantaged pupils and those who are the most able.
- Attendance is a significant issue for the school. Pupils' attendance has remained below the national average over time. Persistent absence has been approximately double the national average for the past three years. Despite strategies put in place by leaders, current information shows that there is little sign of improvement. Too many pupils, particularly those who are disadvantaged, do not attend school regularly

- Disadvantaged pupils' progress is inadequate. They have made exceptionally slow progress over time and this is not improving. Differences in attainment between disadvantaged pupils and other pupils nationally are wide in reading, writing and mathematics, and they are not diminishing.

What does the school need to do to improve further?

Improve leadership and management by:

- formulating, monitoring and evaluating precise plans for allocating additional funding to raise standards for disadvantaged pupils
- Improve quickly the quality of teaching and learning, especially in key stage 2, so that different groups of pupils, particularly disadvantaged pupils, make good progress across a range of subjects by ensuring that teachers:
 - have high expectations of what different groups of pupils can achieve
 - provide the right level of challenge for pupils, including those who are the most able
 - use questioning effectively to probe and develop pupils' understanding
 - use assessment information to plan learning that enables pupils to make the best possible progress
 - set work for pupils in different subjects, including geography, history and science, that effectively extends their subject-specific knowledge and skills.

I. Summary of data at key national markers - **ALL PUPILS**



IDSR 18 19.pdf

| | | 16/17 | 17/18 | 18/19 |
|------------------|-------------------------|--------------|--------------|--------------|
| Reception | GLD | 55 (2.02) | 55 (1.79) | 64 (1.93) |
| Year 1 | Phonics | 83 | 62 | 76 |
| Year 2 | Exp Reading | 53 | 70 | 56 |
| | Exp Writing | 49 | 61 | 49 |
| | Exp Mathematics | 53 | 68 | 61 |
| | | Comb 37% | Comb 59% | Comb 48% |
| Year 6 | Exp Reading | 68% (102) | 57 (101) | 42 (97) |
| | Exp Writing | 55% | 62 | 53 |
| | Exp Mathematics | 70%(101) | 57(102) | 53 (98) |
| | Exp Combined | 43% | Comb 50% | Comb 32% |
| Year 6 | Progress in Reading | (0.8) 63% | (-1.9) 45% | -3.7 |
| | Progress in Writing | (-2.8) 34% | (-2.2) 44% | -0.9 |
| | Progress in Mathematics | (0.2) 48% | (-0.7) 45% | -3.7 |



Summary of data at key national markers – PUPIL PREMIUM

| Pupil Premium % | 2016/17 | 2017/18 | 2018/19 |
|-----------------------------|---------|---------|---------|
| EYFS GLD | 40.9% | 34.8% | 42.9% |
| Y1 Phonics | 74.2% | 41.7% | 67.9% |
| Y2 | | | |
| Exp Reading | 39.1% | 63.3% | 37% |
| Exp Writing | 26.1% | 50% | 25.9% |
| Exp Mathematics | 30.4% | 60% | 40.7% |
| GD Reading | 7.9% | 13.1% | 14.3% |
| GD Writing | 3.9% | 6.1% | 5.9% |
| GD Mathematics | 5.3% | 10.2% | 11.3% |
| Y6 | | | |
| Exp Reading | 53% | 50% | 36% |
| Exp Writing | 39% | 46% | 40% |
| Exp Mathematics | 50% | 46% | 32% |
| GD Reading | 11% | 12% | 4% |
| GD Writing | 0% | 0% | 4% |
| GD Mathematics | 11% | 8% | 4% |
| Average Scaled Score | | | |
| Reading | 98.7 | 99.1 | 94.9 |
| Mathematics | 98.6 | 100.1 | 95.1 |
| Y6 Progress | | | |
| Reading | - | -1.95 | -3.5 |
| Writing | - | -3.12 | -1.2 |
| Mathematics | - | -0.54 | -5.69 |

I. Summary of current strategy for the use of pupil premium funding (based on identified barriers) (include changes from published statement)



DPS Pupil Premium
Strategy 2019 2020-



| 4. Desired outcomes | | Success criteria |
|---------------------|--|---|
| A. | Pupil Premium children improve attendance rates to at least the school target of 96%. | Improvement on overall attendance |
| B. | Pupils ready to learn and make progress.(children are emotionally equipped to access learning on arrival at school – strategies will be explored during pastoral support and barriers addressed) | Increased end of year attainment which is closer to the national outcomes. Reduced interruptions for teachers. |
| C. | Pupils with Pupil Premium make better progress than non-pupil premium nationally at EYFS, Y1 phonics, KS1 and KS2. | Progress at end KS2 is +. |
| D. | More middle attainment Pupil Progress pupils achieve greater depth in reading, writing and maths. | An increase in the number of pupils achieving greater depth in RWM |
| E. | Provide additional experiences and opportunities to focus on development of vocabulary, wider general knowledge and social skills. | Increased end of year attainment as result of increased self-confidence and inter-personal relationships |

What do you want from the review and how has it been identified?

Investigate the role of the Pupil Premium Lead – what evidence is the strategy based on? It is correct? Effectiveness of the leadership and holding others to account.

Effectiveness of interventions and its impact on outcomes for the most disadvantaged.

Measure the impact of strategies around school attendance.

Review impact of pastoral team, following change to the Nurture Provision which supported the most disadvantaged.

Impact of Governors holding the school to account for Pupil premium, governors historically have not always challenged as much as they should.

Look at the impact of the curriculum for PP and Non-PP Pupils. Is it right? Are PP Pupils achieving their full potential?



List of Potential Interviewees

Head Teacher

Pupil Premium Lead/champion

Senior or middle leaders including English and mathematics leads

Assessment lead

SENCOs/ Teacher with representation for LAC

Teachers (class/form teachers or subject teachers without leadership responsibilities)

Teaching assistants, learning mentors or other support staff

Any staff directly funded through the pupil premium grant

Attendance officer and/or SBM

Governors

Groups of pupils (both disadvantaged and non-disadvantaged)

Parents



Pupil Premium Review Report

| | |
|-----------------------|-----------------------|
| School: | Ditton Primary School |
| Date: | 27/01/20 |
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| Chair of Governors: | Denise Lee |
| Lead Governor for PP: | Val Armor |
| Pupil Premium Lead: | Mike Linaker |
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Summary context

| Year Group | Number in Cohort | Number of Pupil Premium |
|------------|------------------|-------------------------|
| Rec | 59 | 14 |
| Y1 | 43 | 10 |
| Y2 | 60 | 31 |
| Y3 | 54 | 20 |
| Y4 | 56 | 18 |
| Y5 | 56 | 24 |
| Y6 | 58 | 21 |

Ofsted Findings (Pupil Premium/Disadvantaged)

- The progress of disadvantaged pupils is slow because support for these pupils is not well planned.
- Governors do not have a deep understanding of pupils' progress and achievement so that they can provide effective challenge to school leaders.
- At the request of the interim headteacher, an external professional has undertaken a review of how effectively pupil premium funding is used. A detailed plan is now in place which identifies barriers to pupils' learning. Leaders are beginning to develop appropriate strategies to maximise the progress of disadvantaged pupils. However, leaders' actions are at too early a stage of development for any impact be evident. Disadvantaged pupils make slower progress than other pupils in many areas of the curriculum, including reading and writing
- Governors recognise that pupils' outcomes need to improve. They are also aware that they have not ensured effective use of the pupil premium funding to improve the achievement of disadvantaged pupils.
- Teachers do not have high enough expectations of what pupils can achieve. This is particularly the case for disadvantaged pupils and those who are the most able.



- Attendance is a significant issue for the school. Pupils' attendance has remained below the national average over time. Persistent absence has been approximately double the national average for the past three years. Despite strategies put in place by leaders, current information shows that there is little sign of improvement. Too many pupils, particularly those who are disadvantaged, do not attend school regularly
- Disadvantaged pupils' progress is inadequate. They have made exceptionally slow progress over time and this is not improving. Differences in attainment between disadvantaged pupils and other pupils nationally are wide in reading, writing and mathematics, and they are not diminishing.

What does the school need to do to improve further?

Improve leadership and management by:

- formulating, monitoring and evaluating precise plans for allocating additional funding to raise standards for disadvantaged pupils
- Improve quickly the quality of teaching and learning, especially in key stage 2, so that different groups of pupils, particularly disadvantaged pupils, make good progress across a range of subjects by ensuring that teachers:
 - have high expectations of what different groups of pupils can achieve
 - provide the right level of challenge for pupils, including those who are the most able
 - use questioning effectively to probe and develop pupils' understanding
 - use assessment information to plan learning that enables pupils to make the best possible progress
 - set work for pupils in different subjects, including geography, history and science, that effectively extends their subject-specific knowledge and skills.

Attendance Information

| | 2017/18 | | 2018/19 | | 2019/20 (Autumn Term) | |
|------------|---------|--------|---------|--------|-----------------------|--------|
| Year Group | PP | Non PP | PP | Non PP | PP | Non PP |
| Rec | 90.7 | 94.25 | 94.68 | 94.65 | 94.86 | 93.62 |
| 1 | 95.93 | 94.25 | 92 | 94.97 | 96.20 | 93.47 |
| 2 | 92.62 | 94.12 | 94.71 | 95.51 | 92.57 | 94.68 |
| 3 | 94.19 | 95.49 | 95.03 | 95.01 | 93.42 | 93.74 |
| 4 | 92.22 | 94.26 | 92.48 | 95.13 | 93.92 | 95.09 |
| 5 | 92.73 | 95.21 | 92.62 | 95.25 | 91.55 | 95.19 |
| 6 | 92.65 | 94.80 | 93.56 | 95.14 | 90.28 | 95.22 |



Summary of current strategy for the use of pupil premium funding

| 4. Desired outcomes | | Success criteria |
|---------------------|--|---|
| A. | Pupil Premium children improve attendance rates to at least the school target of 96%. | Improvement on overall attendance |
| B. | Pupils ready to learn and make progress.(children are emotionally equipped to access learning on arrival at school – strategies will be explored during pastoral support and barriers addressed) | Increased end of year attainment which is closer to the national outcomes. Reduced interruptions for teachers. |
| C. | Pupils with Pupil Premium make better progress than non-pupil premium nationally at EYFS, Y1 phonics, KS1 and KS2. | Progress at end KS2 is +. |
| D. | More middle attainment Pupil Progress pupils achieve greater depth in reading, writing and maths. | An increase in the number of pupils achieving greater depth in RWM |
| E. | Provide additional experiences and opportunities to focus on development of vocabulary, wider general knowledge and social skills. | Increased end of year attainment as result of increased self-confidence and inter-personal relationships |

What the school wanted from the review

Investigate the role of the Pupil Premium Lead – what evidence is the strategy based on? Is it correct?
Effectiveness of the leadership and holding others to account.

Effectiveness of interventions and its impact on outcomes for the most disadvantaged.

Measure the impact of strategies around school attendance.

Review impact of pastoral team, following change to the Nurture Provision which supported the most disadvantaged.

Impact of Governors holding the school to account for Pupil premium, governors historically have not always challenged as much as they should -****This was not pursued as part of the review due to the recent resignation of the Pupil Premium Link governor***

Look at the impact of the curriculum for PP and Non-PP Pupils. Is it right? Are PP Pupils achieving their full potential?

Key Questions for the review

- How effective is the leadership of Pupil Premium? Are the holding others to account?
- Why are Pupil Premium Pupils not making as much progress as Non-Pupil Premium pupils by the end of KS2?
- How is the school ensuring that the curriculum offer is suitable for the needs of the Pupil Premium Pupils? How is reading being developed?



- When completing the Pupil Premium strategy and making decision for Pupil Premium Pupils, how much has the school considered evidence, such as the EEF toolkit? Have the Ofsted areas to improve been considered when writing the strategy?
- Would a three-year strategy be more suitable moving forward?
- How effective are targeted interventions in improving outcomes for Pupil Premium pupils?
- How effective are Governors in holding leaders to account for Pupil Premium outcomes?*
- Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school, not just those at the end of Key Stages?
- How effective is the pastoral support for Pupil premium pupils? Has the removal of the Nurture base impacted on Pupil Premium Pupils wellbeing and academic progress?
- Is school attendance improving? What strategies have been most effective?

Evidence sources used during the review

- Pupil Premium Strategy 2019/20
- 2018 Pupil Premium Review Report
- Inspection data Summary Report
- School Improvement Plan
- End of Key Stage Outcomes 2017 – 2019 (ALL & PP)
- School Performance Summary 2018/19
- Ofsted Report October 2018
- Intervention Log 2019/20
- School Contextual Information
- Attendance Information 2018/29 & 2019 – current
- School Curriculum Offer and Intent
- Observation of KSI and KS2 interventions
- Discussions with Pupils
- Meetings with key staff –Head of School, Deputy Head, Pupil Premium Lead, Pastoral staff, Teaching assistants, Y2 Class teacher

Findings

Disadvantaged Pupil Premium Pupils do not achieve well at Ditton Primary School, the significant amount of funding that the school receives, is not having enough impact on overall pupil outcomes. The leadership team are battling with a negative 'excuses' culture across the school. There are pockets of good, highly committed staff who work hard for the pupils in their care, however unfortunately there are a significant number of staff demonstrating a clear lack of commitment and aspiration for the pupils that they teach.

- Outcomes are mixed for Pupil Premium Pupils at Ditton Primary. In 2018/19, GLD at the end of EYFS showed an improvement, however it is still significantly below national at 42.9%. Phonics has improved by 26.2% to 67.9% this is a significant improvement. At the end of KSI outcomes for Pupil Premium Pupils showed a significant dip from 2017/18, therefore, it is crucial that this cohort are targeted as they move through school as well as tackling their attitudes to school attendance.
- In 2019, outcomes at the end of Key Stage 2 for Pupil Premium Pupils were significantly below national averages and the lowest outcomes in three years. It was explained that this was due to poor teaching in Y6, along with a legacy in some year groups of inadequate teaching, lack of aspiration as well as a lack of accountability by senior staff.



Meeting with Head of School and Pupil Premium Lead

The school currently has 147 pupils eligible for Pupil Premium. The main challenge the school faces are the complex family backgrounds that many of the pupils come from, inward mobility, with the majority arriving with significant needs such as poor attendance, negative attitudes by parents as to the value of school as well as being low attaining.

A significant number of parents have negative attitudes to the school. They do not appreciate or work with the school; mainly due to their own experience of school in the past. The school does not have a Nursery, therefore many of the Reception pupils' transition from Ditton Nursery (50% on average). The school is proactive in working with Ditton Nursery to ensure a smooth transition, this includes targeting vulnerable families, forest school sessions, as well as families working with the pastoral lead. On entry to Reception all pupils are baselined, however it was discussed that this is not completed early enough and some interventions are slow to get off the ground, therefore pupil premium pupils are already playing catch up and this is disadvantaging them further.

The school has recently begun a more formal start to the school day, this has helped to develop more independence especially regarding the most vulnerable pupils and therefore pupils are now more settled and ready to learn.

The profile of teaching across the school was described by the Head of School as requiring improvement. There are pockets of good teaching, where pupils are active in their learning and making good progress. However, it was observed when completing the review, teachers marking, others cutting out, teachers sitting at desks when they should've been working with the pupils. This needs to be resolved and teachers held further to account through the appraisal process in the first instance. It is important to note that if this was to continue the outcomes for Pupil Premium Pupils will continue to decline further.

The Pupil Premium Strategy for 2019/20 is complete and available on the school website. There is a new senior leader who has taken up the role of Pupil Premium Lead, who has also written the strategy. The strategy is backed up by research (EEF Teaching and Learning Toolkit), and staff are encouraged to use research to develop their own practice, this in addition, is supported through liaison with the Multi Academy Trust. The Strategy is shared and agreed by Governors, however it is not utilised enough by the Governing Body and therefore there is not enough challenge as to the impact that the funding is having. The strategy is not shared with staff; however, they are aware that it exists and staff know who the pupil premium pupils are in their classes.

The school is highly proactive in encouraging families to claim Free School Meals, this is done through induction packs, letters, targeting specific families as well as offering a sign-up session in school. The impact of this has been gaining a further 13 pupils who are eligible for Free School Meals in Reception.

The school tracks Pupil Premium Pupils effectively and pupil progress meetings are frequent. The school has recently begun inviting teaching assistants to the meetings, this has been positively received and is having an impact on targeted interventions as well as pre and post teach activities. The school has a whole school monitoring system, where weekly sessions with varying foci take place, an aspect of this being the observation of interventions. Currently, Teaching Assistants are not appraised. This needs to be rectified as soon as possible as many teaching assistants work with Pupil Premium Pupils and it is crucial that they are held to account through robust targets.

The Pupil Premium Lead does not currently monitor the progress of Pupil Premium Pupils through learning walks, book scrutinies or pupil voice for example. It is crucial that this is arranged as soon as possible, to ensure that the quality of provision for the most disadvantaged is monitored and overtime becomes good or



better. The Pupil Premium lead in addition, needs to be presenting to Governors as well as staff regularly and become highly skilled in analysing data.

The school offers a wide range of afterschool clubs. Currently there are 261 pupils who take part in a club. The school was quite insistent when asked that no pupil is disadvantaged and where required the school subsidises clubs or they are cost neutral. In addition, the school enhances the curriculum by offering various educational visits, again this is subsidised for Pupil Premium families.

The Governing Body is regularly presented with an update on the Pupil Premium Spending, there is a named Governor however they are brand new to the role, therefore they need to be supported by the school or the Multi Academy Trust to ensure they are effective and challenging in their role moving forward. The Head of School felt that the skillset of the Governing Body was good, however some of the challenges they face are being limited in visiting school therefore they are unable to back up their understanding with visits into classrooms or meetings with key people such as the Pupil Premium Lead.

The school has invested in two Tutors who support Mathematics and English. This is not funded by Pupil Premium Funding; however, Pupil Premium Pupils are identified to access the tutor model who are either off track or who are higher ability. The school must ensure that his model does not narrow the curriculum offer, as evidence suggests that curriculum, narrowing impacts on disadvantaged pupils the most.

Ofsted Inspection Handbook pg. 42

Curriculum narrowing

176. Our research has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3. Our research also shows that this has a disproportionately negative effect on the most disadvantaged pupils.

Observations of Interventions – Y4 Mathematics, EYFS Number, Y2 English

Y4 Mathematics - Pre-Teach Session 6/7 PP Pupils

The pupils observed were practising problem solving using division. The Teaching Assistant had a nice rapport with the group and used lots of positive reinforcement, encouraging the Pupils to succeed. She offered different strategies and the pupils were on the whole working independently. There were some missed opportunities when questioning and pupils could have been more interactive and used some metacognitive strategies.

EYFS Number Session 3/4 PP Pupils

The pupils were learning how to double numbers, the session was interactive and the pupils were focused. The quality of questioning by the Teaching Assistant was excellent – ‘How many more to get to 4?’ Or ‘What do we need to do?’ Mathematical vocabulary was used throughout the activity.

The EYFS environment was chaotic, noisy and untidy. It is imperative that work is done to resolve this to ensure that the most disadvantaged pupils have a provision where they can thrive and make progress.

Y2 English – 5/7 PP Pupils

The intervention observed, was targeted at middle to higher ability pupils. The Teaching Assistant was confident and questioned the Pupils well. The activity was interactive, all pupils were engaged and appropriate vocabulary was used such as adverb, opener, conjunction and verb.



A challenge for the school is many interventions take place in the corridors, the Y2 intervention we observed was disturbed by the reception class coming through as it was lunchtime. This caused distraction and loss of focus of some pupils. Consideration needs to take place as to how the intervention could either take place back in the classroom or in an alternative room where distractions are minimal.

Meeting with Teaching Assistants (TA's)

When asked about the Pupil Premium Strategy, the TA's were aware that it existed but had not physically seen the strategy. All three TA's talked confidently about the interventions they were teaching and their knowledge of which Pupils were Pupil Premium. The Y4 TA stated that she is now attending pupil progress meetings and this has been helpful in her understanding why particular pupils are identified for targeted interventions. The Y2 intervention is formally reviewed on a termly basis and groups are changed accordingly. They also explained that groups can be fluid if a pupil is struggling or working above the level of the intervention. In KS2, it was explained that in addition, the TA has a 'Live group' which is a daily/weekly identified group of Pupils to support. They have moved away from a files of notes following the intervention and instead the TA and Teacher review the work in the books together and adapt or amend the intervention where necessary. Other interventions take place in the afternoon, and the groups are currently being organised to avoid a child missing the same lesson each week. In EYFS, the TA has various groups she works with, mainly pupils who are not on track for a good level of development. She explained that the main barrier for learning for Pupil Premium Pupils is a lack of parental engagement. Finally, the TA's were asked about research and if they are aware of the research available relating to Pupil Premium Pupils. They explained they had not looked at much research, but were interested, moving forward, using this to support their own CPD.

Meeting with Pastoral Team

The Pastoral Team are highly experienced and a real asset to the school. It was clear when talking to the two staff that they are fully committed to changing the lives of the most vulnerable pupils at Ditton. The staff work tirelessly supporting safeguarding, 1:1 and group therapies such as friendship groups, sharing, supporting low level behaviour as well as bereavement counselling, in addition they provide playground activities and family support. They have a matrix that provides teachers with the opportunity to highlight concerns and intervention can then be swift if required. There is a pastoral map that highlights pupils, needs and interventions, it is also RAG rated. They also offer an open-door policy and this is well utilised by parents as well as pupils.

School attendance at Ditton is currently managed by the school office. The office staff carry out first calls home and liaise with the LA Educational Welfare Officers. The Pastoral Team pick up any issues and work with the families. The vast majority of Pupil Premium Attendance is below the national average and a significant amount of work needs to be carried out moving forward to improve these figures to be in line with the national average of 96%. Researching schools with similar attendance may provide some new strategies to support school improvement.

The loss of the nurture base has had a significant impact on the well-being of the most vulnerable, which then has impacted on the attainment. Pupil Premium Pupils who would have previously received this provision are now struggling in the mainstream classroom. Their behaviour has negatively changed both in school and at home and the pastoral team do not have the capacity to be able to support these pupils using the current school model. Longer term this will potentially cause the school to increase their fixed term exclusions of Pupil Premium Pupils as well as an increase in Pupil Premium Pupils absence.



Meeting with Curriculum Lead (Y5 Teacher & DHT) and Y2 Class Teacher

The school is following the WPAT curriculum model described as a 'curriculum on a page.' The core values are - Pupils First, Resilience and Pioneering. The school has recently developed a new 'strapline' – 'Every child matters, every moment counts'. The curriculum has the National Curriculum at its core and is described as a progressive knowledge curriculum. The trust has developed clear medium-term plans and knowledge organisers are now beginning to be introduced at Ditton. There are aspects of the curriculum that are bespoke to Ditton and the school's 'unique DNA.' The school believes that vocabulary is a live issue at the school and heavily impacts on pupils' outcomes, therefore a 'deep dive into vocabulary' has been added to the curriculum offer. Literacy Counts has had a big impact on all pupils but particularly the most disadvantaged. The pupils are developing their stamina for writing, greater depth writing is more sophisticated, the Pupils are being immersed in much more literature and the framework is challenging and also aspirational. Character development is the golden thread that runs through the curriculum at Ditton, focusing on SMSC, Relationships, Health as well as the opportunity to develop cultural capital already is impacting on the most disadvantaged.

The school is working hard to develop pupil's empathy and cultural awareness through 'Passport Days' - an initiative Ditton should rightly be proud of. These have provided all pupils, but particularly the most disadvantaged the opportunity to take part in experiences that are beyond the National Curriculum.

Examples of this are: community days, working with businesses and health providers as well as visiting the elderly. In addition, pupils are developing life skills through visits from the Dog's Trust and the Fire service. Whole school visits to Tatton Park, as well as visits to other National Trust sites, museums and the theatre are developing pupil's cultural capital - ALL Pupils are being immersed in experiences that they wouldn't normally receive at home.

When asked about how Pupil Premium Pupils are targeted in class. It was explained that they are identified from Day one. In Y5 for example, pupils work in mixed ability groups, the teacher is flexible with support and intervention is put in place as early as possible to ensure the most vulnerable pupils do not fall behind. In Year 2, (this class has the most Pupil Premium Pupils), the teacher explained that it's a case of knowing your Pupils, knowing their needs and ensuring that the environment is safe and secure so pupils can reach their fullest potential. Pupil Progress Meetings are an integral part of ensuring pupils are making progress. Pupil Premium Pupils are highlighted in a tracker, followed by what intervention, its impact and agreed next steps/actions.

Homework is provided at Ditton; however, they have removed some of the ownership from parents with pupils being encouraged to be more independent and complete activities through Reading plus and Timetables Rockstars. Reading is still a key focus with Pupils taking various books home to read and enjoy.

Meeting with Pupil Premium Pupils – Y2 & Y4 (4 from each class)

The pupils were all eager to talk about their school. The Year 2 Pupil Premium Pupils could all articulate their learning that had been observed earlier that morning and said how much it helped them with their writing. They talked about the lessons they enjoyed - Science, Mathematics, Art and PE. When asked what they found difficult in class it varied from Mathematics, English and Science... *'because there's lots of writing.'* They all take part in after school clubs – Sewing Club and Mindfulness Arts and Crafts.

The Year 4 Pupil Premium Pupils, talked about the pre-teach intervention and all agreed that it helps them to feel more confident when it is taught in class the following day. They could all clearly articulate that they were completing Mathematics problems using division and when asked about their favourite subject, it was a



unanimous vote for Mathematics. They all said they like the new approach to the teaching of Mathematics, in particular setting out is easier, its building their confidence, they are challenged more than English and also are encouraged to try something new. 3 out of the 4 Pupil Premium Pupils attend after school clubs - choir, sewing club and Mathematics puzzle club.

Strengths

- The Headteacher and Deputy Head Teacher are highly committed to the school and its pupils and are working tirelessly to improve the school
- The school is highly proactive in encouraging families to claim Free School Meals.
- The school has a significant extracurricular offer, providing a wide range of opportunities for all pupils. No child is disadvantaged.
- The support the Pastoral Team gives to Pupil Premium Pupils and their families is exemplary
- The curriculum offer considers all pupils and has been moulded around the needs of a child at Ditton. The curriculum considers the most vulnerable Pupils. Passport Days are a strength.
- Pupils articulate themselves well, are eager to learn and are proud of Ditton being their school.

Recommendations

- Significantly, improve the quality of teaching of the most disadvantaged pupils - if the quality improves as will outcomes.
- Ensure the current Pupil Premium Strategy costings are broken down further to allow the impact of actions to be evaluated accurately. Be more specific when highlighting a chosen approach e.g. specialist interventions – like what?
- Ensure that the Pupil Premium Strategy is visible and shared with all staff on an annual basis
- Use up to date research from the Education Endowment Foundation – The Guide to The Pupil Premium and A School's Guide to Implementation, to help support the provision for the most disadvantaged. Incorporate this into future Pupil Premium strategies.
- Consider in 2020/21 introducing a 3-year Pupil Premium Strategy, this will provide a longer period of time to assess the impact of certain interventions
- Ensure that the objectives and actions in the School Development Plan identify the most disadvantaged pupils. Reading for example, needs to be a priority and must be clearly identified in the school improvement plan. Currently, it is hard to decipher where it is highlighted. In addition, the school should evaluate the reading curriculum at the end of this year to measure the effectiveness of Literacy Counts on outcomes for the most disadvantaged
- Empower the leader of Pupil Premium by providing leadership support in order to become a highly effective school leader. Work with an experienced Pupil Premium Lead from the Multi Academy Trust to develop a robust monitoring schedule purely focused on Pupil Premium. Provide opportunities for the Pupil Premium Lead to report to Governors on a termly basis, become skilled using data to make a difference and be at the forefront of outstanding practice for the most vulnerable



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- Further develop the EYFS Environment, to ensure that more Pupil Premium Pupils attain a Good Level of Development at the end of EYFS. Ensure that the baseline is completed promptly as Pupils arrive in reception to ensure that no time is wasted in supporting vulnerable pupils through early interventions.
- Ensure, that moving forward, TA's attend all Pupil Progress Meetings. This will ensure that they understand the rationale behind decision making and in addition provides some accountability with the disadvantaged pupils that they work with. In addition, roll out appraisal for the Teaching Assistants to provide the mechanism to hold them more rigorously to account for Pupil Premium outcomes.
- Consider the reinstatement of the Nurture Base using Pupil Premium Funding to provide bespoke and targeted intervention for the most disadvantaged pupils. This will ensure that Pupil Premium Pupils have a safe base where their wellbeing can be supported, alongside their mental health, develop resilience, appropriate behaviour and the skills to access mainstream school confidently and successfully.
- Further develop the role of the Governing Body and in addition develop their knowledge and understanding of Pupil Premium funding, the strategy and the attainment and progress of disadvantaged pupils. Ensure that the strategy is reviewed termly and the newly appointed Pupil Premium Link Governors is skilled up enough to challenge and hold the school to account effectively.
- Further develop strategies to reduce pupil absence in particular when thinking about the most disadvantaged pupils. Research schools where strategies have been successful in raising pupil's attendance and punctuality.



Recommended Action Plan

| Approach | Outcomes and success criteria | Owner | Milestones | Completed | Review date | | Total cost |
|--|---|---|------------|-----------|-------------|--|------------|
| <ul style="list-style-type: none"> Significantly, improve the quality of teaching of all pupils including that of the most disadvantaged pupils Continue to hold teachers to account who are not meeting the Teachers Standards Embed the school curriculum offer, evaluating its impact on outcomes Ensure all appraisal targets are robust and target Pupil Premium Pupil attainment | <ul style="list-style-type: none"> Academic outcomes for Pupil Premium Pupils are in line with National average The quality of teaching has improved to good or better | Head of School Deputy Head Curriculum Lead Curriculum Coordinators | | | | | |
| <ul style="list-style-type: none"> Empower the leader of Pupil Premium by providing leadership support in order to become a highly effective school leader. Work with an experienced Pupil Premium Lead from the Multi Academy Trust to develop a robust monitoring schedule purely focused on Pupil Premium. Provide opportunities for the Pupil Premium Lead to report to Governors on a termly basis, become skilled using data to make a difference and be at the forefront of outstanding practice for the most vulnerable | <ul style="list-style-type: none"> The leadership of Pupil Premium at Ditton Primary School is strong and monitoring is effective. Teachers and TA's are being held to account for outcomes of Pupil Premium Pupils Governors are knowledgeable of the impact of Pupil premium funding | Head of School Pupil Premium Lead | | | | | |
| <ul style="list-style-type: none"> Further develop the role of the Governing Body and in addition develop their knowledge and understanding of Pupil Premium funding, the strategy and the attainment and progress of disadvantaged pupils. Ensure that the strategy is reviewed termly and the newly appointed Pupil Premium Link Governor is skilled up enough to challenge and hold the school to account effectively. | <ul style="list-style-type: none"> The Pupil Premium Link Governor is highly knowledgeable regarding Pupil Premium attainment and progress and in addition the impact that the pupil premium funding has had on the school as a whole | Head of School Chair of Governors Pupil premium link Governor | | | | | |
| Pupil premium expenditure: | | | | | | | |
| Agreed date for follow-up visit | | 26th June 2020 9-1pm | | | | | |



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Appendices

Ditton Primary School

Pupil Premium Review –Monday 27th January 2020: 9-4.30pm

Draft Timetable for the Day

| | |
|-----------------|---|
| 9.00 – 9.15am | Meet with Headteacher to confirm the programme for the day |
| 9.15 – 10.15am | Meet with Headteacher & Pupil Premium Lead |
| 10.30 – 11.15am | Observation of KS2 Intervention |
| 11.30- 12.15pm | Observation of KS1 & EYFS Intervention |
| 12.15 -12.35 | Meet with Intervention TA's |
| 12.35-1.00pm | Working Lunch – mornings feedback |
| 1.00 – 1.45pm | Meet with representatives from the Pastoral Team |
| 1.45 - 2.30pm | Meet with Curriculum Lead/Class teacher to discuss curriculum offer and impact |
| 2.30-3.15pm | KS1 & KS2 Pupil Voice |
| 3.15- 3.45pm | Reviewer to pull together feedback |
| 3.45-4.30pm | Meet with Headteacher & Pupil Premium Lead – Feedback/Review Current PP Strategy/Next Steps |

Questions from the Review



Questions%20Ditton%20Primary%20PP%



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