Learning Review 3: Pupil Premium - Wednesday 20th & Thursday 21st June 2018

Evidence

Learning review 3 was carried out by two external professionals. The lead professional was Marc Cooper (Deputy Head at Brannel School) and was supported by Linda Griffin (Deputy Head at Saltash.net).

The review consisted of:

- **Pupil Outcomes**

Attainment and Progress of all disadvantaged pupils across the school, comparing outcomes over the last three years.

- **Pupil Premium Strategy**

A review of the schools' Pupil Premium strategy, implementation and monitoring. Analysis and challenge of the work conducted by the schools Pupil Premium Champion, Sion Williams.

- **Attendance and Behaviour**

Review of the school's attendance strategy, monitoring and outcomes for disadvantaged pupils across all year groups. Analysis and challenge of the work conducted by the schools SLT Attendance Lead, Lee Bateman and EWO Lisa Harrison.

- **Teaching and Learning**

A total of 18 lessons were visited during the learning walks that took place, across Years 7 – 10. These were carried out by two observers, lasting between 10 and 20 minutes. Work scrutiny of books and folders were also conducted during these sessions.

- **Staff Voice**

Interviews were conducted with a broad range of staff, who have clear responsibilities for the progress and development of Pupil Premium pupils, that have been linked to the schools Pupil Premium Action Plan. This included Curriculum Area Leads (CAL's) in Maths, English & Science, HLTAs in all CORE subjects, and Pupil Premium Progress Leads, who have a focus on teaching and Learning strategies that support disadvantaged pupils in the classroom.

- **Student Voice**

A group of Year 10 disadvantaged pupils were interviewed to review their learning and progress, across all subjects.

Key Findings

Pupil outcomes

Attainment and progress for disadvantaged pupils in 2017 was significantly below the national average at -1.03 and not in line with the previous two years outcomes.

Attainment & Progress 2016/17

	2016 school average disadvantaged pupils	2017 school average disadvantaged pupils	2018 school average disadvantaged pupils *	2016 school average *other pupils*	2017 school average *other pupils*	2018 school average *other pupils* *	2016 national average, *other pupils*	2017 national average, *other pupils*	2018 national average, *other pupils*
Progress 8 score – overall	-0.22	-1.03	-0.79	+0.16	-0.15	-0.13	+0.12	+0.11	
Progress 8 score – English	-0.20	-0.91	-0.83	+0.06	-0.23	-0.11	+0.09	+0.11	
Progress 8 score – Maths	-0.18	-1.03	-0.67	+0.02	-0.48	-0.41	+0.11	+0.12	
Attainment 8 score – overall	41.11	30.72	32.82	53.35	50.01	47.64	52.72	49.51	
Attainment 8 score – English	9.17	7.18	7.26	10.98	10.46	10.17	10.98	10.51	
Attainment 8 score – Maths	7.97	5.64	6.37	10.21	9.22	8.73	10.41	9.67	

Outcomes in 2015/16 for disadvantaged pupils. In 2015 outcomes for PP pupils were 'broadly average or above average'. In 2016 Progress 8 outcomes for PP pupils were 'not significantly below national in English and Maths'. In 2017, Progress 8 was 'significantly below average and in the lowest 10% of schools nationally'.

Current projected outcomes / Summer 2018 - Projected progress scores calculated using the 2017 coefficients.

Class 2018

Progress 8	Autumn Y10	Spring Y10	Summer Y10	Autumn Y11	Spring Y11	Summer Y11	Targets
All pupils	-0.92	-0.72	-0.52	-0.49	-0.16	+0.03	+1.32
Disadvantaged	-0.91	-0.86	-0.81	-0.89	-0.65	-0.55	+1.05
Girls	-0.75	-0.56	-0.34	-0.23	+0.08	+0.31	+1.44
Boys	-1.14	-0.91	-0.76	-0.82	-0.47	-0.32	+1.16
Low PA	-0.42	-0.38	-0.14	-0.24	+0.14	+0.29	+1.12
Middle PA	-0.74	-0.57	-0.34	-0.46	-0.15	+0.01	+1.41
High PA	-1.33	-0.96	-0.90	-0.61	-0.30	-0.03	+1.26

Class 2019

Progress 8	Autumn Y9	Spring Y9	Summer Y9	Autumn Y10	Spring Y10	Summer Y10	Targets
All pupils	-1.25	-1.05	-0.85	-0.63	-0.46	-0.19	+1.35
Disadvantaged	-1.15	-0.88	-0.68	-0.71	-0.59	-0.57	+1.34
Girls	-1.09	-0.85	-0.69	-0.52	-0.24	-0.02	+1.47
Boys	-1.40	-1.25	-1.01	-0.73	-0.66	-0.35	+1.24
Low PA	-0.74	-0.48	-0.28	-0.25	-0.07	+0.09	+1.41
Middle PA	-1.10	-0.91	-0.69	-0.43	-0.27	+0.03	+1.40
High PA	-1.67	-1.49	-1.23	-0.88	-0.84	-0.49	1.25

Key points from data review indicates the following:

- Data captures throughout KS4 show that disadvantaged pupils who are educated in school only are making good progress, although not as rapid as *other* pupils
- A majority of Year 11 disadvantaged pupils (33/38) who receive their full-time education at Wadebridge School, are in line to make progress overall
- 5 Year 11 disadvantaged pupils who are currently attending alternative provision will make some progress, but this is likely to be significantly below the national average for all students. Each of these pupils has a progression plan in place for post 16 provision
- Pupils in Year 10 are currently making better progress than the Year 11 cohort at the same time last year. Although progress in Maths for current Year 10 does not follow this trend
- Progress of disadvantaged pupils who have attendance greater than 95% is in line to be significantly positive (+0.7); those with attendance between 90-95% are set to make progress in line with *other* pupils. The disadvantaged pupils falling below 90% (Persistent Absence) are set to make very poor progress (-1.7).

Summary:

Provisional Attainment and Progress scores for disadvantaged pupils indicates that both cohorts 2018/19 are in line to make better progress overall. The 2018 cohort are expected to improve by +0.52 (equivalent to half a grade), and the 2019 cohort are expected to make good progress by the end of the academic year and are in line to attain a positive P8 score in 2019 (equivalent to a whole grade improvement on 2017 outcomes). Provisional outcomes for 2018 results are not as positive as projections had suggested, which will require further investigation.

Pupil Premium Strategy

All schools have a statutory requirement to publish their Pupil Premium Strategy, Funding and Action Plan, so that all stakeholders can easily access the information. Wadebridge School provides a comprehensive and diligent account of all its statutory requirements via its website and a linked series of reports that are conducted annually.

Wadebridge School's Pupil Premium Action Plan is a coherent and efficient document that clearly sets out the school's priorities for the academic year 2017/18, with a direct focus on supporting and meeting the needs of its disadvantaged pupils.

Key points:

- Attendance has been given a high priority and is a clear focus for improvement
- Persistent Absence is highlighted as a significant issue affecting achievement for disadvantaged pupils
- Low standards of literacy and numeracy is a significant issue for disadvantaged pupils on arrival
- Quality of Teaching and Learning across the curriculum should focus on high quality feedback
- Review of assessment and feedback policy is required to embed and develop DIRT across all areas of the curriculum.
- Where DIRT is embedded effectively, good practice should be shared as part of CPD
- A focus on clear identification of disadvantaged pupils supported by classroom strategies to ensure *rapid* progress
- Action Plan monitoring and review is robust at SLT level, and this is mirrored by middle leadership

Summary:

The Pupil Premium strategy and Action Plan are robust documents that are used effectively to support and monitor the attainment and progress of disadvantaged pupils. The Pupil Premium Champion, Sion Williams has utilised these documents to influence and direct the school's improvement and provides a clear line of accountability, to ensure strategies are in place and the impact of these strategies are measured.

There is clear evidence that when the impact has been measured and has been found to be ineffective or negligible, the PPC has responded by changing the direction of these strategies.

Attendance and Behaviour

The review of the attendance and behaviour strategies and procedures shows clear evidence that the 2018 PP action plan is having a positive impact. Clear leadership and the introduction of an in-house EWO is indicative of a more coherent approach to tackling complex and ingrained attendance issues. Behaviour monitoring is distributed across faculties and promotes the ownership of good conduct across all stakeholders.

Attendance Data / June 2018

Pupil group		End of Half-Term 1 2017	End of Half-Term 2 2017	End of Half-Term 3 2018	End of Half-Term 4 2018	End of Half Term 5 2018	National 2016-17
All Pupils	Absence	3.9%	5.2%	5.5%	5.2%	5.3%	5.2%
	PA <90%	12.4%	12.5%	15.2%	12.8%	12.4%	12.8%
Boys	Absence	4.1%	5.3%	5.6%	5.2%	5.3%	5.1%
	PA <90%	12.1%	12.7%	14.1%	11.1%	11.2%	12.7%
Girls	Absence	3.7%	5.1%	5.4%	5.2%	5.2%	5.2%
	PA <90%	12.6%	12.3%	16.3%	14.7%	13.6%	12.8%
Disadvantaged pupils	Absence	6.3%	8.3%	8.4%	8.2%	8.3%	7.2%*
	PA <90%	21.2%	23.7%	27.5%	28.4%	25.8%	21.6%*
Other pupils	Absence	3.4%	4.5%	4.9%	4.5%	4.6%	4.1%
	PA <90%	10.3%	10.1%	12.5%	9.4%	9.5%	8.3%
SEN EHCP (small group)	Absence	5.1%	6.9%	8.5%	6.8%	5.9%	7.6%
	PA <90%	30%	22.2%	40.0%	40.0%	40.0%	21.6%
SEN K	Absence	5.1%	6.5%	7.0%	6.4%	6.8%	7.5%
	PA <90%	16.5%	21.6%	23.5%	20.0%	20.3%	21.5%
Year 7	Absence	3.1%	4.3%	4.7%	4.3%	4.4%	4.1%
	PA <90%	11.8%	9.4%	11.7%	11.7%	12.7%	8.7%
Year 8	Absence	3.5%	4.3%	4.7%	4.5%	4.7%	4.9%
	PA <90%	7.9%	9.7%	10.2%	9.4%	7.4%	11.6%
Year 9	Absence	4.1%	5.0%	5.5%	5.3%	5.5%	5.4%
	PA <90%	13.2%	14.0%	18.2%	14.1%	12.7%	13.4%
Year 10	Absence	4.9%	5.9%	6.8%	6.4%	6.3%	5.8%
	PA <90%	16.4%	12.6%	17.7%	14.5%	14.5%	14.9%
Year 11	Absence	4.0%	6.4%	5.8%	5.4%	5.4%	5.8%
	PA <90%	12.9%	17.3%	18.0%	15.1%	15.1%	14.7%

Key points:

- Attendance is regularly monitored by AHT Lee Bateman and there are processes in place to ensure this is disseminated to Key Stage Leaders and Staff
- EWO role shows evidence of impact in a small number of cases for disadvantaged pupils, but the roll is still being embedded
- The profile of attendance is high across the school, with weekly and bi-weekly tracking using relevant data
- Key stage leaders currently direct the attendance focus and it is not clear if this is pertinent and purposeful, matching the needs of the pupils and school
- Rewards are valued by the students and seen as having a positive impact on attendance
- The behaviour data system currently lacks enough detail and depth, to provide clarity on conduct issues, which would enable senior and middle leaders to intervene effectively
- There is no central data record for homework

Summary:

Attendance has been clearly identified as a key priority for disadvantaged students and the increased support and provision is showing some evidence of impact. The systems in place are comprehensive and show that the SLT are engaging in a broad range of strategies to improve attendance. The monitoring that is in place gives a clearly defined focus point for action, and this could be further supported by a more robust and directed approach from the AHT, to ensure that interventions are deliberate, have a specific time-frame and are reviewed consistently. The behaviour data should be reviewed to consider the depth and detail of the data required to allow Key Stage Leaders, Curriculum Area Leaders and tutors to refine their intervention strategies.

Teaching and Learning

Learning Walks were conducted on both days and a broad range of lessons and year groups were seen including: Year 9 Maths, Year 7 Phonics, Year 9 Ethics, Philosophy & Religion, Year 8 English, Year 8 Maths, and Year 7 Maths.

Key points:

Where learning and teaching were seen to be **most effective -**

- Seating plans were in place and being used effectively to support disadvantaged pupils
- Flightpaths were in place and being used by students and staff to track progress
- Learning activities were well planned and engaging, learning objectives are differentiated and were re-enforced
- Effective routines are embedded, and pupils are engaged and respond with enthusiasm to the tasks set
- A range of resources are used to support the learning and promote independence
- Regular and purposeful feedback is in place, and pupils know how to improve their work
- Feedback is regular, both written and oral, and students consistently respond to this effectively
- Pupils assumptions are challenged through effective questioning and they are encouraged to share their learning
- Collaboration and peer reviews are used to engage learners and teachers promote a scholarly approach to learning
- Vocabulary, key terms and literacy are made explicit and placed in context for both the subject and wider learning
- Pupils take pride in their work and this is reflected in their organisation and the quality of written communication
- Conduct and attitudes to learning are positive in all pupils

Where learning and teaching were seen to be **less effective –**

- Pupil premium students are not supported or considered for differentiated approaches
- Flightpaths were not always in place and pupils were not able to articulate their purpose
- Questioning was 'closed' and a number of pupils became passive learners
- Pace of the lessons, and structure of tasks meant that the learning stagnated and lacked focus
- Some activities were not matched to the needs of the pupils and failed to build on prior learning

- Some pupil's books were poorly organised and written communication was poor and had not been challenged.
- There was ineffective use of resources, including the use of Assistant Teacher's which lead to confusion for pupils and staff
- Feedback and assessment had limited purpose and no impact on progress
- Feedback and assessment was not consistent in application or purpose
- Teachers were working harder than the pupils!

Summary:

The vast majority of lessons showed that pupils were engaged in their learning tasks and had a good understanding of their own strengths and weaknesses and what they needed to do to improve. The majority of pupils were aware of their learning targets and were motivated to achieve these. Most teachers knew who their disadvantaged pupils were and purposefully targeted them for learning support. Conduct was excellent and there were no incidents of poor behaviour witnessed either in or out of lessons. Lessons were pitched well to meet the needs of the majority of pupils, but evidence of stretch and challenge was not consistent. There also appears to be a difference in the quality of teaching and learning taking place between Year 9 (highly effective) and the provision in place at Year 7 and 8 (less effective).

Staff Voice

Interviews with staff were conducted in small groups, which gave an excellent opportunity to understand the similarities and differences in practice. Each group of staff were asked their understanding of the school's pupil premium strategy and given an opportunity to show how this was being interpreted within their curriculum area.

Key points:

Curriculum Area Leaders

- Curriculum Area Leaders have a clear focus on improving the attainment of disadvantaged pupils and understand the school priorities for PP pupils
- All CORE subjects have a broad range of strategies in place and these are being implemented consistently
- Strategies in place for PP pupils are not consistently monitored for impact
- CAL's of CORE subjects are given tutor time, but this is not utilised for intervention due to clashes with the 'tutor programme'
- Y7 & Y8 pupils are given extra time (no MFL), to assist in 'catch up' and development of literacy skills
- Use of seating plans, preferential marking and revision guides to support PP pupils is a shared practice across CORE subjects

- Use of Raising Achievement Plan meeting has been beneficial in sharing good practice and highlighting individuals in need of further intervention
- After school provision is in place, but this requires greater transparency and monitoring to ensure engagement and impact can be measured, especially for KS4 pupils
- Approaches to extended learning are inconsistent and monitoring is limited, supporting PP pupils to develop these learning habits requires a coherent programme, especially at KS3
- DIRT can be highly effective and looking at good practice across the curriculum would be beneficial, for example in Science
- Pupil premium focus is strong at Key Stage 4, but Key Stage 3 requires purposeful attention
- End of year examinations for Y7 – Y9 could help prepare pupils for terminal exams at KS4

CORE HLTA's

- HLTAs are assigned to all CORE subjects and EPR
- HLTAs are line managed by CALs
- HLTAs all have a clear focus on supporting disadvantaged pupils
- Each department has a differing set of strategies and approaches, giving flexibility and autonomy to the role, allowing them to respond to the differing needs of the cohorts
- HLTA timetables are revised after each data drop, to ensure targeted pupils are prioritised
- A wide range of strategies are in place to meet individual needs, but there is a potential lack of coherence and consistency in this approach
- Appears to be some overlap and mis-understanding between the role of HLTAs and the PP Progress Team, but this is likely to improve when to PPPT is fully embedded
- English, Science and Maths HLTAs all have potential to support one another but there is no formal structure in place to ensure reflection and good practice is shared. The current line management structure appears to be a barrier

Pupil Premium Progress Team

- Purpose is to establish a clear set of classroom principles to support disadvantaged pupils and to raise the profile of pupil premium in all aspects of the school
- An effective and coherent set of guidelines/non-negotiables for all classroom practitioners which focus on PP progress has been established
- Pupil centred approaches and set of promises to ensure all stakeholders give PP pupils a high priority and all areas of the school ensure no pupils 'slip through the net'
- Clear focus on teaching and learning strategies – Marking & Feedback, Collaborative learning, Metacognition & Self-regulation
- Prioritised CPD time to ensure all staff have a good understanding of the strategies and expectations
- Consideration needs to be given to how the impact of this intervention will be measured, and time will need to be allocated to conduct this.

Summary:

The work of the CORE CAL's is integral to the school's improvement and development plan for disadvantaged pupils. There is some good practice taking place in all of the CORE subjects, which would be

further improved by a greater coherence in both focus and strategies. This should continue to be addressed as part of the RAP meetings and with the RAP action plans that have been reviewed for 2018/19. There would be significant benefits for staff and students in this approach, combining the successes and impact of purposeful interventions from each subject area to maximise the outcomes for pupils across subjects.

The experience of the HLTAs in supporting disadvantaged students is being well utilised within each curriculum area, which could be further developed by bringing them into the CORE RAP process. This would enable a greater sense of coherence and increase capacity by pooling ideas and providing the opportunity to measure impact collaboratively.

The work being conducted by the Pupil Premium Progress Team is still in its infancy, but there is a clear indication that it is positive step and already having an impact. The 'checklist' for teachers is purposeful and pragmatic, highlighting the need to prioritise PP pupils and matching this with key strategies that are drawn from secure evidence-based practice. The key to its success will be how this work is coherently aligned with the work of CALs and HLTAs to ensure that the principles are consistently in place across the school and the impact is being effectively measured.

Student Voice

An interview was conducted with a group of Y10 PP pupils. The main focus of the questions was to explore the activities and techniques that the pupils felt helped them to make progress both in and out of lessons.

Key points:

- Pupils felt that at times they are not given the independence they desire - "The teachers talk too much…I want to get on with it", "We want to find out for ourselves"
- Pupils felt that tasks could be broken down more into manageable 'chunks'
- Pupils enjoy problem solving tasks and working with peers in small groups
- Pupils that are doing well feel like they are not a priority and that extra support is not focused equitably
- Pupils felt that the teachers are approachable and want to help
- 1-1 feedback and support was regarded as the most effective way to ensure progress (but this is only with the teachers. TA support was not seen to be as effective)
- Pupils like group work and value the opinions of their peers
- Pupils felt that there is not enough student voice, especially with regard to teaching and learning
- Homework is really helpful and they value SMHK. Opportunities for extended learning are inconsistent and not clearly signposted
- Curriculum focused visits were valued and pupils would like to do more of these, as they place the learning in context
- Pupils felt that the assessment was most effective in Science, in particular they all like the 'exit sheets'
- Pupils felt that DIRT is consistent in CORE subjects but that this was not the case in options subjects, History was given as an example

- Pupils liked flightpaths and found them motivational when they are utilised by the teachers, but this was not consistent across subjects.
- Pupils were not clear on the aspirations and career pathways that were open to them and felt that more could be done in this area
- None of the PP students had ever visited a university

Summary:

The pupils were open, honest and very positive in the way they discussed the school. They were able to articulate what worked well for them and areas of improvement. They were engaging and thoughtful in their responses and recognised the hard work of their teachers and the school's focus and support for their achievement. The boys also want to be able to wear shorts!

Action Points and recommendations:

Pupil Premium Strategy Focus	Areas for development
Pupil Premium Action Plan	• Action plan monitoring for impact, should be regularly measured to ensure a consistent and coherent approach by all SLT and Curriculum Area Leaders
Pupil Outcomes	• RAP meetings should be embedded and developed to promote collaboration and purposeful data analysis and intervention for disadvantaged pupils in all cohorts • Opportunities for shared practice among CALs looking at implementation and evaluation of PP strategies • Early identification of PP pupils not making good progress in Y7 – 9. End of Year examinations could be considered as a way of harvesting robust data
Attendance & Behaviour	• A clear direction for attendance strategies, that are time and cohort specific, and rigorously reviewed termly would be beneficial. • EWO requires further training to support the AHT to implement whole school strategies. This could take the form of school visits to other school who hav a well-established in-house EWO • Tracking of behaviour data would benefit from a greater depth and detail of incidents. Currently the data is hard to manipulate and provide clear areas of focus. For example, there is no central tracking of homework
Teaching & Learning	• Areas of good practice for PP pupils could to be given a platform for sharing across curriculum areas. • Pupil Premium Progress Team could be developed to ensure a consistent approach and learning experience is given to all PP students in all cohorts • Use of reflective practice platforms, such as IRIS to embed action research and evidence-based practice for all teaching and support staff • A coherent and transparent approach to extended learning opportunities, supported by regular reviews of SMHK by CALs and SLT

	- CPD for all teaching staff focusing on high quality assessment and feedback, metacognition and collaborative learning - Consider conducting a Literacy and communication review at KS3 to ensure the good practice that is apparent in KS4 has been filtered down - Ensure students who are receiving intervention have fully addressed any gaps in knowledge, understanding and skills before interventions are withdrawn - Consider the use of 'Personal Learning Checklists' at KS4 to enable pupils to develop greater independence
Student Voice	Implementation of a robust student voice programme, led by Peer Mentors (6th form students)
Parental Engagement	Consider the implementation of a 'Take 3' parental engagement policy, where all teaching staff are expected make at least 3 calls home each week. This can be given a different focus each week or half term to meet the needs of the students.
Further opportunities or priorities	- Continued focus on attendance and PP students who are PA, through clearly directed strategies used by EWO/AHT - Continued development of the PPPT to ensure high quality teaching, assessment and feedback is experienced by all learners - Implementation of Class Charts to support teachers in planning intervention strategies, and providing target provision for PP pupils - RAP for PP is written into all aspects of the school's improvement plans

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