

**Consultant:** Andy Brumby**School visited:** Wadebridge School**Date of visit:** 13.05.14**Focus:** Pupil Premium**Description of work carried out:**

A review of the school's use of the Pupil Premium to assess how this aspect of leadership and governance can be further improved

The review included:

Discussions with Sion Williams, Deputy Headteacher; Susi DeLisle, Pupil Premium Advocate; Natalie Mewton and Carey Hume, HLTAs; Trish Onderdonck-Young, Key Stage 4 Leader; Phil Petchey, Key Stage 3 Leader

Observation of some small group interventions

-Year 9 English with Vanda Tompkins

- Year 10 mathematics with Mike Byrne

A pupil voice panel made up of Year 10 and Year 11 pupils

N.B. Where the term FSM is used in this report it applies to all pupils that attract the Pupil Premium and not just those who are currently eligible.

**Agreed strengths:**

Strong strategic leadership of the Pupil Premium; messages and expectations around Pupil Premium pupils are clear and unequivocal. There is a growing sense of purpose and urgency across whole staff. Many mentioned that September had been a tipping point and that their perceptions and expectations had shifted in light of discussions about the performance of the 2013 FSM cohort.

*'Closing the gap is everybody's business. Every member of staff has a part to play in making sure that these pupils do as well as the non-FSM pupils.'*

Key Stage Leader

Lessons have been learnt from the 2013 FSM cohort results and all senior and key stage leaders accept that these results were not good enough. All see it as part of their responsibility to ensure that results improve. Internal data strongly suggests performance will be much improved for the 2014 and 2015 cohorts. The unrelenting focus on the progress of the current Year 11 FSM cohort since September has encouraged staff to pull together and respond collectively to the challenge.

*'The new data system (4Matrix) and the improving use of transition matrices and flight paths is helping senior and middle leaders to identify pupils who are underperforming and to respond quickly and decisively.'*

Deputy headteacher

Pupil Premium pupils were highly positive about their experiences as learners at this school. They said that they were glad that they had come to this school and that it had served them well.

*'There is a better learning environment here. At my old school all you ever did was writing and worksheets. Here you get to work in teams and have good discussions about things.'*

Year 10 FSM pupil

There is an innovative raft of initiatives that have been funded by the Pupil Premium including the appointment of Pupil Premium Advocates, recruitment of specialist teachers for small group interventions, establishment of Learning café and so on. There is a clear audit trail of expenditure and this is reported on the school's website. These initiatives and interventions are being monitored and evaluated and adapted and/or extended to maximise impact.

*'The appointment of a Pupil Premium Advocate has had a very positive impact on pupil motivation and attendance and we are subsequently planning to appoint a second Advocate for 2014 – 15 to extend the invaluable work that Susi has done with individual FSM pupils and their families.'*

Deputy headteacher

The school has made strenuous efforts to learn from the good practice of other secondary schools. The Deputy headteacher recently visited Dawlish Community College, a school which was a regional prize-winner in the Pupil Premium Awards of July 2013. The Pupil Premium Advocate and school governors have attended PP briefings organised by Cornwall Learning. The school will be represented at the Cornwall Learning Pupil Premium conference on 3<sup>rd</sup> June at which John Dunford the Dfe-appointed PP champion will be the keynote speaker.

### **Agreed areas for development:**

More needs to be done to increase the impact of feedback on FSM pupils' learning and progress across the school, especially in light of findings summarised in the Sutton Trust EEF Toolkit. Interviewed pupils regarded feedback as essentially summative – 'the grade you get when you have finished a piece of work'. They all agreed that feedback was variable in terms of its helpfulness and several stated that they seldom acted on feedback and were not sure if they were expected to. Some had heard of DIT (Dedicated Improvement Time) but associated this with particular teachers and/or subjects as opposed to good learning habits that apply everywhere. Some interesting developmental work around feedback is going on at grass roots level (SIG group) but this needs linking to clear top down expectations about feedback. What are the school's non-negotiables for feedback?

*'We used to be expected to make improvements when we had our books marked at primary school but here you just get your book back, read what they say and carry on with your work.'*

Year 10 FSM pupil

The school needs to look in more detail at the findings summarised in the Sutton Trust EEF Toolkit, especially in relation to feedback (see above), metacognition and peer-tutoring. These approaches are proven to help close gaps and the school needs to consider their implications. Some of these approaches operate at whole school level, i.e. feedback and metacognition. Others operate at intervention level, i.e. peer tutoring in mathematics or English.

*'I'm really interested in the potential of the peer tutoring. I think that is something that we could definitely trial here. I like the idea of Year 9 pupils tutoring Year 7s with their maths. I think that could work really well if it was properly thought through.'*

HLTA

Further work needs to be done to improve the attendance of FSM pupils. Some exceptional work is being done on this front by the Pupil Premium Advocate and the appointment of a second Advocate will help to extend this good work. In addition, the school will need to look in more detail at the part form tutors and all staff can play in securing better rates of attendance from the PP cohort.

*'The gap won't close if they're not here! We need to focus on individual pupils and their families and help them to develop good attendance habits right from the start.'*

Pupil Premium Advocate

The school needs to explore workforce models that will enable it to retain and develop expert practitioners who are able to work effectively with children in one-to-one and small group settings.

The six faculty-based HLTAs who support and challenge PP pupils across the school would benefit from being given some professional development time to share existing good practice and explore the potential of new approaches such as peer-tutoring. These sessions could be facilitated by the Pupil Premium Advocates.

The school needs to continue to encourage its governors to ask searching questions about the impact of Pupil Premium expenditure. These questions and subsequent school responses need to be carefully documented. Some carefully constructed pupil case studies would help to show the impact of the school's PPG spending and provide a focus for further questions.

**Actions/follow up:**

<b>Action</b>	<b>Success criteria</b>	<b>Who?</b>	<b>When?</b>
Share findings of review with SLT, Key Stage Leads and PP Advocate and discussion implications	SLT aware of strengths and areas requiring development; Feedback identified as priority for improvement across school	SW	<b>End of May</b>
Attend PP conference and present 50 minute workshop on school's use of PP funding, its impact and future plans	Workshop planned and delivered	SW and PP advocate	Beginning of June
Finalise planning for 2014-15 PP expenditure and appoint second PP Advocate	Advocate appointed	SW	Middle of June
Complete case studies that will inform governors about impact of PP and prompt further questions and enquiry	Between four and six case studies written, each one showing ways in which the PP has been used to benefit pupils and impact this has had	SW and PP Advocate	End of term
Investigate Peer tutoring and other strategies and approaches highlighted as cost effective in the EEF ST toolkit	Small-scale action research projects set up to assess potential of peer-tutoring and other strategies identified by research	PP Advocates and HLTAs in conjunction with relevant subject lead	Autumn term

**Useful documents and websites:**

Ofsted - The Pupil Premium: how schools are spending the funding successfully to maximise achievement

<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>

The Sutton Trust/EEF Toolkit

<http://educationendowmentfoundation.org.uk/toolkit/>

[http://educationendowmentfoundation.org.uk/uploads/toolkit/EEF Teaching and learning toolkit Feb 2014.pdf](http://educationendowmentfoundation.org.uk/uploads/toolkit/EEF_Teaching_and_learning_toolkit_Feb_2014.pdf)