



## Pupil Premium Review

15<sup>th</sup> & 16<sup>th</sup> June 2016



This review was carried out across two days by 3 members of Wadebridge School's Senior Leadership Team and a member of the Governing Board with responsibility for Pupil Premium working with 3 senior colleagues from other schools. The input from colleagues from Penair and Treviglas was invaluable and represents a new model of Learning Review for Wadebridge School. This example of school to school support has proved highly effective at a number of levels and is intended to be developed further next academic year.

### Evidence

Evidence was gathered to explore 4 themes:

- Pupil progress
- Pupils' attitudes to learning
- The quality of marking and feedback
- Pupils' response to marking and feedback – Dedicated Improvement and Reflection Time (DIRT)

NB. Separate reports for each theme are available as appendices.

Data relating to the outcomes for disadvantaged pupils from previous years and forecasts for current pupils was analysed; 16 lessons involving pupils in Years 7 and 9 were visited; books and folders containing the work from all subjects from 12 pupils were scrutinised, these 12 pupils were spoken to about their learning; professional discussions took place with 7 Higher Level Teaching Assistants (HLTAs) with responsibility for improving outcomes for disadvantaged pupils; leaders of English and Maths were invited to discuss the strategies they employ to support disadvantaged pupils within the respective curriculum areas.

### Pupil Progress

The school has a clearly stated ambition to see the performance of disadvantaged pupils from Wadebridge School exceed that of *other pupils* nationally. Whilst Ofsted's Inspection Dashboard and RAISEonline show that in 2015 this was achieved in some areas the overall attainment and achievement of disadvantaged pupils remains lower than other pupils. However the forecasts for the 2016 GCSE results suggest that the Progress 8 figure for disadvantaged pupils is likely to be positive (+0.2).

### Strengths

- Pupils are set challenging targets and they are assessed regularly. In the best examples seen pupils' progress is tracked across the Key Stage using a *flightpath* with assessment plotted in chronological order and coded RAG according to whether or not they are making appropriately rapid progress. Exemplary practice was evident in Design Technology and Geography.
- Teachers mark pupils' work regularly and provide feedback to facilitate progress; pupils could be seen to respond to these suggestion and where this was the case progress was evident. For example, one pupil identified a maths assessment where he had failed to understand about triangles, his teacher had provided feedback and set a similar question identified in a *high vis* box which the pupil then completed successfully.
- Assessment folders, best books, and exercise books showed that pupils made progress over time. For example one EPR book contained several similar assessments set periodically throughout the year. This work was marked against GCSE criteria and the grades improved rapidly through time from an E grade in the autumn to an A grade in the summer.

### Suggestions for further improvement

- Consider ways to ensure that *flightpaths* are used to record the results of assessment and track progress consistently across different subjects.

## Marking Feedback and Dedicated Improvement and Reflection Time (DIRT)

### Strengths

- Pupils' work was seen to be marked regularly and teachers provide written feedback to pupils about their work. These comments varied from praising pupils' effort, references to presentation, pointing out spelling mistakes, identifying what went well and suggesting improvements that could be made. Feedback was most effective when comments were specific to the piece of work being assessed rather than general, e.g. "needs to be neater."
- Spelling errors were identified by teachers in some subjects (e.g. English and Languages) and pupils felt that this was helpful and most effective when they are required to find out the correct spelling themselves and then write the word out three times.
- DIRT activities were evident in lessons and pupils' work. This was particularly evident in an EPR lesson where the teacher and the pupils were seen to engage in a learning dialogue which resulted in increased pupil progress

### Suggestions for further improvement

- Develop strategies to ensure pupils who miss assessments and/or DIRT activities do not fall behind their peers
- Review the school's marking policy and ensure that it is applied consistently across and within curriculum areas
- Review whole school literacy strategy

## Pupils' Attitudes to Learning

Attendance statistics for 2015 (RAISEonline) indicate that absence and persistent absence for disadvantaged pupil is significantly higher than the national average.

2014/15	% sessions missed		% persistent absence (>15%)	
	School	National	School	National
All pupils	6.6	5.2	8.2	5.6
Disadvantaged pupils	11.3	7.5	24.5	10.9

Improving pupils' attendance has been a focus for the school throughout 2016 and the Pupil Premium Advocate has developed a number of strategies to improve the attendance of disadvantaged pupils. The school's work in this area has resulted in considerable improvement in the attendance of all pupils and disadvantaged pupils.

2015/16 (September- May)	% sessions missed		% persistent absence (>15%)	
	School	National	School	National
All pupils	5.2	Not yet available	5.4	Not yet available
Disadvantaged pupils	8.5	Not yet available	17.1	Not yet available

It is acknowledged that attendance remains a barrier to the learning and progress of disadvantaged pupils and the school remains committed to improving this further.

### Strengths

- Most pupils could be seen to be engaged in learning during lessons
- Pupils' work was well presented and organised
- Pupil: teacher relationships were positive and classrooms had a calm ordered climate for learning
- Pupils spoke very positively about their learning, enthusiastically identifying work they were proud of
- Pupils were able to show examples of work they had improved and demonstrated a clear understanding of what is meant by progress.
- Behaviour in lessons was seen to be good with few examples of low level disruption, in some lessons seating plans were seen to be effective in helping improve learners engagement and promote progress of disadvantaged pupils

### Suggestions for further improvement

- Continue to work on strategies to improve the attendance of disadvantaged pupils
- Develop strategies to improve learners' resilience in order to facilitate progress
- Consider introducing a whole school policy of 'sit where you learn'