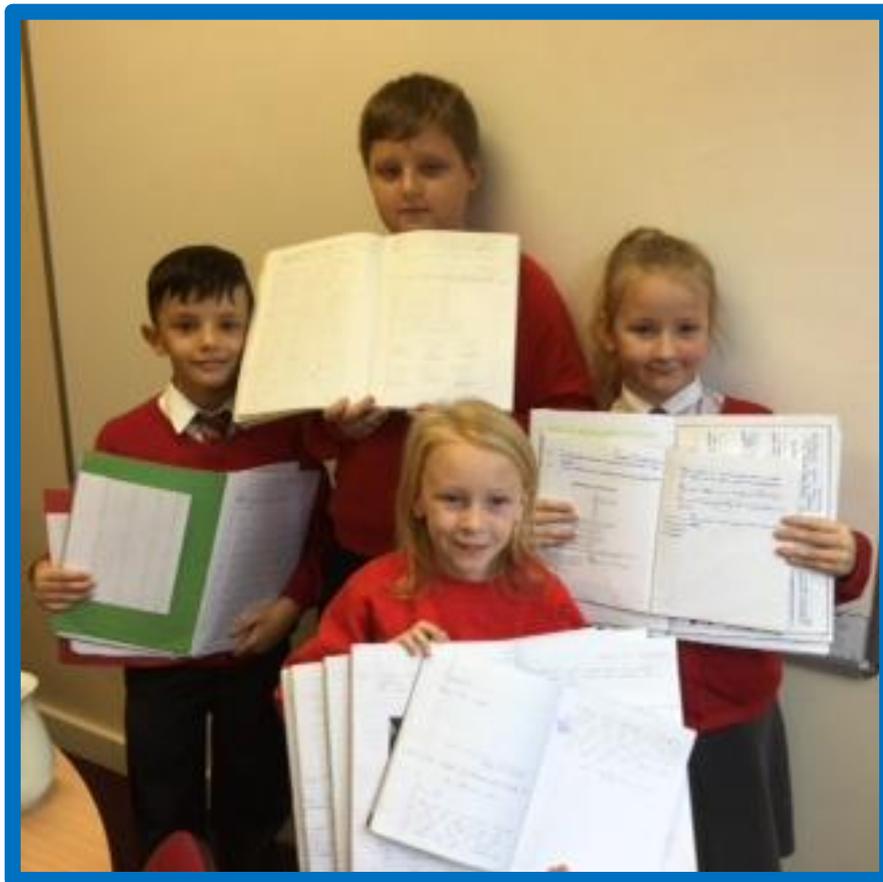




Pupil Premium Review

Autumn, 2015



*I can't choose
which is my best
work - I really
like it all!*



Pupil Premium Review Report

School: St Ursula's Catholic Junior School

Date: 27.11.15

Reviewers:

Olivia Paton, Maria Catchpole

Headteacher:

Clare D'Netto

Chair of Governors:

Kathy Smith

Lead Governor for Pupil Premium:

Eda Niland, Kathy Smith

Pupil Premium Co-ordinator/Lead:

Victoria Balcombe, Clare D' Netto

School's Pupil Premium Profile

| | |
|---------------------------------------|-----------------------------------|
| Total number of pupils in the school: | 241 |
| Number of PP eligible pupils: | 60 |
| Amount per pupil: | 57 @£1,320; 2 @£1,900 and 1 @£300 |
| Total Pupil Premium budget: | £79,340 |

Summary context

Ofsted Data Dashboard 2014:

The data indicates that the gaps are closing in attainment and progress within the school and compared to the national average:

- 100% disadvantaged pupils achieved expected progress in writing and mathematics;
- 89% disadvantaged pupils achieved expected progress in reading;
- 100% disadvantaged pupils achieved Level 4 or above in grammar, punctuation and spelling; reading, mathematics and writing

A letter (dtd 26.1.15) from the Minister of State for Schools, David Laws congratulating the school on closing the gap in terms of attainment and progress since 2011 as they are highly effective in educating disadvantaged pupils.

School's data indicates a gap still exists in Years 3, 5 and 6 and this is a focus on Cohort Actions Plans.

Key questions for the review:

Policy and Planning

- *What are the school's principles and practice which underpin the school's approach to the deployment of Pupil Premium Grant funding and support for disadvantaged pupils?*

Leadership and Management

- *What processes are in place relating to the responsibility for the deployment of funds, overseeing of identification processes, intervention programmes and the monitoring and evaluation of impact?*



Identification of needs and target setting for improvement

- *What systems and processes does the school have in place for identifying the needs and barriers to progress of disadvantaged pupils and setting targets for improvement?*

Key questions for the review:

Improvement planning

- *How are the needs of under attaining and/or under achieving disadvantaged pupils addressed?*

Provision

- *How are the interventions chosen by the school to address identified needs?*

Monitoring processes

- *How does the school monitor the appropriateness and effectiveness of planning and provision and in tracking the progress of performance of disadvantaged pupils?*

Parents and carers

- *How does the school engage the involvement in supporting the learning needs of parents and carers of disadvantaged pupils?*

Professional Development

- *How does the school improve the skills of all staff in the school to ensure that all are aware of and able to implement best practice in supporting disadvantaged pupils?*

Impact

- *How does the school analyse and evaluate the impact of provision and interventions to improve outcomes for disadvantaged pupils?*

Reporting

- *Does the school meet the statutory requirements for reporting the deployment of Pupil Premium Grant and its impact?*

Evidence sources used during the review

Evidence was gathered from:

1. Discussions with pupils sharing work their favourite piece of work;
2. Discussions with Head Teacher and Deputy Head Teacher;
3. Discussions with the Chair of governors and a foundation governor;
4. Discussions with teacher and TAs;
5. Book scrutiny;
6. Raiseonline;
7. Ofsted Inspection Dashboard;
8. School self-evaluation;
9. Individual pupil premium records;
10. Class reviews of pupil premium;
11. Pupil Premium profile on website;
12. Letters to parents;
13. Letter from David Laws, Minister of State for Schools



Strengths

Through analysis of data (Raiseonline, teacher assessment) the leadership and management team effectively use self-evaluation to identify the barriers to learning and identify underperformance against national outcomes for disadvantaged pupils. They recognise and respond to the performance and needs of pupils by setting out the action planned to improve the performance of these pupils through the use of targets which are viable and measurable. Targets are set at whole school, group and individual levels. Individual targets are also shared with parents and carers.

The leadership and management team, including governors require all staff to take responsibility for improving the performance of disadvantaged pupils. The SLT has a clear understanding of 'what works' (e.g. based on Quality First teaching and Sutton Trust Toolkit) as intervention and support arrangements for disadvantaged pupils are appropriate and effective (e.g. Brilliant Club and LAMDA). They hold teachers to account to know their disadvantaged pupils and understand their role in ensuring that the impact of disadvantage is minimised. Regular progress meetings are held with all staff to discuss progress made. The SLT and governors regularly monitor and evaluate actions plans and revise where appropriate.

Monitoring systems include analysis of current and historical performance. Tracking systems enable the progress of disadvantaged pupils to be monitored regularly and sufficiently frequently to allow provision to be amended if necessary. There is evidence that the progress of disadvantaged pupils is at least in line with or better than that of other pupils. There is evidence that the gap in attainment between disadvantaged pupils and other pupils is narrowing (due to accelerated progress of disadvantaged pupils, not lower outcomes for other pupils).

Information about the amount of Pupil Premium Grant received by the school, how it has been deployed and outcomes for disadvantaged pupils compared with those for other pupils is published on the school website. A fully costed report is provided to the governing body on the progress and attainment of disadvantaged pupils and the impact of interventions at least once a year. All stakeholders are informed about the school's performance in improving attainment and progress for disadvantaged pupils.

Areas for development / recommendations

1. How are disadvantaged pupils involved in reviewing their performance and in setting targets?
2. When discussing the impact of interventions, all staff to give clear and concise explanations, e.g. using examples to illustrate their answers and as a way of not repeating the same explanation.



Next steps for the school

1. To extend pupil involvement when setting targets.
2. Pupil Premium lead to work with less confident staff on putting across information clearly and concisely.
3. To share good practice with other schools

Proposed date for the follow-up evaluation visit next term

1. To be arranged with the Head Teacher by the end of autumn term.