The Arch Alliance

Aspire - Reflect - Challenge

National Teaching School
designated by

National College for
Teaching & Leadership

PUPIL PREMIUM REVIEW

School: Brimrod Community Primary School (Rochdale)

Headteacher: Stuart Perkins

Date of Review: 28th March 2018 / 25th June 2018/ 12th July 2018

Reviewers: Gill Sarginson (NLE) on behalf of:

The Arch Alliance Teaching School

Number of Pupils Eligible for Pupil premium in 2017/18 : 67 pupils / 30%

Funding for Pupil premium 2017/18 : £83, 160

CONTEXT OF THE SCHOOL

Brimrod Primary School is an average-sized primary school. The vast majority of pupils are from ethnic minority groups with most being of Pakistani heritage. The proportion of pupils who speak English as an additional language is high. The percentage of disadvantaged pupils, who are eligible for the pupil premium is above average. Pupils who have special educational needs and disability is below national average.

In 2017 Brimrod met the floor standards, which are the minimum expectations for pupils' attainment and progress.

Brimrod Primary School had its previous Ofsted Inspection on 18th November 2014 where it was judged to be a Good school. The school has undergone significant staff changes since this inspection, including a change of headteacher and leadership team.

Areas of improvement stated in Ofsted School Report that have relevance:

- Improve the quality of teaching to outstanding in order to raise standards and achievement, including in the early years by: - ensuring tasks and activities set for pupils consistently challenge them to do their best - extending the good practice seen in the marking of pupils' workbooks in literacy to other subjects.

- Improve progress and raise standards in reading by: - ensuring there is more adult support available to pupils during reading sessions - providing a greater focus on reading in classrooms and in shared areas of the school.

- Extend the monitoring role of middle leaders, including in the early years, so that they have a greater impact on the achievement of pupils and whole school improvement.

The headteacher reported that the Local Authority are very pleased with the schools progress and the improvements leaders are securing.

Teachers and leaders are committed to school to school support and work closely with the IPLCN collaborative on school improvement; taking an active part in a variety of networks and activities.

The headteacher and leaders at the school are determined and diligent in their approach to improving outcomes for pupils at all stages of development. The school is rightly proud of its many successes some of which are: a rapidly increasing GLD in early years narrowing the gap between school and national. Early indications that there are some impressive gains in 2018 early years outcomes.

Progress of disadvantage pupils at KS 2 is lower than all children in the school but higher than national in reading, writing and mathematics. Progress of all children and disadvantaged pupils in mathematics at KS 2 was a strength in 2017.

Attainment of disadvantaged pupils at KS 1 in reading, writing and mathematics is higher than other pupils in the school.

There are however, areas that require continued targeting:

At KS 2 reading attainment for the disadvantaged children and all children is below national. Early indications are that the gap between school and national is rapidly closing with an 11% increase according to unvalidated 2018 outcomes.

There is an increasing trend in Persistent Absence (PA's) which is above national. Leaders are aware that a significant number of PA's are from disadvantaged backgrounds.

Recommendations:

- Ensure quality first teaching for all pupils to promote continued progress for pupils with a focus on Key Stage 1 to build on the improving high outcomes at the end of EYFS.
- Ensure challenge for disadvantaged pupils to accelerate learning in order for a greater number to achieve greater depth at the end of Key Stage 2.
- Improve attendance levels to lower persistent absence rates.

CURRENT RATIONALE AND TARGETING OF FUNDING

The rationale for spending the pupil premium funding is underpinned by the provision of good teaching and learning opportunities for all students. The funding is used to give priority to and direct opportunities to those with entitlement to meet their specific needs and ensure that those in receipt of pupil premium improve their levels of attainment and progress thereby closing the gaps with their non-pupil premium peers.

Brimrod Primary School currently uses its pupil premium funding in the following ways:

- A major focus of support is based upon the development of speech and language through the employment of speech therapist in early years. Leaders are committed to addressing the poor levels of literacy and communication on entry into EYFS.
- Funding for disadvantaged pupils to attend breakfast club is taken from the pupil premium funding and this needs to be tracked more closely to measure impact.
- Disadvantaged pupils from Year 2 upwards are supported by an additional teacher providing small group tuition both in and outside the classroom.

The school has a good distributive leadership model; one member of the staff has overall responsibility for steering the effective use of the pupil premium funding and there is a nominated pupil premium governor. Staff are fully aware of who their pupil premium pupils are.

The pupil premium statement on the website has not been reviewed when checked.

Recommendations for pupil premium strategy:

- ◊ Add detail to in-school barriers.
- ◊ Focus on learning outcomes with specific links to barriers.
- ◊ Link barriers, outcomes and actions – clear thread to enable leaders to evaluate impact.
- ◊ Break funding down into smaller identifiable component parts to measure the effectiveness of the spend.
- ◊ Pupil premium is fiscal and therefore should be devised in April and reviewed in September (twice per academic year)

ANALYSIS AND REMOVAL OF BARRIERS

Brimrod Primary School is undertaking many changes to curriculum approach at present. There is a new thorough assessment tracking system in place which clearly identifies groups of pupils and their specific learning needs. This is supporting teacher's understanding of year group expectations and improve assessment for learning. Teachers are using assessment to ensure teaching is differentiated sufficiently to support learning within classrooms.

Writing is being developed through talk for writing, success criteria, non-negotiables and direct scaffolding.

The school uses pupil premium funding to employ a speech therapist who is working in EYFS.

Recommendations:
- ◊ To use the EEF Toolkit (direct link found at the back of this document) to ensure that cost effective and measurable proven interventions are used to support pupil outcomes
- ◊ To use the EEF evaluation toolkit (direct link found at the back of this document) to ensure the correct approaches are being used for pupils in school
- ◊ To use the EEF Family of Schools database (direct link found at the back of this document) to ensure collaboration between schools facing the same challenges

HOW DOES PUPIL PREMIUM FUNDING MEET PUPIL NEEDS?

The review included meeting with school leaders and staff. A speech and language session was seen and pupils were actively engaged throughout. Pupils' responded confidently and participated fully. They are keen and enthusiastic. Regular ongoing assessment is used to track progress and review targets. Groups of pupils receiving specialist support are fluid and reviewed regularly.

Leaders and staff talk highly of the positive impact the speech therapist has had and have seen a marked difference in the confidence of pupils as well as a sharp rise in measured outcomes.

Sessions are clearly monitored and a link teaching assistant has been trained to rehearse and embed the skills the children have gained during speech and language sessions. Staff and leaders comment that this has been fundamental to the success of the speech therapy since "children are immersed in targeted vocabulary". There is a holistic approach and commitment to developing language across the EYFS unit. School leaders are building capacity and sustainability in training teaching assistants to support this work. Plans are in

place for the good practice developed in EYFS to be taken across KS 1 in the next academic year.

The pupil premium reviewer met with the learning support teacher who was able to demonstrate impact thorough record keeping and assessment data. This targeted teaching is bespoke and responsive to need. Regular discussion with teachers and tracking data is used to identify when pupils need additional support. Small group tuition away from the classroom enables children to rehearse key skills and overcome difficulties with specific learning objectives. Alternatively, the teacher may work in the classroom alongside pupils and the class teacher to ensure skills acquired in small group teaching are applied. All pupils eligible for pupil premium funding benefit from this additional teaching. More able pupils, including those on track, work in smaller groups to extend their learning. Pupils enjoy these extra lessons and talk positively about how beneficial they are. Pupils tend to work on worksheets which are filed and kept by the teacher. Progress over time was difficult to analyse.

Recommendations:

- Extend speech and language work into Year 1.
- Use separate exercise book (one per child) to record and store pupil work in order to analyse progress.

GOVERNOR INVOLVEMENT

The school's website includes a pupil premium statement outlining the purpose of the funding and how it intends to use it to support entitled pupils. This sets out key priorities for spending and what it expects to achieve as a result. Currently, the statement has not been reviewed and some aspects could be clearer. This has been discussed and the reviewer worked with the headteacher to update the statement. A new pupil premium strategy has now been uploaded with identified barriers and specific outcomes reviewed.

Brimrod Primary School does have a pupil premium designated governor, which is good practice, but the reviewer did not meet them.

Recommendations:

- Governors to challenge the data in relation to pupil premium pupils.
- Governors to ensure they evaluate the success of the pupil premium expenditure.

EVALUATION AND IMPACT – DRAFTING ACTION PLAN

This health check on pupil premium does not include a return visit. However, there are ways in which the school can ensure that they are continuing to be effective in their use of pupil premium. Ensure regular checks on pupil outcomes against specific targets set. Pupil premium targets can be threaded through Performance Management for school staff. Bi-annual review of pupil premium will ensure the fiscal and academic cross over period. Governors are instrumental in ensuring that the expenditure and evaluation are clearly defined and published on the school website.
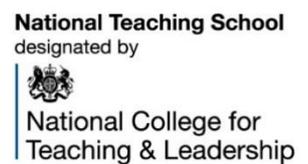
Recommendations:

- Evaluate the interventions funded by the pupil premium as a minimum bi-annually in the school year to determine if the desired impact is being achieved.
- Review the current spending plans in the light of the evaluation of the previous year's impact and the needs of the pupils with entitlement.

- Explore the Family of Schools tools on the EEF website to examine how the school compares to other schools in the same family.

Brimrod Primary School knows its pupils and families well. It has highly effective tracking and monitoring processes in place, which it uses strategically to identify and provide effective support to overcome barriers to progress. Implementing the recommendations within this pupil premium review will assist to enhance the many positive aspects, which are working well within the school serving its pupils and families effectively.

Report Produced 20th July 2018

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Useful links and resources

When reviewing how pupil premium funding is currently spent, school leaders and governors will find the following documents and sources of evidence invaluable:

- The EEF toolkit provides details on the effectiveness and cost-effectiveness of a range of interventions, and the evidence base that underpins them. The EEF evaluation toolkit helps schools to understand which approaches might work best for their pupils. The Families of Schools database is a tool to help facilitate collaboration between schools facing similar challenges to help them learn from one another.

- Ofsted's Jan 2013 report, The pupil premium: how schools are spending funding successfully summarises successful and unsuccessful approaches to pupil premium use. The accompanying analysis and challenge toolkit helps schools to identify where there are gaps in attainment between disadvantaged pupils and others. An update on the progress schools have made using their pupil premium funding to raise achievement for eligible pupils was published in July 2014.

- The Pupil premium Awards website provides an inspirational insight into what successful schools are doing with their pupil premium.

- Making Best Use of Teaching Assistants, published by the EEF, and Teaching Assistants (TAs): a guide to good practice by Oxford Primary are essential reads that will help to ensure the effective deployment of support staff.

- Sir John Dunford's 2014 article, Using the pupil premium effectively: an evidencebased approach to closing the gap from the Teaching Leaders Quarterly (Spring 2014 edition) is helpful reading for middle leaders, who have an important contribution to make to the effective use of the pupil premium as well as his Tenpoint plan for spending the pupil premium successfully.

- NFER's research Supporting the attainment of disadvantaged pupils focuses on schools that are successful in raising the attainment of disadvantaged pupils, as well as those who aren't so successful (see figure 1 below).

Department for Education

What are the most effective ways to support disadvantaged pupils' achievement?

nfer
Evidence for Excellence in Education

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.

6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.

7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites: http://www.education.gov.uk/researchandstatistics/research and www.nfer.ac.uk/publications/PUPP01

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