Using evidence to Improve Pupil Premium Outcomes

BENCHMARKING & REFLECTION TOOL

Federation of Follifoot & Spofforth CE Primary Schools
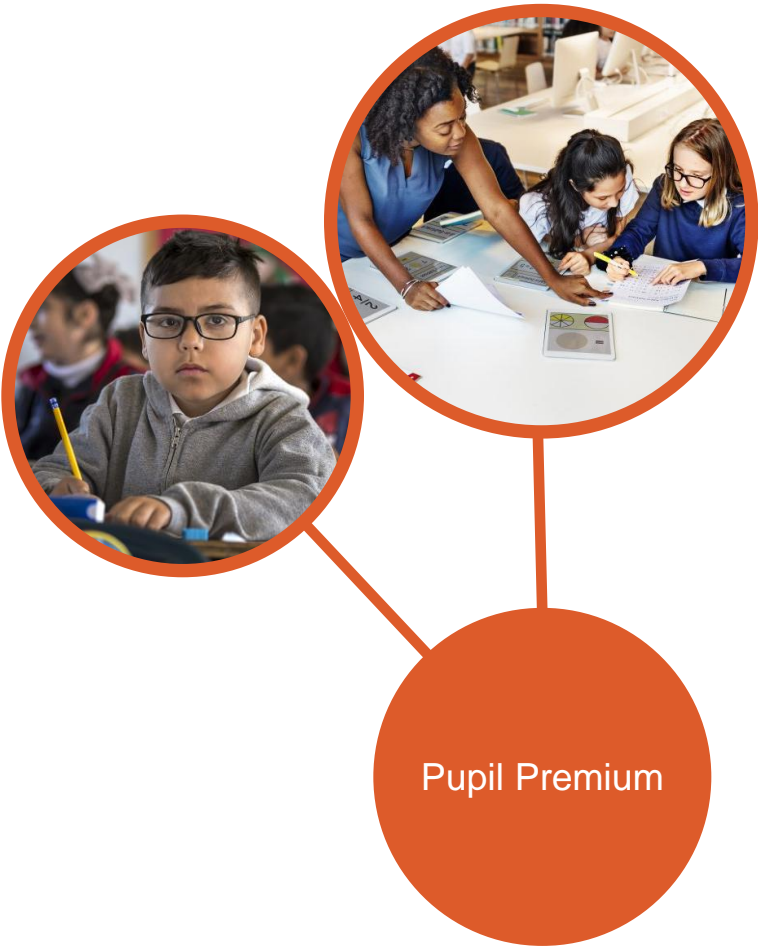
Pupil Premium

How to use this:

The goal of this document is to:

- Capture your initial reflections on how effective your current Pupil Premium strategy is
- Provide a space for ongoing reflections, progress and next steps throughout the programme.

Building blocks	Ineffective	Improving	Exemplary	Evidence

Ineffective: there is no/ very limited evidence of this in your school
Improving: there is some evidence of this in your school
Exemplary: there is extensive evidence of this in your school

Outcomes of the effective use of the Pupil Premium

1	**Expectations are high for all pupils.** *Regardless of prior attainment and FSM status, leaders, teachers and non-teaching staff are committed to the academic achievement of all pupils.*
2	**Data is used to identify tightly focused improvement priorities.**
3	**Appropriate evidence-based programmes and teaching approaches are used to address the root causes of underachievement.**
4	**School leaders train and support staff to deliver and sustain quality first learning for all pupils.** *Professional development for teachers is prioritised.*
5	**There is a long term, well-specified, stage by stage, plan for Pupil Premium spending.** *The plan takes into consideration the pastoral, academic, curricular and extra-curricular needs of individual pupils.*
6	**Schools set clear outcomes for the impact of Pupil Premium provision and monitor progress and quality using robust and pragmatic measures.**
7	**Pupil Premium provision aligns with the school's overall mission, goals and whole school strategy.** *These support a leadership environment and school climate that is conducive to changing practices across the school.*

1	**Expectations are high for all pupils.** *Regardless of prior attainment and FSM status, leaders, teachers and non-teaching staff are committed to the academic achievement of all pupils.*

Building blocks	Ineffective	Improving	Exemplary	Evidence and Reflections
Leaders, teachers and non-teaching staff are ambitious for the academic attainment of all pupils, regardless of starting points and the challenges they face.		✓		Vision, values and mission statedment of the federatiuon and draft curriculum statnet of intent cl;early refdference high ambition for all regardless of background. These are referred to thorught the year and referenced in all key polcies. Currently cyle of evaluating core policies and practices against vision and values e.g. homework.
Improving outcomes for disadvantaged students is a whole school priority regardless of the proportion being low or high.		✓		One of 5 key SD priorities for 2018-2019 and referenced within some of the other four although this could be more explicit.
School leaders set goals and benchmarks against the highest performing schools rather than setting limits on what disadvantaged pupils can achieve.		✓		Use of FFT 5, 20 and 50 targets in target setting approach (see targets and tracking document).
Disadvantaged pupils and their families are held in positive regard.		✓		Strong and clear expeatction all children and their families are held in high regard and treated with dignity and respect. Modelled by leaders, reflected in policies and practice e.g. parent consultation gide for staff, managing more difficult conversation training. Swifty action to address where practices can be imprkved e.g. wording regarding contributions and consent.
Staff have a shared language around high expectations - no use of limiting language eg. "low-ability", "bottom set".		✓		Mastery training developing staff understaindg of not using LA MA HA. Training from Lois Add regairfndg all children having need. Planning does not require or request reference tio ability groups – focus is on needs of different groups in order to achieve.
There is a good understanding of the challenges of growing up as a disadvantaged young person and the implications of this to classroom practice.		✓		All staff contribute to idenuyfying common barriers as described in PP staregy document, these feed intot he staregy approaches employed by the school. Compass Buzz L1 training developed staff understaidng of risk and protective factors. Recent vulnerabilitry audit and move to use Schiolarpack to capture and share more effectively.
Disadvantaged students do not work disproportionately with less qualified/ experienced staff.		✓		Planning evidences typical use of support staff which typically invoves support with enhacing qauloty first teacfhing within classroom setting. Withdrawl is rarely used.

Statement				Evidence
Staff discuss expectation in terms of age-related expectation, not just progress.		✓		Assessment and tracking practices and expwectations clearly alling school based internal assesmewent and tarcking aligns with national expewctations. Use of FFT.
Pupil Premium is used to continually challenge and extend higher attaining disadvantaged students.		✓		All PP children and their needs considered as individuals including cocnultion with parents. Examples of higher attaining practices for pupils consider BR (Yr6 2018) BW (current Yr 4).
Disadvantaged students are on a trajectory to access KS5.		✓		Mastery and high expectations.
Stakeholders understand and comprehend the relationship between academic achievement and self-esteem.		✓		Federation guiding prionciples (specifically principle 4). Also see vision and values and currioculum intrent.
Every student has an advocate to support them towards ambitious goals.		✓		Federation class structure of all children having a named class teacher. Most vulnerable pupils also would typically have named additiomal adults. Typoiucally teaching children for two years enables staff to build good relationships. Small school means staff know children beyond their own classes well.
All students have access to high quality teaching, language, social skills.		✓		See planning.
Pupil Premium strategies prioritise pupil attainment.		✓		See strategy docment and target setting docujment (specifically idnetfies how many disdavatged learners should achieve ARE)
Lessons challenge pupil assumptions and enhance cultural capital.		✓		Focus and training on better understaidng knowledge associated with learning. Lessons challenge stereotypes and miscncpetions and or assumptions e.g. girls sports and boys sports
Where additional support in core subjects is required, this is additional and extra to the wider curriculum.		✓		Managed so that its never same subject or area continually missed. Try to make use of extended school day to achieve additional support e.g. breakfast club maths, after school tuition,. Easter club, Sport numeracy sessions in school and holiday periods.
Senior Leaders discuss the needs of students on an individual level.			✓	See watch lists. Disadvantaged leaerners discussed in PM. Leaders know families. Well. Persnliased leytters at the start each year to outline opportunities for parent involvement (PP allocation of funds).

2	Data is used to identify tightly focused improvement priorities.

Building blocks	Ineffective	Improving	Exemplary	Evidence and Reflections
Data is a key driver for PP strategy.		✔		Tracker allows easy identification. Anaalysis considers this group carefully comparing with non disdavanatged. Care is taken wjhen drawig consultiosn due to very small cohorts that are not statsictacally significant. Comparisons with national can be drawn via comparative judgement and GL assessment data. The analasusi of this could be better shared with staff
Multiple sources of data are gathered and analysed routinely and effectively to inform strategic planning and pinpoint areas of focus.		✔		Data used to create watch list – taken form teacher assesswment – GL data and CJ data. Next step – consider how we capture what is being done or could be be firtehr done to suppoiret development of disadvatanged not on watch list – possible additional section on watchlist to capture support for actual or potentially more able disadvatanged.
Barriers to learning identified are not just academic. There is a multi-faceted approach to ensuring students overcome barriers to developing the skills and experiences necessary for accessing future opportunities. However, where Pupil Premium money is spent on activities outside the classroom, there is a clear rationale for doing so.		✔		Barriers and tsragey as idemffied in the PP starfgey document. Could make btter use of aba,aysis of riask and prtiective fators and SPack Vun list to more staregically id need and therfor ensure even more effective targeted approaches.
School leaders set goals and benchmarks against the highest performing schools rather than set limits on what disadvantaged pupils can achieve.		✔		FFT targets RWM Learnibhg from recognises high perfmorming schools such as Rosendale via networks, training and wider reading.
There is a clear understanding of how socio-economic disadvantage impacts outcomes and there is a strategic plan to identify solutions.		✔		PP staregy statement
Self-evaluation is rigorous and honest.		✔		Yes see this audit.

3	Appropriate evidence-based programmes and teaching approaches are used to address the root causes of underachievement.

Building blocks	Ineffective	Improving	Exemplary	Evidence and Reflections
Data is a key driver for selection of evidence based programmes and teaching approaches.		✔		Developing more staregic approach tyo using evidence based programmes this has tyopically been for pupils with Id SEND – this could be extended further to be used more fefctigvly with distadvbatanged learners.
Interventions are strategically selected to target key issues.		✔		As above
Teachers and leaders are willing and able to make connections between barriers to learning and how these present in the classroom.		✔		Staff awareness and knowledge of their children. Universal approaches to coomon barreirs such as using nomination to ensure questioning is targeted and all pupils are expedcted by respond.
Schools engage with and deploy research evidence on best practice for disadvantaged learners.	✔			ACceesing trainibg such as the three day programme to imprkve this area. Staff signining up to reardrch newsletters

4	**School leaders train and support staff to deliver and sustain quality first learning for all pupils.**
	Professional development for teachers is prioritised.

Building blocks	Ineffective	Improving	Exemplary	Evidence and Reflections
Purpose of PP funded activity should be to ensure disadvantaged pupils are accessing consistently high quality learning opportunities.		✓		Training from Louis Addy, previous training based impact of attachment. Regular ongoing training e.g. curriculum work during 2018-2019 improveing quality first teaching for all. Universal provision clearly ideified in core ateas such as learning cognition and SEMH
Interventions/ programmes are given a time-frame and clear success criteria.		✓		Clear for SEND – inclusion passports and watch lists – better extend to all disadavated including more able.
School leaders are building the capacity of leadership teams for mentoring, coaching, planning, monitoring and evaluation.		✓		Senior leafder not HT attending this programme and will; be leading on meta cognition project ?????????? Senior leader FF leading on curriculum ddvelopment. Shared subject leadership acorss federation. Professional coaching is avalioable to all staff.
The highest priority for PP spending is on ensuring high quality learning in every lesson.		✓		Yes see 1.6 teachers Sp 2018-2019 plus additiponal adults other classes and 3 classes at FF where 2.5 or 2.0 would be legally compliant and would represent a more typical model
CPD is used to develop and improve teaching and learning.		✓		Anuial patrtern of INSET and staff meetings. Could aim to make clearer links to imprveing practice for disadvantaged.
CPD is targeted and focused on an area of development; with pupil need in mind/targeted at the needs of vulnerable pupils and their gaps in learning.	✓			Small pockets as per three day senior lerader training and some TA training however this could be more staregciually planned and more wiode ranging.
CPD is compliant with the Professional Standards for CPD and aligned with the best evidence on effective teaching and learning. For example…		✓		Recent work and training on curriculum development ios based on understaidng of cognitive psychology and knowledge of memory.

5	**There is a long term, well-specified, stage by stage, plan for Pupil Premium spending.**
	The plan takes into consideration the pastoral, academic, curricular and extra-curricular needs of individual pupils.

Building blocks	Ineffective	Improving	Exemplary	Evidence and Reflections
Pupil Premium strategy is based on a whole school approach; solutions are not just a single initiatives confined to isolated pockets of the school, instead they are a range of different strategies that reflect the complexity.		✓		See staregies over time e.g. use of learning conversations, tuition etc
Pupil Premium funded activities must specifically target barriers to learning faced by individual students.		✓		See staregy statement including barriers
PP targets "readiness" for next stages of life and learning to ensure that pupils access opportunities beyond narrow academic outcomes: cultural literacy.		✓		See range of staregies that are designed to support acadmec and social and wider curriculum development.
Pupil Premium strategy is implemented across the school in a structured and staged manner.		✓		Yes as per staregy statement however ACTION – create annual planner that describes giving time frames key actions for staff to undertake in relation to disadvantaged learners.
Adequate time and care is taken in preparation for implementation.			✓	Clear cycle and expectations re planning for changes and irpkevemtns including where necessary cosultsiona nd approval fropm governors.
School leaders recognise that not all students eligible for Pupil Premium face the same barriers and challenges.		✓		Clewarly stated in policy

| 6 | Schools set clear outcomes for the impact of Pupil Premium provision and monitor progress and quality using robust and pragmatic measures. |

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Robust quality assurance and impact evaluation processes are in place to ensure success for disadvantaged learners.		✔		Tracked well via data and discussed in pupils reviews. Adding to watch list all disadvaagted with focus on impact and evliation will strengthen this.
When the Pupil Premium is spent, school leaders can state the desired impact and outcomes in measurable terms.		✔		Yes see staregy document. Some time sthis is easier e.g.X% to achieve WA in writing. Not always as easy with less tangible outcomes e.g. social skills, confidence, self belief. Howveer beginning to use CBuzz res framework at S Pack vun indicators may assist with setting more measurable targets for children in these areas.
A plan for robust evaluation of the Pupil Premium is decided upon at the planning stage.		✔		Strategy statement has success creteria and is evlaityed aually but this could be more robust including more frequent re visits and involve staff and pupils feedback.
Schools understand the difference between monitoring and evaluation.			✔	As described in M&E policy. See evidence from M&E forms that clearly evidence the difference being understood.
Goals for outcomes are specific, time limited and ambitious.		✔		See development plans.
Schools avoid making causal links between individual activities and end of key stage results.				Yes. See specific targets ser.
Schools do not over-rely on end of year tests/ GCSE results as a measurement of effectiveness of interventions (correlation/causation).		✔		Focus on TA, evidenced in tracking system and assessment policy. Focus on balamced reports at end of year focusing on effort and attiutdues as well as outcomes.
There is a clear process/es for internal quality assurance and frequent milestones.		✔		See M&E of SDP
Evliation and monitoring frameowkres enavbles school leaders to make necessary adjustments so that there are no suproses at the end the yeat.		✔		Watch list updates termly. Pupil prpgres reviews discussions. Termly update of tracking document. PM cycle.

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Schools have a collective, shared vision and ambition for disadvantaged pupils that recognises that academic attainment is necessary, but not sufficient for success.			✓	See mission vision Federatyioon principles and curriculum statement of intent.
School leadership have a clear direction and strategy for the culture and values of the school, underpinned with a plan to bring it to life.			✓	As above and see SDP
School leadership have a plan for investing in staff, students and the wider community.		✓		Strong culture e.g. commitment to acoaching – however this could be clearer with staregy and SDP. Strong links wit community groups e.g. Church.
The whole school community is engaged with the school's mission statement.		✓		High levels of enagagement and support with school activities perofrmmaces, services, events, consultations.
Pupil Premium strategy dovetails clearly with / is at the heart of the overarching school development plan: clear sense of how PP funded activity works towards achieving the school's overarching improvement aims.		✓		Strong correlation. Hpowveer could update policy to directly describe how vision is impleted spefically in relation to PP policy and provisio for disadvanged pupils
Pupil Premium is an important item in staff meetings.	✓			Not unless this is the focus. ACTION consider how we could (in meaningful manner) achieve this.
Pupil Premium students are making tangible progress year on year		✓		See date reports.
Middle leaders/ leadership implementation teams are critical in ensuring that strategies are actioned in the classroom consistently = they are critical for internal QA.		✓		Senior and midedle leades working collectively given smnall school cntext. ACTION – greater links between staregy and classroom implementation e.g. changes to wtachlist as outlined in sections above.

		✓		
PP is integrated into senior and middle leadership roles - sufficient capacity to monitor, evaluate and quality assure PP funded activity.		✓		
Leaders and teachers are consistent in upholding the school culture, and embody the culture and values of the school as models to the students.		✓		