



**Inspiring Futures
Through Learning**

Pupil Premium Review Report for Stafford Leys Community Primary School

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Stafford Leys Community Primary School Pupil Premium Review

Stafford Leys Community Primary School was reviewed to analyse the quality of provision and impact for Pupil Premium children within the school. Their Ofsted inspection in April 2018, stated that an external review of the school's use of pupil premium should be undertaken in order to assess how leadership and management within this aspect may be improved.

The following summary report is intended to provide Stafford Leys with the basis of clear actions that they can swiftly introduce to ensure a rapid and sustained improvement in the attainment and progress of pupil premium (PP) children across the school.

The key findings were shared with the Head and Pupil Premium lead - the lead shadowed the review throughout the visit. Prior to the on-site visit, there was an initial desktop analysis reviewing the key information on the website (Pupil Premium published report, the latest Ofsted Report and key reported assessment data) to inform the possible lines of enquiry for the visit and establish the initial picture created by the school. The on-site review involved a range of activities and included interviews with a variety of stakeholders, including a variety of staff (Head, PP lead, key stage leads, teachers, teaching assistants, business manager and support staff), parent/carers and governors. The meetings with key members of staff who work with PP children helped to ascertain the level of provision and resource afforded these children and the impact this was having on learning.

Key School Context Information

Stafford Leys is a much larger than average sized primary school, with a 630 school capacity, who cater for pupils aged from four to eleven years of age. The pupils eligible for Free School Meals at any time during the last 6 years is 8.2% comparative to 24.9% national and therefore this is well below the national average. Currently, Stafford Leys report that they have 43 disadvantaged pupils on-roll, which is approximately 7% of the school population. The school's premium grant allocation for 2017 to 2018 was reported to be £57,400 which was a decline from the previous year whereby £80,250 was received. The amount anticipated for 2018 to 2019 is £61,000 and therefore the funding is broadly in line with the amount received in 2017 to 2018.

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Desktop Analysis

The desktop analysis demonstrates that Stafford Leys are currently not fulfilling their publishing requirements as they are currently in the process of updating their information and report. The lead is planning to use the findings and recommendations obtained from this review to inform this updating of the published information.

Stafford Leys do, however, have a range of other key information published on their website, including an action plan for 2017 to 2018 and 2016 to 2017, the latest Ofsted Report, post-Ofsted action plans and whole school data for 2017. The data and information available within published information demonstrates that value for money and impact, with effective use of the pupil premium funds, has not been secured. This is also highlighted within the Ofsted Report. The Pupil Premium Lead was clear this cannot continue and is determined to improve the quality of leadership and management within this aspect to urgently improve outcomes for disadvantaged pupils.

For the 2018 to 2019 published information, it is a priority they issue all the information required to fulfill compliance and they include specific, measured and quantifiable information to be able to demonstrate impact, with value for money evidenced consistently moving forward. The Pupil Premium Lead is clear this will occur and she will use the review to support this.

Summary of Key Data

Historical and current data demonstrates that there is a varied profile of Pupil Premium performance, both in relation to achievement and progress, across the school. Overall, the data continues to be indicative of their Pupil Premium pupils underperforming, both within attainment and progress, comparative to national and their non-PP cohort. The picture has improved for 2018 (unvalidated data) in many areas; however, the improvement needs to be more significant, rapid and sustained – this is fully acknowledged by the PP Lead who is committed to address this.

The School's 2017 data showed that the children did not make the required progress and the disadvantaged children were particularly negatively impacted upon whereby they achieved much lower than their peers and national, both within attainment and progress. 29% of disadvantaged pupils met the expected standard and 0% a high standard in reading, writing and maths combined, compared to 61% expected standard and 3% high standard whole cohort. Additionally, all pupils and disadvantaged pupils made well below average national progress but the disadvantaged children's progress scores were all lower than their peers: -5.4 in reading (compared to -3.7) , -8.2 in writing (compared to -4.7) and -4.3 in maths (compared to -3.5).

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Stafford Leys report that there has been an improvement with the unvalidated attainment and progress for their KS2 2018 cohort but they still recognise the need for this to continue to improve and concerns remain. This unvalidated data shows the disadvantaged pupils progress has improved since 2017 in reading, writing and maths:

- Reading -5.4 to -4.4
- Writing -8.2 to -3.8
- Maths -4.3 to -1.1

There is one pupil who is reported to have impacted on the progress scores by -1.6 in all subjects. Nevertheless, Stafford Leys are aware these are still below national and the non-disadvantaged peers are making more progress than the disadvantaged and therefore this needs to be addressed as a matter of urgency.

In conclusion, for reported KS2 data, both PP attainment and progress is much lower both nationally and compared to their non-PP counterparts. Therefore, diminishing the gaps and enhancing FSM6 progress and attainment remain a key priority for 2018 to 2019. This is fully accepted and recognised by Stafford Leys – the Pupil Premium lead demonstrated a determination and relentless desire to eradicate this for the upcoming year.

The schools internal progress data for 2017 to 2018 also demonstrates a varied profile for the pupil premium pupils in relation to progress, which is measured by those children who meet their attainment target. (For example, expected if ARE end of one year and reach ARE at the end of the following year). This data is as follows:

Year Group	Reading		Writing		Maths	
	Expected progress	Better than expected	Expected progress	Better than expected	Expected progress	Better than expected
Year 1 All	97%		80%		98%	
Year 1 PP (2)	100%		50%		100%	
Year 2 All	94%		86%		88%	
Year 2 PP (5)	60%		60%		80%	
Year 3 All	98%	11%	93%	15%	99%	15%
Year 3 PP (5)	80%	20%	80%		100%	
Year 4 All	95%	10%	91%	20%	90%	18%
Year 4 PP (10)	100%	10%	100%		100%	20%
Year 5 All	86%	8%	76%	9%	76%	5%
Year 5 PP (12)	92%	17%	92%	25%	83%	



This information shows that most PP children are making expected progress, although notably some are not. Additionally, only a few are making accelerated progress from years 3 to 6. (Please note in some cases the numbers of PP children are low and therefore caution needs to be taken when interpreting the data). However, some PP children are not making expected progress and more PP children need to be making accelerated progress to evidence impact and value for money for the PP premium. Again, this is fully accepted by Stafford Leys and the PP lead is committed to address this.

The target progress for all pupils and PP children for 2019 were also shared as part of the review. This shows that a few of the PP children are not targeted to make expected progress and only a few accelerated progress. It is recommended this is carefully considered as pupil premium funding key purpose is to promote accelerated progress to close the gap between PP pupils and their peers. (However, this could be due to the method currently used to measure progress.)

The Pupil Premium Lead reports that they have very recently implemented a new assessment tracking system which will enable more thorough, robust and accurate measuring and analysis of both attainment and progress. This is really important to support Stafford Leys to be able to interpret the data and use it to inform subsequent actions and interventions more effectively and efficiently. It is also recommended they reflect upon additional ways to measure and demonstrate progress of pupils working within the same attainment band.

Stafford Leys are planning to use this new tracking system to to analyse Pupil Premium comparative non-Pupil Premium 2018 attainment data. For example, KS2 and KS1 combined, reading, writing, maths and EGPS (age related expectations and for greater depth), years two and one phonic data and EYFS Good Levels of Development. This is recommended to determine impact and for identification of strengths and priorities moving forward. Additionally, Stafford Leys are currently collating their 2017 to 2018 attendance and persistent absence data, including vulnerable group analysis, which can subsequently be used to ascertain the most recent picture and analyse impact. It is recommended this information is then used to identify possible actions as appropriate.

On-site Visit

During the visit, the Head and PP lead openly and positively welcomed the review, with a clear desire to use it to the best effect - actively and openly reflecting on their own practice and identifying areas of development to enhance provision and rising of standards. The passion and the commitment of the new Pupil Premium Lead is unquestionable. Disappointment about their recent Ofsted grading was shared but

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this was clearly driving the Pupil Premium Lead to plan to address the concerns raised, especially for disadvantaged pupils. The lead demonstrated a 'no excuse' approach and recognised the need for significant change, including development of a whole school strategy for Pupil Premium, to ultimately raise standards. The lead's own self-evaluations of the current picture of PP accurately portrays the findings of this review; she identified many of the areas to improve at the start of the process.

The PP lead, whom is also one of three deputy heads, has only recently been appointed within this role since September 2018 and is clear her remit is to provide strategic direction and to drive improvement within PP. The passion and determination of this lead is evident – a strong desire to improve the provision and standards for disadvantaged pupils was consistently demonstrated throughout the review. She recognises the urgency of developing a whole school approach to Pupil Premium and driving this to rapidly improve their provision, support and their outcomes.

A range of staff were interviewed during the review – teaching assistants, teachers and leaders for EYFS, KS1, lower KS2 and upper KS2. All the staff demonstrated a strong and passionate commitment to improve life-chances for all children but they equally understood the importance of focus for the PP pupils. However, the staff awareness of the whole school PP priorities was inconsistent and therefore there are some missed opportunities to ensure all staff are working to the same goal with shared levels of accountability. All groups of staff, including the Pupil Premium Lead, shared that they feel they provide effective support for lower ability disadvantaged children, especially if they are SEND, but that promoting progress and achievement for middle ability and more able disadvantaged children, is a key priority for the upcoming academic year. They also feel that the profile for Pupil Premium needs to be raised and consistency of approach developed, including strategies and provision. It is a recommendation that a whole-school approach to eradicate the gap between the disadvantaged and their peers and national is created that encompasses quality first teaching, group interventions and personalised approaches. The school need to consider how they can measure and report the impact of key strategies and interventions quantifiably to ensure they evidence positive impact and value for money.

The staff further identified the need to understand the financial allocation and spend of Pupil Premium funds more fully, with a clear process to request money to meet specific needs of their pupils being implemented. However, the staff did feel they would and do request support for gaining resources and provision for the children but having clear process in place would enhance this. Additionally, many of the staff, including the PP lead, raised the need to ensure all possible children and their families are captured. The PP lead is clear that leadership needs to be strengthened to ensure

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staff awareness is raised and subsequently supported and held to account to ensure consistency of high expectations are secured.

The learning walk demonstrated a consistently calm, positive and welcoming environment was in place for all children. The disadvantaged children themselves were focused and intent on their learning. One new disadvantaged pupil stated they much preferred their new school as they were able to concentrate on their work and the staff were helpful when she did not understand something. The majority of staff were aware of their disadvantaged children and some were being targeted although it would be useful to consider how consistent this approach to QFT is across all lessons. New disadvantaged children, however, had not always been identified and therefore implementation of a whole-school approach to ensure sharing of this information immediately to all staff is recommended.

The PP governor has only been in place for two weeks but is very keen to quickly learn the role and ensure he is providing the appropriate challenge and support. A meeting with the PP governor and the Chair of Governors (who has been in this role a year) demonstrated they are aware of their accountabilities in relation to PP spend and the need to demonstrate impact and value for money. They acknowledge the need for the school to provide the approach information and reporting to enable effective support and challenge to occur. They, and the PP lead, understand the importance of this and all were keen to ensure this happened. It is recommended that comprehensive reporting, especially breakdown of key spend and impact are consistently reported to support the governors to fulfill their requirements in their entirety.

The business manager has a breakdown of spend and the vast majority of planned spend is within staffing. The PP lead and business manager understood the importance of ensuring that this funding is directly meeting all the disadvantaged pupils' needs, including the middle ability and more able, and this impact being clearly evidenced. The business manager could provide an additional layer of protection by being provided with greater opportunities to challenge and question the spend and how impact is being ensured. To enhance the effectiveness of the challenge for both the governor and business manager, the school would benefit from analysing the impact of the interventions directly linked to costs and sharing this accordingly. Sharing the PP expenditure breakdown and planned impact with the governor is also recommended.

Three parent/ carers were spoken to as a part of the review process. Two were positive about the school but one was concerned for the emotional welfare of her child. (This was quickly addressed by the PP lead straight after the meeting). The parent/ carers reported they would appreciate opportunities to be further involved

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within the use of the funding for their child/ children and would like to be more involved in the choice and allocation of support provided. Their awareness of both PP and spend was inconsistent; raising parental/ carer awareness and involvement in PP spend is therefore a target area. They voiced they felt the transition process for one teacher to another could be improved and they would particularly value more interventions and support to promote the children's emotional well-being.

The vast majority of the pupils spoke very positively about Stafford Leys and stated they enjoy coming to school. They shared they like the lunches, sports and representing the school (4 of the children and represented the school). However, within the discussion, it was revealed that only one of the eight children attended after-school clubs, despite Stafford Leys offering many of the clubs the children stated they would like to attend. Some of the children also expressed an interest in learning a musical instrument. The PP Lead will be following these things up to support their attendance to clubs and opportunities to learn musical instruments moving forward. The children like the staff and feel staff help them and they are confident to approach to ask for help. However, from their perspectives, teachers rarely work with them specifically or as a part of a group, to help them within their lessons. It is therefore recommended this is further explored by the PP Lead and promoted as a QFT strategy to further support these children within lessons.



Summary of Strengths and Priorities

Key Strengths

- The commitment and passion of the new Pupil Premium lead to improve standards and provision for disadvantaged pupils.
- Passion and desire to improve and using the review as a key opportunity to support their strategy moving forward.
- Accurately and critically evaluating their own practice, identifying key priorities to improve.
- Staff could talk knowledgeably about their children and are clearly committed to improving the disadvantaged children's life chances.
- New PP governor in place who is committed to PP and understands his and the governors' accountability for PP.

Key areas of Development

- Leadership to be strengthened to ensure consistency of high expectations and clear accountability for all staff are embedded across the school.
- For a whole school, proactive, consistent, cohesive and effective approach for tackling under performance of pupil premium children. Within Quality First Teaching, targeting of specific children, including within groups, to address gaps to be used consistently across the school.
- A whole school strategy for PP and accountability, with transparent allocation of funds and expenditure, ensuring clear value for money.
- For the performance gap within achievement and progress between the PP and non-PP children and other pupils nationally to be diminished and this to be consistent for all subject areas.
- To ensure 100% pupils make at least expected progress with the vast majority of PP pupils making accelerated progress.
- To further analyse all the 2018 data comparing Pupil Premium with their non-Pupil Premium counterparts and use to inform impact, strengths and priorities.
- To analyse PP attendance and persistent absence data, using to identify any possible actions as appropriate.
- To develop a school-wide culture of staff understanding of the PP priorities and driving improvement for all PP children, including the middle ability and more-able PP children, with clear systems of staff accountability in place.
- To implement a whole-school approach to inform staff of new disadvantaged children with speed and efficiency.

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- Clarity and empowerment for staff accountable for PP in relation to the allocation, spending and impact analysis of PP funds. To implement a whole-school process for staff to request funds to support specific needs of their disadvantaged pupils.
- To ensure the disadvantaged pupils are benefitting from the enrichment opportunities, for example clubs and learning musical instruments, on offer at Stafford Leys.
- To use current and pertinent research, for example The Sutton Trust-EEF research and tool, to support the range and quality of interventions most effective for the PP pupils within the school.
- To clearly demonstrate the measurable impact of key strategies and interventions directly costed with clear value for money evidenced.
- The 2018 to 2019 information to be published and ensure the report fulfils all requirements. For this PP statement to include measurable and quantifiable impact evaluations with costs directly linked.
- Parental/ carer awareness and involvement in pupil spend and support allocated to be raised and evidenced.
- To ensure all families entitled to the premium are captured.
- To evaluate current transition processes to consider if they can be tightened and made more effective.
- High quality of governance reporting within PP, including sharing the impact of interventions and strategies and reported in specific, measured and quantifiable ways, with value for money clearly evidenced.
- The governing body providing appropriate challenge and support in accordance to the effectiveness of the PP expenditure against outcomes to fulfill their duties and responsibilities in entirety.

