



**Inspiring Futures
Through Learning**

Follow Up Pupil Premium Review Report for Stafford Leys Community Primary School

29th January 2019

Auditors:	
Kimberley Kemp	Head of School Development for IFtL Trust
Quality Assurance: Sarah Bennett	National Leader for Education – Pupil Premium Chief Executive Officer for IFtL

School: Stafford Leys Community Primary	
Andy Kitchen	Head Teacher
Pupil Premium Lead:	
Karren Hardy	Pupil Premium Lead

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



Stafford Leys School Follow Up Pupil Premium Review

Stafford Leys Community Primary school was initially reviewed on 20th September 2018 to analyse the quality of provision and the impact for Pupil Premium children within the school. Key priorities were agreed and shared with the Pupil Premium Lead, Karren Hardy and they were included within a formal review report. At the request of the Head and the Pupil Premium Lead, this follow up review was arranged to evaluate progress according to the targets set in the previous review (20th September 2018).

The key findings from this follow up review were shared with the Pupil Premium lead and were agreed throughout the review period. The on-site review involved a range of activities and involved a variety of stakeholders, including staff, pupils and the Pupil Premium governor. Meetings with key members of staff who work with PP children helped to ascertain the level of provision and resource afforded them and the impact this was having on their learning. The following summary report is intended to provide Stafford Leys Primary School with a review of their previous targets and to ascertain the next steps from this point in time.

Desktop Analysis

Stafford Leys has a range of information published on their website which fulfills Pupil Premium compliancy requirements. There is an introduction to pupil premium funding included and links to access a range of reports from 2016 to 2017 up to the current academic year, 2018 to 2019. The 'PP spending impact 17-18' states the impact of the Pupil Premium objectives for the previous year although the impact statements could be further enhanced by including more specific, measured and quantifiable information.

Currently, Stafford Leys report they have 46 pupils eligible for funding which is 7.5% of the school population and is therefore significantly lower than the national average. The amount stated for 2018 to 2019 is £61,000 and the Pupil Premium Strategy 2018 to 2019 report includes the key barriers to future attainment and additional barriers, intended outcomes and success criteria. This could be further strengthened by stating clearly the cost allocated for each intended outcome, how the impact will be measured and ensuring the success criteria clearly state the planned impact consistently using specific, measured and quantifiable information. Stafford Leys also publish a detailed action plan which provides additional detail on the key objectives and actions to achieve, the success criteria, time scales, person responsible, costs/resource implications and the planned impact. Similarly, the impact can be strengthened by including baseline information and what the planned impact will be consistently stating quantifiable and measurable outcomes.

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



Summary of Key Data – 2018 outcomes

The data for 2017 and earlier is stated in the previous report but the data demonstrated a varied profile for PP children and gaps occurring within many areas.

The data for 2018 demonstrates the school's disadvantaged pupils are still underperforming compared to their peers within school and 'local authority other pupils' and that they are not making sufficient progress across Key Stage 2. However, there is an improving picture from 2017. In 2018, 42% of disadvantaged pupils met the expected standard in reading, writing and maths, compared to 29% in 2017 but no disadvantaged pupils obtained combined higher standard (same as 2017). 2018 progress scores also show an improving picture from 2017 with this moving from -5.4 to -4.8 in reading, -8.2 to -3.8 in writing and -4.3 to -1.1 in maths although further improvements remain a key priority.

For KS1, the school reports that 40% disadvantaged pupils met the expected standard in reading, writing and maths compared to 68% non-disadvantaged, 60% compared to 81% in reading, 60% compared to 72% in writing and 60% compared to 78% in maths. This is therefore indicative of the non-disadvantaged pupils outperforming the disadvantaged pupils. However, caution needs to be made when interpreting this data as the numbers of disadvantaged pupils are low (5 pupils). There were only two disadvantaged pupils in year one, one of whom passed the phonic check and one who did not.

Although in general there is an improving picture from 2018 from 2017, the school recognise this still needs to be further improved so the gap is eradicated, and accelerated progress is made for their disadvantaged pupils. The school demonstrates a commitment to continue to drive improvements within Pupil Premium standards. This remains a key priority for the school.



Review of previous targets from September 2018

Key Recommendations from September 2018 Report	Progress against the September 2018 recommendations
<p>Leadership to be strengthened to ensure consistency of high expectations and clear accountability for all staff are embedded across the school.</p>	<p>Good progress has been made within this recommendation.</p> <p>The PP lead has clearly worked very hard to raise the profile for Pupil Premium and ensure all staff are understanding their accountabilities for these pupils. The meetings with the staff, teachers and support staff, clearly demonstrated a much-improved understanding and knowledge of Pupil Premium, their role and responsibilities to improve standards and provision for these children and how to achieve this. There is a shared and understood vision by leaders and staff with a clear sense of moral purpose to achieve the best for these pupils with the need to diminish the gap, both within life chances and educational standards, being a key priority. The staff reported they feel more empowered to make a difference. The PP governor is actively involved and demonstrated a determined and relentless commitment to continue to improve provision and outcomes for these pupils.</p> <p>The PP lead is shortly commencing her maternity leave and another senior leader is holding this position during this time. The PP lead reports a tight transition plan has occurred to ensure this move from one lead to another remains as seamless as possible with the momentum of improvement continuing. The PP governor is fully committed and determined to ensure the improvements within PP continue to be driven and the pace is maintained.</p> <p>It is important this momentum of improvement continues at a rapid pace as, although there are clearly improvements which have been made, there is still much work to be done to embed and eradicate gaps. This is fully acknowledged by Stafford Leys and they report they are highly committed to continue this drive of improvement.</p>

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



<p>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.</p>	<p>Good progress has been made within this recommendation.</p> <p>There is a much-improved understanding of the improvements required and how this is being achieved. The meetings with the teachers and support staff demonstrated a shared understanding of the Pupil Premium priorities and a commitment to achieve them. The staff reported they have received good career professional development which has resulted in them feeling more knowledgeable, empowered and accountable. A whole school funding request form is being used by staff and they stated they feel much more able to request resources/ interventions for their children and reported clear positive impact from this. Stafford Leys have trialled one-page profiles for Pupil Premium children which includes key barriers, assessment data, additional support and provision, attendance; the staff reported this was really helpful to raise their awareness and ensure consistency of practice, for example for other staff who covered lessons, to ensure the strategies and awareness continued. Due to the success of this profile, it is being rolled out for all PP children this academic year and will subsequently move with them through their school life. This will help new staff to be aware immediately of the profile of their new PP children including what has been effective and useful strategies to continue. Provision maps of support for each child are also now in place and again, the staff reported this helps them to understand what is in place and the importance to reflect upon the planned impact of the provision.</p> <p>It is recommended this is enhanced further by creating a whole school provision map which includes key group and year group strategies and their impact; for example, the summary of impact and cost for their ELSA interventions, nurture provision and maths, reading and writing interventions. This will then enable value for money for key strategies to be evaluated and inform future strategies and provision moving forward.</p>
<p>A whole school strategy for PP and accountability, with transparent allocation of funds and expenditure, ensuring clear value for money.</p>	<p>Some progress has been made within this recommendation.</p> <p>There is a whole school strategy for PP and a good understanding of accountability with clear lines of communication in place. There is a breakdown of funding spend and Stafford Leys are aware of the importance of demonstrating impact. The pupil provision map is a good start to record impact for individual pupils. As stated within the above recommendation, a whole school intervention/ strategy provision map evaluating the impact of whole school/ year group key strategies and interventions will</p>

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



	further enable demonstration of value for money and further strengthen governance confidence to evaluate and report within this area.
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.	<p>Some progress has been made within this recommendation.</p> <p>As stated within the summary of key data (2018 outcomes), there is an improving picture for the disadvantaged pupils although gaps do remain and therefore it remains a key priority for these to be eradicated with accelerated pupil progress evidenced.</p> <p>Stafford Leys have implemented Cornerstones standardised testing at the end of Autumn Term and have analysed the attainment for all their children from this data. They have identified pupils who are not on track, discrepancies within teacher assessments and used the gap analysis tool. This information is reported to have informed teaching, learning and assessment, including within planning and interventions for pupils, including Pupil Premium, not on track to achieve their targets. Stafford Leys are looking forward to being able to ascertain progress for individual and groups moving forward (need Spring Cornerstones data to be able to calculate this).</p>
To ensure 100% pupils make at least expected progress with the vast majority of PP pupils making accelerated progress.	<p>Some progress has been made within this recommendation.</p> <p>In-house data is demonstrating the vast majority of pupils are on track to achieve their targets with some making accelerated progress. The PP lead reports that all pupils are expected to make accelerated progress over the Key Stage, and this is considered within their 'flight pathway' across the school. It is recommended Stafford Leys ensure this enables accelerated pupils for all their disadvantaged pupils, so the gap is eradicated.</p> <p>Stafford Leys have implemented a new assessment and tracking system since September 2018 which is also allowing a more thorough and robust system of tracking information which can then be used to inform teaching, learning and assessment more effectively. The use of Cornerstones standardised testing (implemented end of Autumn Term 2018) will be a very useful tool to enable Stafford Leys to measure progress for individual and groups of children within reading, writing and English grammar punctuation and spelling moving forward.</p> <p>These assessment systems and tests are in the early stages of implementation and therefore it is a priority to continue to embed and use them effectively to inform teaching, learning and assessment, interventions and addressing gaps swiftly and efficiently.</p>

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



<p>To further analyse all the 2018 data comparing Pupil Premium with their non-Pupil Premium counterparts and use to inform impact, strengths and priorities.</p>	<p>Good progress has been made within this recommendation. The PP lead demonstrates a consistent, highly reflective and evaluative approach and has clearly used the 2018 data to inform the Pupil Premium strategy and approach for this academic year. PP versus non-PP is now calculated in addition to whole cohort and other vulnerable groups as part of their normal practice. The lead acknowledges and recognises improvements have occurred, but the non-PP are still outperforming the PP pupils, and this therefore remains a key priority for the school.</p>
<p>To analyse PP attendance and persistent absence data, using to identify any possible actions as appropriate.</p>	<p>Good progress has been made within this recommendation. Data demonstrates that for the whole cohort, Stafford Leys attendance and persistent absence is broadly in line with national or better. For 2016 to 2017 reported published data, their absence was 3.9% compared to 4% National and 6.3% persistent absence compared to 8.3% National. PP attendance has historically been lower than that of their non-PP peers and is a key target to improve. The strategies are starting to show an impact with an improving picture. In Summer 1 2018, the attendance was 93.53% which rose very slightly to 93.52% but is lower than National all pupils. At the end of Autumn 1 the PP attendance was 95.07% and by the end of Autumn 2 this rose again to 95.65% and therefore is steadily rising towards National of 96%. At the end of Autumn 2 all pupils attendance is reported to be 96.53% of all pupils and therefore there is a gap of 0.88%. However, this is clearly an improving picture and the gap is diminishing. It remains a priority until the gap is closed.</p>
<p>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.</p>	<p>Good progress has been made within this recommendation. The meetings with the staff demonstrated a significant improvement within this area. They reported they feel much more aware, knowledgeable and confident about Pupil Premium and feel empowered and committed to drive Pupil Premium standards. Both the teachers and the support staff were able to state the priorities for the school and are fully aware of this for all groups of Pupil Premium children, not just those with SEND needs. They are fully aware of their PP pupils and their targets; they stated they feel accountable to work in collaboration to meet these targets. There is a focus on the middle and the more able Pupil Premium pupils, and provision/ targeting of strategies is now occurring to improve outcomes for these children, in addition to those not obtaining age related expectations.</p>

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



<p>To implement a whole-school approach to inform staff of new disadvantaged children with speed and efficiency.</p>	<p>Good progress has been made within this recommendation. A whole school approach and process has been implemented to ensure staff are informed swiftly and efficiently of who their children are before they start at the school. This is reported to be working well and was triangulated within the staff meetings.</p>
<p>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.</p>	<p>Good progress has been made within this recommendation. The staff clearly feel very empowered within this area and report they do and are comfortable to request use of the PP funds, with reported positive impact. They explained the whole school process and also understood the importance of impact being linked with funding requests. The staff valued and welcomed this involvement.</p>
<p>To ensure the disadvantaged pupils are benefitting from the enrichment opportunities, for example clubs and learning musical instruments, on offer at Stafford Leys.</p>	<p>Good progress has been made within this recommendation. The meeting with the pupils demonstrated a good improvement, especially in comparison to the previous pupil voice meeting held during the original review in September 2018. The pupils all reported they like school and they stated differences within quality first teaching strategies, for example, being supported more within class, and within enrichment opportunities. 100% of the children stated they had participated in a club or enrichment activity; these included learning to play the drums and keyboard, learning to ride a bike, sports clubs including rugby, football, table tennis, learning languages like Latin and French and finally, attending University days. The children clearly felt the positive benefits from this additional focus and the reported benefits included feeling more confident, making more friends and feeling happier both within and outside the classroom.</p> <p>Within some of the documentation, the expectations for attendance need to be raised. For example, ‘30% of PP children access extra-curricular opportunities each term with 60% over the year’ being stated within the action plan. It is recommended this is changed to 100% of the year to reflect what is actually happening with the school.</p>

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



<p>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.</p>	<p>Good progress has been made within this recommendation. The lead has a good understanding of research and has been disseminating this to staff during staff meetings, for example, inset training. It is recommended the next step is for them to consider implementation of whole school quality first teaching strategies for example meta-cognition and cognitive feedback which is evidenced to have low-cost implications but with significant positive impacts evidenced.</p>
<p>To clearly demonstrate the measurable impact of key strategies and interventions directly costed with clear value for money evidenced.</p>	<p>Some progress has been made within this recommendation. Stafford Leys have a good understanding of the importance of being able to demonstrate impact and value for money. As stated previously, they are starting to do this more effectively, for example within individual Pupil Premium provision maps and staff are talking more about the impact. This needs to be further enhanced by ensuring impact is being consistently evidenced and based upon tight quantifiable measures from baseline to end of the review period, and for whole school specific strategy evaluations to systematically occur to ensure value for money can be clearly and strongly demonstrated.</p>
<p>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.</p>	<p>Good progress has been made within this recommendation. As stated earlier within the desktop perusal, the published information fulfils compliancy requirements and the Pupil Premium Strategy 2018 to 2019 report includes the key barriers to future attainment and additional barriers, intended outcomes and success criteria. This could be further strengthened by stating clearly the cost allocated for each intended outcome, how the impact will be measured and ensuring the success criteria clearly state the planned impact consistently using specific, measured and quantifiable information.</p>
<p>Parental/ carer awareness and involvement in pupil</p>	<p>Good progress has been made within this recommendation. Stafford Leys have been raising parental/ carer awareness since September 2018 and report that this has consisted of some key strategies:</p>

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



<p>spend and support allocated to be raised and evidenced.</p>	<ul style="list-style-type: none"> • Strategy to support application for PP funding to ensure more families entitled are captured. This includes sharing of leaflets, discussions at parents’ evenings, letters, discussions with families new to the school and targeted families being contacted by and attending a meeting with the PP lead. Additionally, support is offered to families who are unable to access or complete the required eligibility paperwork due to a variety of issues. • Termly meetings are held for PP families to update and inform them of pertinent information. The focus of each meeting is determined by the schools most relevant PP priorities and the feedback collected via the monitoring activities, which includes parent, pupil and staff voice. • Stafford Leys are informing parent/ carers of their child’s provision at least termly and are involving them more in the spend. For example, the PP lead shared examples where parent/ carers have requested support, for example a kindle for reading, music lessons and some PE support. Of 10 parental requests, 8 were granted and where they were not, there were clear reasons and compromises agreed. Staff also reported being more confident to have open conversations with parent/ carers and encourage their involvement in the provision and spend. • Pupil voice and pupil progress information is collected as part of the termly monitoring cycle and the information gained is used to inform parents and plan for the future. • The school website is updated at least half termly to ensure all information is available to all and is current. This includes information from the parents meetings, letters and information and the updated version of the PP action plan. <p>The next steps are to encompass every Pupil Premium parent/ carer and to document this within a whole school process, for example, including the information on the Pupil Premium profiles the school is implementing for every child.</p>
<p>To ensure all families entitled to the premium are captured.</p>	<p>Some progress has been made within this recommendation.</p> <p>Stafford Leys are pro-actively sharing information with parents/ carers for example, through leaflets, letters and discussions. This focus needs to continue to capture further families.</p>
<p>To evaluate current transition processes to consider if they</p>	<p>Good progress has been made within this recommendation to prepare for a robust and thorough transition for 2019.</p> <p>Discussions within the senior leadership meetings have occurred and decisions have been made in conjunction with middle leaders and class teachers to ensure the transition is more robust and tighter for 2019. A PP learning profile for every pupil is currently</p>

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



<p>can be tightened and made more effective.</p>	<p>being completed and is viewed to be an important document to enable all new staff to have key information for their pupils from the outset. This document has been developed in conjunction with leaders at all levels, class teachers and parents. Additionally, information recorded during monitoring activities, such as termly pupil progress reviews, book trawls and lesson observations is recorded and shared as appropriate, with a focus being placed on this information during planned transition meetings.</p>
<p>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.</p>	<p>Good progress has been made within this recommendation. Information shared with governance is much more detailed and ensures specific focus on this group of pupils. The PP lead has provided governors with a termly report (commencing Autumn Term) which states the PP group and funding breakdown and total funding received, key contextual information, key 2018 attainment data for PP versus non-PP, key current cohort data for years 1 to 6, progress against targets, current attendance information, key summary of findings/ actions for the Autumn term, planned actions/ next steps for the upcoming term and finally states a breakdown of the PP spend. The PP lead states this report will be built upon each term to enable easy comparison from one term to the next enabling opportunities for further governance support and challenge. As previously mentioned, it is recommended key intervention and strategy whole school provision map and analysis is implemented which includes key quantifiable evidence to clearly demonstrate clear positive impact and value for money.</p>
<p>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.</p>	<p>Good progress has been made within this recommendation. The PP governor is actively involved and demonstrates strong level of commitment to the role. He has attended a learning walk with the PP lead, spoken to some of the PP pupils, supported with the action plan and is in regular email contact with the school. He reports he is much more knowledgeable, informed and has a greater understanding of PP; this was clearly evidenced within our discussion. He recognises there has been really positive steps and improvements within PP but is very mindful this drive to improve must remain at the forefront and continue to be a priority for the school. The governor is committed to ensure the drive continues, especially with the change of the lead imminent. It is reported that the governors understand their statutory responsibilities and the more detailed information being provided and the greater focus within governor meetings is supporting them to be more supportive and challenge more effectively; this is welcomed by the governors. The governors PP report each term will support this process.</p>

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



Conclusion

Throughout the review, it is clear that the profile for PP has been raised via implementation of a variety of strategies which are being critically evaluated and adapted accordingly. The PP lead is highly reflective and demonstrated a consistent relentless commitment to drive PP provision and standards. The positive impact of these strategies is demonstrated by the triangulation of findings from the meetings with different stakeholders during the review.

All stakeholders acknowledged they need to continue to prioritise PP more and clearly see the value in this; they were passionate about moving PP provision forward to enhance the school improvement process and recognise this is a recent focus since September 2018, and it is important this continues to be driven moving forward.

Overall, since the last review, the onsite visit and document perusal demonstrated that much has been done to raise the profile and importance for PP children; all the staff met with valued this enhanced focus and understood the importance of this. They all demonstrated a passion and determination to ensure the profile and strategies continue to be raised and built upon. However, Stafford Leys fully acknowledge the targets still need to be driven to ensure they are fully embedded and ultimately impact within PP educational standards, eradicating the gaps and accelerating progress, occurs. It is crucially important this enhanced focus continues with the new PP lead to continue to drive PP strategy and improvements throughout this academic year, ensuring consistency and embedment occur across all areas of the school with clear impact and value for money being demonstrated.

