

Pupil Premium Review –English Martyrs School, Hartlepool

Introduction

This external review was carried out by Bryan Stewart a SLE from The Three Rivers Teaching School Alliance.

PART ONE - The review (22/09/17)

Prior to the review the following documentation was provided: -

- Results analysis for Key Stage 4 2017
- RAISEonline validated data set 2016
- Key accountability headlines for current Year 11
- Teacher ongoing summative assessments covering years7-11.
- PP Strategy statement obtained from the school website
- OFSTED recommendations (*report published May 2017*)
- Review of information provided on the school website
- Behaviour and Attendance report October 2017

Generated from the data was the following hypothesis: -

- Statutory expectations are in place for reporting, tracking and planning future actions
- Outgoing Year 11 basics data shows large gaps between disadvantaged and non disadvantaged especially with disadvantaged boys (51.5% gap)
- Outgoing Year 11 attainment 8 data shows large gaps between disadvantaged boys and girls (42.5 compared to 30.2)
- Current Year 11 data shows there is a large attainment and progress gap for middle ability disadvantaged student compared to all students (-0.6 and -0.4 respectively)
- Current disadvantaged Year 11 Attainment 8 predictions for English and Maths are weak in comparison to FFT50 benchmarks.
- The data in KS3 shows students who are disadvantaged typically are underachieving.
- Attendance in Year 8 (current Y9) is the lowest out of all Year Groups (94.46%) with the disadvantaged students having the lowest attendance out of all year groups (91.05%). Therefore, Year 8 disadvantaged also have a high number of Persistent absentees (11%)

- There have been 2 permanent exclusions of disadvantaged students in Year 10 (current Y11) last year.
- 73% of all fixed term exclusions in Year 8 last year were disadvantaged students.
- 76% of all Bridge referrals in Year 8 last year were disadvantaged students.
- 56% of all Bridge referrals in Year 10 last year were disadvantaged students.

The review consisted of: -

1. Meeting with Head Teacher and Assistant Headteacher (PP lead)
2. Learning Walk with PP Lead
3. Learning Walk with the DHT with responsibility for Standards and Outcomes.
4. Meeting with Middle leaders
5. Learning walks
6. Meeting with a selection of pupils eligible for PPG
7. Work scrutiny

The following is a synopsis of the review: -

Meeting with the Head Teacher

Mr Hammond provided a context for the school following a recent OFSTED inspection judgement of 'Requires improvement'. Mr Hammond clearly recognises the need to make rapid progress for disadvantaged pupils at English Martyrs School and was very receptive and supportive of the review. He is confident that the strategies already employed by Mrs Clark (PP lead) will have an impact on outcomes for disadvantaged students. They were both very interested in new ideas and strategies to investigate further to help support the progress of this cohort.

Meeting with PP Lead P. Clark

Very quickly in our discussion there was an acknowledgement of the need to develop further and more quickly the tracking and identification of individual needs of pupils eligible for the PPG. The PP lead has set up a structure to support the learning of disadvantaged students through personal profiles on SIMS and through the sharing of the most effective learning techniques through a teaching and learning booklet. There is evidence of good practice where teachers meet to discuss effective learning strategies for disadvantaged students after a data collection as well as the sharing of interventions on SIMS which informs a rating scale on outcomes for disadvantaged students. This system is updated once a ½ term with new information added by the SENCO. It was agreed that it would be worth investigating a live online tracking system.

The quality assurance processes in the school need further developing in order to measure the impact of these pedagogical and procedural changes.

The Senior Leaders with responsibility for student outcomes were aware of the key gaps in the data and through discussion identified that the disadvantaged cohort could be broken down further based upon prior ability, SEND or those currently in receipt of FSM. Further analysis will be required to investigate the low outcomes of disadvantaged students in the specific subjects detailed in the hypothesis earlier in the report.

Through analysis of the behaviour and attendance report produced after the visit, it is advised for the PP lead should investigate the outcomes for current Year 9 and 11 with regards to both attendance and behaviour which was detailed earlier in the hypothesis.

Learning Walk

The majority of pupils were very well behaved and very responsive in talking about their work. When asked, they responded positively suggesting that they enjoyed their lessons and especially enjoyed attending English Martyrs School. Although it *must be acknowledged that only a very short time* was spent in classrooms the flavour of teaching and learning we experienced was very positive. Students had a thirst for learning and were eager to progress. A range of teaching and learning strategies were used to engage students across a range of departments. In particular rapid progress was identified in a Geography class where the pace of questioning and differentiation allowed students an opportunity for success. All classes visited had a clear seating plan with disadvantaged students, SEN and G & T identified. There was also a class context sheet which added further information on each individual student.

However, of the ten lessons we visited, two of the lessons did not engage students with their learning as the pace of progression was slow. These two lessons were a concern for immediate improvement.

Meeting with Middle Leaders

The majority of the Middle leaders were very enthusiastic when talking about the school along with the strategies they have used or going to use to help improve the outcomes for disadvantaged. They understood the strategic approach that the Senior Leaders of the school were implementing and all had examples of how they have introduced successful intervention strategies within their departments. Middle leaders found it extremely useful when they meet with other class teachers to discuss the best strategies to engage these students across a range of subjects, this is an area of good practice. Middle leaders were aware of the student profile on SIMS but it seems as though the SENCO and her team have a large task in keeping this up to date. Staff were not aware when these had been updated. Disadvantaged students were supported by the school for enrichment trips and visits with funding available. Resources were supplied for uniform, equipment and for Food Technology lessons.

They identified the use of Appraisal as a way of raising the profile of disadvantaged students and through this process they can ensure the outcomes for these students are a priority. Some Middle

leaders are running additional interventions outside of their department such as; STEP – targeted intervention after school for Y11 students with a specific PP lens, the High Five group focussing on KS3 students with potential to achieve Grade 9, the Diamond 9 Group identifying a group of students to strive for higher grades in Year 10 and 11, a Boys mentoring/intervention programme in all year groups and a mentoring program for Year 11 PP students who are identified as currently underachieving. All of these interventions if implemented correctly should have a significant impact on outcomes for these students.

Meeting with a selection of pupils eligible for PPG

The students were very receptive to the student voice opportunity and spoke open and freely about their experiences. Students spoke about a range of different aspects of the school they enjoy. Students identified a range of subjects as the main lesson where they learn the most with Maths as the subject where they learn the least. They felt as though they didn't receive teacher support in these lessons.

From the sample only 1/9 students of the group said that they were involved with any extra curricular provision / intervention additional to their regular class. The majority of students identified a lack of CEIAG especially in Years 7,8 and 9. 3/7 (Year 7 not asked for response) students had been on an extracurricular trip or visit within the school ranging from a PE trip to Keswick to a Geography trip to Iceland.

When asked about an area that would support them further with their learning they all mentioned that they would like to learn more using digital technology inside and outside of school. All students had access to the internet at home and would be willing to access resources online.

All pupils articulated their appreciation of particular teachers, describing this as one of the things they enjoyed the most about English Martyrs School.

Work scrutiny

The majority of books were marked up-to-date. There was varying levels of neatness and marking for literacy shown across the books. The majority of books were marked in line with a clear marking policy with the use of WWW and EBI used for student feedback. In considering areas for improvement there was evidence to support that: -

- pupils are not given clear prompts on how to improve their work across all subjects
- peer assessment is evident but this is at a low level and not exploited for learning
- there is an over reliance on worksheets in Key Stage 3 but where there were good examples they were not developed to their full potential to engage higher learning activities
- lesson objectives were not explicit nor was it evident that students have made progress in all books
- not all subjects correct SPAG in the same way

Review of Website

The website includes the majority of the statutory content required by the DFE. The allocated funding for the current academic year are detailed along with the outcomes for disadvantaged students in 2015 / 16. It may be beneficial to include student outcomes with each particular intervention to highlight impact. Those interventions with the biggest impact should be celebrated further. One area that needs to be included on the website is a Pupil premium strategy statement with barriers to learning detailed with set targets set to be achieved and reviewed review points detailed.

PART TWO - The recommendations

I believe that The English Martyrs School has the capacity and energy to vastly improve their additional provision for disadvantaged pupils. During the short period of carrying out this review I feel confident in suggesting that the answer to improvement is within this school. Leaders, managers and staff are ready and willing to do things differently with a clear vision on how to do this. There is evidence of good practice in place with a strategic vision of how to implement this further.

Mr Hammond has taken the first most important step following an early self-evaluation in identifying one of his Senior Leadership Team to develop the Pupil Premium Strategy further. This individual must now be empowered to carry out this important task.

In tandem with the recommendation from OFSTED that the school requires improvement, many of the issues identified are generic. The following recommendations, therefore, identify generic improvements and PP specific improvements for each section.

Recommendation for - Leadership and Management

This may be an appropriate time for English Martyrs school to initiate an alternative approach to whole school in-service training, providing the means for regular, individual and personalised staff development.

Generically it is recommended that there are a planned series of training sessions covering effective: -

- feedback to pupils on how to improve their work and understanding
- delivering objective led lessons
- use of peer assessment in providing deep learning opportunities
- refine the assessment procedures for KS3 so progress can be tracked more accurately
- Intervention strategies for key cohorts with attendance concerns

PP Specific it is recommended that: -

- targets are set with regards to disadvantaged outcomes for achievement, attendance and behaviour and they are reviewed on regular basis as part of the PP Strategy statement.
- The PP lead to be given support and time to develop an action plan which will develop further the identification of needs, tracking of pupil progress and measure the impact of spend.
- consideration should be given to any surplus or available teaching resources to be redeployed where available immediately after the production and as part of the action plan. This surplus could allow the PP lead to have more time to initiate the plan or provide her with further support to progress this further.
- the Governor with oversight of disadvantaged students will offer advice, be a critical friend, promote discussion and lead reports in appropriate meetings of the Governors.
- Tracking of disadvantaged students is through a live document and that students from all ability levels are tracked individually so the school is better equipped in supporting smaller cohorts of students.

Recommendation for - Quality of Teaching, Learning and Assessment

Raising the expectations and quality of teaching and learning is generic and will of course benefit all children. Generically then: -

- a system of regular book scrutinies should be built into the school calendar and carried out by everyone, peer evaluated and line managed.
- a system of regular learning walks and department reviews should be scheduled with a particular focus for each. These should also be used for developmental purposes to share best practice.
- Investigate setting up an online resource where students can access learning using digital technology outside of school.

PP Specific it is recommended that: -

- teachers are held to account for under performance and plan additional support / strategies for underachieving disadvantaged students.
- there is developed a clear system for individual teachers to suggest appropriate interventions to the PP Lead.
- there is a focus on changing the pedagogy in the classroom to support learning further for identified students.
- individual interventions should be tracked for each student with the impact measured.
- the tracking of progress should be developed further to include the identification of appropriate interventions and share best practice beyond the good practice already in place.

Recommendation for - Personal development behaviour and welfare

The children displayed good behaviours the majority of the time and advantage must be taken of this. They are receptive and want to learn.

Generically it is recommended that the school: -

- review procedures in respect of attendance with regards to current Year 9.
- review staff interaction with the rewards system and challenge if not used consistently
- Review the offer of extra curricular trips and visits for all students
- Review the delivery of CEIAG across the lower years of the school
- Review the use of fixed term exclusions and days in the Bridge, especially for disadvantaged students in current Years 9 and 11.

PP Specific it is recommended that: -

- Students eligible for PPG have all trips and visits subsidised so they are not excluded due to cost. Good practice is when two letters are sent to those eligible for PPG and those who are not with the subsidy included already.
- Students meet with careers advisors in Years 7 or 8 to focus on future aspirations and career options and as part of the options process in Year 9.
- The number of disadvantaged students on each options pathway selected in Year 9 should be analysed to assess the curriculum provision further.
- Parents and pupils are informed about the entitlement of the PPG and each family given a one to one interview about their child's needs and entitlement. The removal of barriers to learning is key to the progress of disadvantaged students.

Recommendation for - Outcome of Pupils

Generically it is recommended that the school: -

- the whole school development plan should be developed to very clearly articulate **how** and **what** actions are to be taken to ensure rapid progress in the short and longer term,
- A team of leaders and staff should be identified to take responsibility to analyse progress and provide a report for the senior leadership team with recommendations for corrective actions every six weeks.

PP Specific it is recommended that: -

- the PP Lead works with the Senior leadership Team to track pupil progress in the provision of a report for Governors in how to take corrective actions for pupils eligible for the PPG.
- It is recommended that an action plan is formulated to address the key recommendations from the review. It is essential that milestones are identified at regular review points throughout the year.