



TAYLOR ROAD PRIMARY SCHOOL

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"Taylor Rd. School is an outstanding school" OFSTED Inspection report, 2012

REPORT ON PUPIL PREMIUM REVIEW AT ROSSLYN PARK PRIMARY SCHOOL, NOTTINGHAM, ON 9.2.15 CARRIED OUT BY CHRIS HASSALL, NATIONAL LEADER IN EDUCATION AND SYSTEM LEADER FOR PUPIL PREMIUM

Present: Shaun Farrington, Associate Headteacher; Ms. C. Salt, Acting Headteacher; Chris Hassall, NLE

We agreed that pupil premium (PP) was about narrowing the achievement gap between disadvantaged pupils and their peers and that this could be achieved by **meeting basic needs and 'poverty proofing', through the basic and the extended curriculum, through high quality teaching and learning in everyday lessons, through behaviour management, attendance and partnership with parents and the community.** We also agreed the role of the **governors** was crucial in terms of their involvement in all aspects of PP, not least in terms of accountability, as was the **school website**

We considered existing provision and future arrangements at Rosslyn Park by evaluating data, class teaching, behaviour management, quality of interventions and additional support, attendance, parents and community partnerships, governors' oversight and the school website.

Data

Robust arrangements had already been put in place by the school's SMT from January, 2015 to collect, analyse and evaluate pupil progress every half term. It was suggested that pupil progress meetings would be a powerful tool for this arrangement. If parents/carers and pupils were invited it would be even more powerful. Teachers should have to account for the progress of their children and be able to identify any children not making sufficient progress and explain what they had done about it.

Currently the school publishes on its website the number of pupils on roll and the total amount of PPG received. It was suggested that the total number of PP children should be identified and then broken down into FSM, Looked After and Service Personnel Children. Looked after children are particularly vulnerable and need to be clearly identified. It may also be helpful to identify the number of newly-arrived children (refugees and asylum seekers who are not entitled to

Taylor Rd is a National Leadership and National Support school, supporting schools throughout England



benefits) since this group may impact on resources..

In looking at particular initiatives undertaken by the school in terms of specific targeted support or curriculum enrichment it was suggested that data could be presented at three levels comparing pupil premium children to the school as a whole compared to national data.

Class teaching

'Outstanding teaching produces outstanding learning

Good teaching produces good learning

Requires improvement teaching produces requires improvement learning

Inadequate teaching procures inadequate learning.'

In a catch-up situation where children were underachieving it was recognised that only outstanding and good teaching would narrow the achievement gap.

It was clearly recognised by the Rosslyn Park senior staff that the best way to improve the educational outcomes of all children, including PP children, was through high quality class teaching and the school is currently spending over £179,000 in 2014/15 to improve the quality of teaching across the school. This is a considerable investment and the SMT should keep governors informed on a half-termly basis of improvements in the quality of teaching, both between OFSTED grades e.g. % teaching good lessons but also within grades such as the % who are now regularly using features one would wish to see in lessons e.g. mini plenaries and active plenaries at the end of the lesson. The overall OFSTED grade of these lessons may not have improved but there may be a number of improvements within their existing grade and this is useful to know. This programme has a bespoke focus, starting where the teachers are and whilst this is laudable venture, it is important to show all teachers where you expect them in all aspects of their lessons to be in a finite amount of time.

The NLE in his 'outstanding' school adopts a slightly different approach to improving the quality of teaching and learning with clear consistent expectations and a highly structured and systematic teaching methodology taken on board by every teacher in every aspect of their lessons and the consultant head and acting head from Rosslyn are visiting the NLE's school to see this practice in action in March, 2015. Nobody is saying any one way is better than another; they are simply different routes to the same end.

The NLE provided examples of his school's planning document which identifies PP children in every lesson and acts as an aide memoire to teachers exemplifying learning objectives, outcomes, steps to success, learning activities modelled by the teacher, practiced in teams or pairs and assessed as an individual, resources, vocabulary (technical and general), support staff, pupil self-assessment through traffic lights, teaching assessment and an active (not show and tell)plenary

Rosslyn will have a number of teaching vacancies for the next academic year and the senior leaders are aware of the importance of making high quality appointments through robust selection criteria and the involvement of governors.

Curriculum

We discussed curriculum provision and the need for emphasis on basic skills to ensure children are 'secondary-ready' whilst at the same time ensuring a broad and balanced curriculum. The senior leaders at Rosslyn have a robust curriculum in place that balances the need for appropriate emphasis on basic skills whilst also ensuring a skills-based integral topic based approach to foundation subjects. They are also to visit to NLE's school, where there are highly structured programmes for literacy and numeracy and bespoke programmes for foundation subjects based on the school's own topic programme. The NLE gave examples of the topic based lessons to the Rosslyn SMT.

Behaviour Management

In a school where teaching may be variable there is always a risk that some children will miss out on learning because some teachers are not strong enough to manage behaviour appropriately in the classroom. Children may be excluded from the classroom or even from school.

It was agreed that the school had a simple behaviour policy applied with increasing consistency by teachers. It was suggested that an electronic tracking system for recording behaviour such as 'Behaviour Watch' tracking both positive and negative behaviour, highlighting pupil premium children and other groups, may be useful. It is particularly useful for HMI and OFSTED visits when they asked for complex multi-category information e.g. cross referencing gender, ethnicity and say pupil premium categories that may not be readily available through manual tracking systems.

Is a member of the SMT in the school carrying out a weekly analysis of behaviour incidents. flagging up and making appropriate provision for children at risk of missing lessons or subject to further sanctions e.g. exclusions?

Interventions/additional support

We all agreed that it was unproductive to take PP children out of literacy or numeracy lessons for extra support. It was agreed that during normal lesson time classroom support should be the default setting unless children were ability-set for literacy or numeracy when trained support staff could deliver extra support

Outside lesson time - breakfast club, before school readers with support staff, reading role models (professional sports people) homework clubs for every year group, 1-2-1- and 1-2-2(involving peer tutoring)before school, lunchtimes and after school delivered by teachers/HLTAs, Saturday complementary school, social skills programme, academic coaching (involving tutoring, target setting and

feedback) additional phonic and spelling teaching especially at KS1, Pearson's bug club, 'poverty proofing'(everything free for pp children - uniform, sports kit, trips, music lessons, breakfast club and after-school care), attendance monitoring and rewards (£30 for 100% attendance and £10for 99%), holiday schools, summer schools, laptops and i-pads for home use for pp children, threshold tests for each year group in English, maths, times tables, handwriting, spelling with prizes for each test.

It was agreed that 'poverty-proofing' measures at Rosslyn Park would be considered as part of pp expenditure each year.

Attendance

Attendance was recognised as highly important by the Rosslyn Park SMT. Incentives were already in place to encourage good attendance at the school.

It was suggested that a member of the SMT analyse PP attendance below the school average, below 90% and persistent absentees (below 85%) Key Stage Leaders should also monitor lateness weekly - 10 minutes lateness every day equals more than a week's absence in a school year

Parental/community involvement

The senior leaders at Rosslyn acknowledged some obstacles in developing widespread parental and community involvement in educational initiatives at the school.

Various ideas used by the NLE in his school were suggested - parents room, parents classes in EAL,ICT and job applications, drop-in surgeries held by SENCo or governors, joint inset for parents and staff e.g. behaviour policy, pupil premium policy and practice, family learning days for parents and children working together, year 6 transition workshops for parents and children, podcasts to share learning e.g. handwriting, reading, maths with parents, moving meetings with parents into the community rather than being school based, extending texting services to parents to keep them updated on children's progress, aspiration week, joint parent and children taster days at universities and work placements, creative workshops for parents to develop story sacks and working parties on school, policies.

Governors

With governors having much stronger responsibility and accountability roles in recent OFSTED frameworks, it is crucial that they understood their role re pupil premium.

Do they know how much money is allocated to pp? Are they involved in establishing PP priorities that are included in the SDP and how the money is spent and evaluated?

Do the school systems enable governors to have a clear picture of the achievement of PP children **in all year groups**, not just in Years Two and Six?

We also discussed a model PP policy. The NLE provided his school policy which had been praised by OFSTED and HMI and included school ethos, aims, rules, curriculum, context, key principles - building belief, analysing data identification of pupils, improving day to day teaching, increasing learning time, individualised support, going the extra mile - monitoring and evaluation, reporting, costings and data analysis. He also provided policies from several other schools, such as Broseley CE Primary and Newfield Primary that had been praised by the Sutton Trust and the DfE.

Another issue discussed was the day to day and the strategic management and evaluation of PP. For many schools such as Rosslyn pupil premium is a significant amount of money that the school receives every year.

Website

It was acknowledged that the DfE and OFSTED were putting an increasing emphasis on school websites to communicate information to parents

It was felt that as the information on the Rosslyn website was meant to be accessible to parents, it may need to be scaled down in terms of the use of 'technical terms' such as ECAR, Switch On, FSM

The school was making every effort to communicate the success of its PP initiatives through its website.

It was agreed that the senior leaders would further refine the pupil premium data on the website in terms of showing pupil numbers and possibility analysing PP sub-groups, such as gender, ethnicity, SEN, high achievers.

Funding would be described in more detail, including poverty proofing elements of the PP expenditure.

In future PP outcomes, both in terms of progress in particular initiatives, such as Reading Recovery, as well as progress and attainment in whole school measures such as SATs tests may be displayed for each year group. Aggregated outcomes and APS information would also be useful over a three year period, as the NLE demonstrated with the way his school's data was presented as an appendix in his pupil premium policy.

In order to show progress over time it was agreed that it was useful to show pupil premium numbers, funding, provision and progress over at least a three year period.

Overall Conclusion

The Acting Headteacher and the Consultant Headteacher grasped the nettle and have quickly put in place robust systems and structures to improve the performance of all pupils, not least pupil premium pupils. They are well aware that for the school to move forward even faster and further the key is to improve the performance of everyday class teaching, making all teachers at least 'good' and recruit high quality teachers to fill vacancies for the academic

year 2015/16. A higher percentage of outstanding and good classroom teaching augmented by focused interventions will accelerate the children's learning even further and will ensure that those children who currently underachieve catch up with their peers.

Chris Hassall
National Leader in Education
15.2.2015