



# Pupil Premium Review Form 3

## School Visit Template

### The Manor Academy visit 20.6.17

<b>Headteacher:</b>	<b>Donna Trusler</b>
<b>Deputy Principals:</b>	<b>Kat Kerry &amp; Rob Gladwin</b>
<b>Pupil Premium Lead(s):</b>	<b>Kat Kerry</b>
<b>PPR:</b>	<b>20.6.17 David Deakin, Chris Woollard, Suzanne Tryner</b>
<b>Summary of school's existing areas of focus and strategies:</b>	<p><b>Area one:</b>  <i>Focus: e.g. Improve outcomes for more able</i>  <i>Strategies: Staff training of how to extend the more able, Manor All-Stars</i>  <i>Success criteria: Progress for the more able to be in line with non-PP more able pupils</i></p> <p><b>Area two:</b>  <i>Focus: Improved outcomes for SEND</i>  <i>Strategies: Pupil passports</i>  <i>Success criteria: The outcomes for SEND Pupil Premium students are in line with national non PP SEND students outcomes.</i></p> <p><b>Area three:</b>  <i>Focus: Improved attendance for PP designated FSM</i>  <i>Strategies: Attendance officer and admin worker.</i>  <i>Success criteria: For PP FSM attendance to be in line with national attendance figures.</i></p>
<b>Summary of how effectively school uses evidence to identify effective strategies:</b>	<p><b>Area one:</b>  <i>Evidence from the EEF toolkit has been used to inform the strategies being used and this supports an assessment that the strategies will be effective and offer good VFM.</i></p> <p><b>Area two:</b>  <i>The pupil passports have been praised by Ofsted as effective practice and are well understood and effectively used by staff to support better PP provision in lessons. This is a cost effective and appropriate strategy.</i></p> <p><b>Area three:</b>  <i>Better monitoring and more through follow up through designated staff is an appropriate response to the issue of attendance.</i></p>

<p><b>Names of key people to speak to and outline itinerary (to be provided by headteacher using detail on Form 2):</b>  <b>Discussion points to be noted.</b></p>	<p><i><b>Kat Kerry- data, spending plan and strategy</b></i>  <i><b>A Bett- Intervention and parental engagement</b></i>  <i><b>R Gladwin &amp; J Sully- Teaching and Learning strategies</b></i>  <i><b>Link Governor- S Tryner</b></i>  <i><b>C Hudson, D Waterhouse, E Rawson, R Stanforth- Pastoral leads</b></i>  <i><b>M Walters, A Desforjes, S Lyndon, P Shanahan- Subject Leaders</b></i>  <i><b>Pupil Premium Students from Y7, Y8, Y9</b></i>  <i><b>L Meredith &amp; J Prestwood- Y7 Catch up and reading based interventions</b></i></p>
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<p><b>Area (including sources of evidence)</b></p>	<p><b>Suggested questions and areas to explore Strengths Areas for development</b></p>	<p><b>Strengths</b></p>	<p><b>Areas to develop</b></p>
<p><b>Pupil characteristics</b></p> <ul style="list-style-type: none"> <li>❖ Interview with pupil premium co-ordinator (PPCo)</li> <li>❖ Published data</li> </ul>	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>	<p><i>Good knowledge of Pupil Premium numbers across the school. Proportion does vary across the school and will increase next year as 25% leave and 45% come into Y7. As a result funding will increase but as numbers increase adjustments will need to be made to current strategies. For example, the Zorba strategy will need to take into account the pastoral elements such as behaviour and attendance before academic aspects can be addressed.</i></p> <p><i>Good knowledge of data and patterns across the school. Data analysed termly and outcomes shared. Zorba meetings for individual children's needs taking place 2 weekly.</i></p>	

		<p><i>A number of SEND children are also disadvantaged so this could affect attainment significantly in specific year groups. Most of the children with behaviour issues are also Pupil Premium which accounts for the interventions put in place to address behaviour issues within school such as RAMP and MVC.</i></p>	
<p><b>Achievement<sub>1</sub></b></p> <ul style="list-style-type: none"> <li>❖ Interview with PPCo</li> <li>❖ Published data</li> <li>❖ Current progress data</li> <li>❖ Lesson observation and work scrutiny</li> </ul>	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p> <p>What story does the current data tell?</p>	<p><i>School has used the Sutton Trust to ensure that teaching strategies adapted are high impact low cost.</i></p> <p><i>Strategies are also discussed with other partners such as the MAT and the Redhill Teaching Alliance. This has proved successful for the school and Manor have also shared their practise with others.</i></p> <p><i>School uses Sistra, SIMs and other spreadsheets to show assessment and evaluate the impact of intervention half termly. The PP data is compared to non PP data in school and on a national level.</i></p> <p><i>Fortnightly Zorba meetings for students in Y11 also ensure that specific actions have taken place for individuals and impact is also evaluated here.</i></p> <p><i>Current data shows an improving picture for PP students with gaps narrowing. Predicted end of year data shows that the percentage of PP</i></p>	<p><i>School would benefit further from discussions and sharing information with primary feeders regarding strategies which they have already used which have been effective for students.</i></p> <p><i>More formal consultation with parents about PP intervention in place would be beneficial next year. Survey parents and students after half term of interventions</i></p>

		<p><i>students achieving their progress 8 predicted scores will be:</i></p> <p><i>Overall Progress 8 - +32%</i>  <i>English Language- +26%</i>  <i>English Lit-</i>  <i>Maths- +28%</i>  <i>Core Science- +28%</i>  <i>Additional Science +34%</i>  <i>Geography- +26%</i>  <i>History- +31%</i></p>	
<p><b>Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>❖ Interview with Headteacher (HT) and Chair of Governors (CoG)</li> <li>❖ Interview with PPCo</li> <li>❖ Scrutiny of pupil premium policy documents</li> <li>❖ Scrutiny of SEF / development plan</li> <li>❖ Most recent OFSTED report Published and current data</li> </ul>	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>How effectively does the school identify priorities for pupil premium funding?</p> <p>How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?</p> <p>How ambitious are the targets for disadvantaged pupils?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs?</p>	<p><i>Good use of Sutton Trust to ensure that strategies used have a proven track record for impact.</i></p> <p><i>Senior leaders observe out of the classroom interventions to ensure that pupils are receiving the same quality of teaching they would expect within a whole class session. This is done through the whole school QA processes.</i></p> <p><i>Senior leaders focus on the quality of teaching and learning in particular groups of pupils, especially PP children and the quality first teaching whole school strategies when conducting lesson observations.</i></p> <p><i>Senior leaders monitor learning objectives and plans to ensure that pupils are being appropriately challenged through teaching. Questioning is a key strategy to enable challenge through the lessons.</i></p>	<p><i>Breakfast clubs, after school clubs and lunchtime clubs could be targeted more towards the pupil premium pupils to create further wider opportunities. Participation in clubs should then be audited so that school know the proportion of PP students who are accessing these clubs. Senior leaders can then support and encourage further participation and would expect to see an increase year on year.</i></p> <p><i>Leaders should ask PP students which clubs/ experiences they feel would be beneficial to them so that they can increase the student's levels of engagement with the school.</i></p> <p><i>Leaders could drill down into the data to gain a more in-depth understanding of how impact varies across different groups, for example by gender and by year group.</i></p>

How effective are the strategies used and how does the school evaluate them?

*Senior leaders carry out regular work sampling and they focus on specific groups so that comparisons in quality of learning and marking and feedback can be made. PP Marking First is a key strategy and this ensures that all PP children get good feedback to their learning and high expectations are in place.*

*School identifies priorities for pp spending based on whole school priorities and individual specific needs.*

*Strategies for spending specifically match the perceived barriers for learning for its disadvantaged learners. For example, the Yr 7 reading catch up programme has particularly impacted on attainment and progress of individual pupils. Progress shows 84% of reading students converted to 100+ and 63% of maths students have converted to 100+.*

*Target setting for PP pupils is, as for all pupils, ambitious with targets set at a range of top 20%. Maths and English targets for PP pupils are particularly aspirational. Sometimes this then looks like children do not achieve targets but the % achieving is increasing year on year. This year it's predicted to move from 24% to 56%. (32% more PP students hitting their targets)*

*It is clear that all staff buy into and are behind the Pupil Premium funding within the school and what senior leaders are aiming to achieve through it. Middle leaders also show good understanding and are fully involved in Zorba conversations and actions.*

*School provides its pupil premium students with many wider opportunities, for example, a detailed programme of careers and further educational experiences to support them in their plan for the future.*

*School tries to ensure that students can access extra support where possible by providing transport arrangements for them where necessary.*

*School provides buddying/ mentoring service to pupils in Y11. Through this emotional and social support is provided for pupils to ensure that they feel happy and safe and ready to learn.*

*Pupils have access to a quiet space for learning before and after school in the library where they are supported by staff.*

*Pupils have access to appropriate resources to support their learning such as revision guides, tablets and computers.*

*Seniors leaders regularly use case studies to demonstrate the impact of*

		<p><i>pupil premium funding on individuals or groups of pupils.</i></p> <p><i>Governors have a good understanding of the pupil premium funding and impact of the spending. They are presented with a summary at Governor meetings and the link Governor meets with the pupil premium lead regularly. The link Governor has been involved in monitoring visits with a specific focus on pupil premium within the school.</i></p>	
<p><b>Teaching, Learning and Assessment</b></p> <ul style="list-style-type: none"> <li>❖ Lesson observation/learning walks, to include work scrutiny and discussion with teachers</li> <li>❖ Observation of out of class interventions and tracking of intervention</li> <li>❖ Current progress data</li> <li>❖ Work scrutiny and lesson observation records</li> <li>❖ Moderation of assessment</li> <li>❖ Assessment and homework policies</li> <li>❖ CPD records/programme</li> </ul>	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p> <p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professionals involved in these discussions?</p> <p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p> <p>Where out of lesson interventions take place, how does the school evaluate impact?</p> <p>How effective is assessment?</p>	<p><i>Class teachers prepare a planning document for each lesson which outlines how they will target pp students through the seating plan, the questioning and the differentiation in place. For some students extra resources are prepared to support them with independence during their learning. There is evidence in lessons of teachers deliberately targeting PP pupils with questioning and support.</i></p> <p><i>All staff, teachers and TAs know which pupils are eligible for pupil premium and how best to support them.</i></p> <p><i>Pupil Premium pupils and specialist provision is identified on lesson and seating plans created on 'class charts' software that pulls through the latest progress and achievement data from sims.</i></p> <p><i>Pupils have a PP Pupil Profile which identifies their targets and assessment</i></p>	<p><i>Senior leaders could improve communication with parents about the level of intervention and support being offered to pupils. Parents are then able to support and liaise with staff regarding progress during intervention time.</i></p> <p><i>Teachers could be a little more proactive in their approach to meet and discuss with parents of pp pupils.</i></p>

	<p>How effective are wave 1, 2 and 3 interventions?</p>	<p><i>data alongside any barriers to learning. All staff have access to these.</i></p> <p><i>Pupils are set regular homework to extend their learning. All pupils have a planner to record homework tasks.</i></p> <p><i>Books show that all pupils are in receipt of high quality constructive verbal feedback and marking. Pupils are also given opportunities to respond to marking and extend their learning as a result of this.</i></p> <p><i>Lesson observations show that teachers are able to divide their time within the classroom to enable them to target key groups, in particular pp students to ensure that they are making progress within the lesson.</i></p> <p><i>For some lessons pupils receive support from key teaching assistants which ensures consistency of approach across the school. This is based on experience and skillset of staff to maximise progress.</i></p> <p><i>Teachers mainly lead interventions as funding has been spent in Maths to reduce class sizes and focus on key groups and children of different abilities. The staffing has reduced class sizes and created more small focused intervention groups.</i></p>	<p><i>School could consider the use of 'Show My Homework' as a tool to support this further.</i></p>
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<p><b>Behaviour &amp; safety</b></p> <ul style="list-style-type: none"> <li>❖ Learning walk and discussion with PPCo</li> <li>❖ Scrutiny of behaviour records</li> <li>❖ Scrutiny of attendance data</li> </ul>	<p>What does attendance and exclusion data show and what strategies are in place?</p> <p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</p> <p>Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</p>	<p><i>Clear rewards and sanctions are in place and all pupils are clear about the systems.</i></p> <p><i>School subsidised trips and educational visits for PP students.</i></p> <p><i>School subsidised uniforms and equipment for PP students.</i></p> <p><i>Parents are invited into school to see how their children learn as well as for whole school events and this had been increased this year</i></p> <p><i>PA for PP students is lower than National averages</i></p>	<p><i>Achievement and Behaviour points should be analysed across each subject and year group to identify patterns and act on this.</i></p> <p><i>Attendance is an area to be focused on following a dip from 2016 to 2017.</i></p> <p><i>Follow up work should be done to ensure that conversations about engagement, learning and progress have taken place.</i></p> <p><i>Overall PP attendance is low, particularly in the current Y10 cohort.</i></p>

<p><b>Evaluation of impact, drafting action plan and next steps</b></p> <ul style="list-style-type: none"> <li>❖ Discussion with HT/ CoG/ PPCo</li> </ul>	<p>How well is pupil premium funding used to:</p> <ul style="list-style-type: none"> <li>▪ Ensure quality first teaching and above expected progress?</li> <li>▪ Support effective interventions?</li> <li>▪ Widen opportunity?</li> <li>▪ What support can the reviewer offer for action planning and ongoing monitoring of the plan?</li> </ul>	<p><i>All Pupil Premium students are supported to do even better. This includes the more able as well as the less able pupils. This is driven through the Manor All-stars programme.</i></p> <p><i>Staff encourage pupils to think aspirationally about their futures. They provide careers advice and work experience opportunities encouraging pupils to explore jobs/ careers that they might not otherwise have considered. Pupils are encouraged to consider HE through visits to universities.</i></p> <p><i>Pupils are given opportunities to learn how to play musical instruments and to participate in sports that they might otherwise have not considered.</i></p>	
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<sup>1</sup> When reviewing special schools reviews may also wish to consider the area of 'enrichment', and the following question: How will pupil premium eligible pupils benefit from the funding and how is its impact monitored as far as enriching their opportunities is concerned? What is the impact of this on their attainment?

**Signed:** \_\_\_\_\_ **PPR**