

# PUPIL PREMIUM REVIEW - THE SOUTH LEEDS ACADEMY

## REPORT AND RECOMMENDATIONS

Date of Pupil Premium Review: 29 March 2017

Pupil Premium Reviewer: Pam Hemphill (contracted through Best Practice Network)

Unique reference number	135969
Local Authority	Leeds
Principal	Graham Moffatt
Chair	Sally Cieslik
Academy website	<a href="http://www.tsla.org.uk">www.tsla.org.uk</a>
<b>Latest Ofsted inspection date:</b>	<b>13-14 December 2014</b>

<b>Overall Effectiveness</b>	<b>INADEQUATE</b>
Effectiveness of leadership and management	Requires Improvement
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate

## THE REVIEWER

- Carried out a one day review of the school's use of the pupil premium grant and provision for disadvantaged pupils.
- Reviewed a range of documents including the Academy's latest Ofsted inspection report (December 2016); The Delta Academies Trust Statement of Action and the School Improvement Plan (submitted to Ofsted in February 2017); RAISEonline reports (2015 and 2016); TSLA Self Evaluation (October 2016); TSLA Development Plan (2016)
- Took account of available information about pupil premium expenditure, plans for pupil premium spending, as well as performance data;
- Scrutinised pupils' work and teachers' marking during two learning walks with senior leaders;
- Spoke with a panel of pupil premium pupils from KS3 and KS4 to seek their views about the quality of interventions and the progress they are making;
- Spoke to pupils during break time to seek their views on the education and personal support they are receiving at the school
- Spoke to the Principal, senior leaders, and the Vice Chair of the EAB;
- Gave feedback on findings of the review to the Principal and the link Governor for Pupil Premium and the actions recommended to strengthen the use of Pupil Premium funding and contribute to improving achievement and closing gaps.

## CONTEXT

- This 11-19 school serves a diverse community in South Leeds.
- The Delta Academies Trust took over from the previous sponsor academy in 2015.
- The school does not meet the government's secondary floor standards.
- There are 933 pupils on roll making it of broadly average size. The number on roll has fallen this year.
- 477 pupils are known to be eligible for FSM, this is approximately double the national average.
- Stability is below average and deprivation is double the national average.
- The proportion of pupils with SEN support is twice the national average at 25.4%. The proportion of pupils with a SEN statement or EHC plan is well below the national average.
- The academy provides an alternative curriculum and the services of another provider for the education of some pupils.

Prior to significant changes in leadership and management in the Autumn Term of 2016, the Academy has not been effective in improving the achievement of disadvantaged pupils which has been below national averages since 2011. Perusal of three Ofsted Section 5 reports and six Section 8 reports from 2011, when Pupil Premium funding was introduced, confirms attainment and progress of disadvantaged pupils has not been improved. In May 2011 Ofsted monitoring found the academy to be showing satisfactory progress in raising standards.

Despite pockets of good practice, in May 2012 Ofsted inspectors found weak teaching, unreliable data and senior leaders unable to evaluate performance as contributing factors to its inability to improve learning sufficiently to narrow and close gaps. By June 2013, gaps between disadvantaged pupils at the academy and this group nationally were found to be not closing fast enough, in part because of insufficiently rigorous monitoring by faculty leaders. Literacy skills across subjects and marking which did not inform pupils about what they needed to do to improve their learning contributed to too few pupils making the progress they should.

The progress of disadvantaged pupils was found to vary year on year. Considerable turbulence in staffing in 2013-14 led to the response of senior leaders which improved professional development for staff and access to more robust and informative data.

However, at the end of 2014 actions to improve middle and senior management and teaching and achievement had not impacted on disadvantaged pupils, gaps between the attainment of disadvantaged pupils and their peers was still too wide. By February 2015 the progress of disadvantaged pupil was still significantly less than these pupils nationally. The gap between disadvantaged and other pupils in the academy was wide for disadvantaged pupils making expected and more than expected progress.

The Academy does not have evidence of its evaluation of the use and impact of Pupil Premium over time. Governors have not been sufficiently robust in ensuring that the use of pupil premium funding was planned, used and evaluated effectively to ensure entitlement to additional support to improve achievement for its disadvantaged pupils to close gaps between them and their peers at the school and with disadvantaged pupils nationally.

Over time, the Pupil Premium grant has not been managed consistently nor well enough to improve outcomes for pupils and, as a result, gaps have not closed fast enough and any improvements that have been made have not been sustained.

In December 2016, Ofsted Inspectors found the overall effectiveness of the academy to be inadequate. Outcomes for pupils are too low, they do not attain as well as they should. Disadvantaged pupils do not make enough progress over time from their starting points across a range of subjects. The effectiveness of leadership and management requires improvement; it has not used additional funding through the Pupil Premium grant effectively to accelerate the progress of disadvantaged pupils. However, it found disadvantaged pupils in Year 7 and Year 11 to be beginning to make faster progress as a result of additional lessons and personalised support. Governors told inspectors that they recognise Pupil Premium funding has not been spent wisely in the past.

The school is now required to make significant improvement. Two of the areas for improvement (AFIs) specifically refer to disadvantaged pupils:

- The school needs to improve the quality of teaching and learning in all subjects and year groups to use information about pupils' progress, especially that of disadvantaged pupils.
- In its leadership and management improvement of spending plans for funding for disadvantaged pupils should be monitored to check whether actions are bringing about rapid and sustained improvements.

The school was recommended to undertake a Pupil Premium review to assess how this aspect of leadership and management may be improved.

## 1 ACCOUNTING FOR PUPIL PREMIUM SPENDING 2015-2016 AND 2016-2017

### Evidence and evaluation by PP reviewer

The school has posted its 'Pupil Premium Strategy Statement' on the academy website. This gives its evaluation for Pupil Premium Budget of £590,834 for 2015-2016 and confirms allocation of £528,925 for 2016-17.

### Evidence and evaluation of impact 2015-16

The academy's 'Review of Impact' (pages 12-18) shows total PP grant expenditure by the academy of £600,000. Success criteria used are not shown although it is clear that there were objectives for the activities though it was often difficult to identify any impact for these.

The expenditure of £32,000 on salary for the Leader of Learning is evaluated as sustainable impact not being embedded and catch up being fragile. Four of the five success criteria were not met. Summer School focus on literacy (£56,000) shows no quantifiable data and suggests a more focussed approach is required for closely tracked and monitored students.

£58,000 allocated to staffing, resources and transport for improving attendance of disadvantaged pupils suggests attendance gaps were closed but this is not substantiated as the strategy was to focus on PA students and suggests improvement was for non-PA with PA requiring more focused approaches.

Funding for the academy's well-established off-site provision of £274,360 supported the closing of the gap between PP and non PP pupils though this does not seem to be validated by Raise 2016 which indicated outcomes for PP students were below expectation.

The off-site provision is most successful in reducing risk of permanent

### PP reviewer's recommendations

- The academy must ensure that all spending of the Pupil Premium Grant is for the clear benefit of disadvantaged pupils and that a detailed plan for spending is provided with clear numeric targets for closing gaps; success criteria; monitoring and review dates, so that the spending may be accounted for and intended impact evaluated fully by academy leaders. The PP link governor and the EAB should be fully informed of emerging findings from monitoring to ensure timely challenge can be made about how activities are supporting the progress of disadvantaged pupils and the closing of gaps.

### PP reviewer's recommendations (2015-16)

- Monies have not been used well enough to bring the necessary improvement in the achievement of disadvantaged pupils and must be rapidly improved to ensure they receive the additional support they need. This has meant gaps between them and other pupils at the academy and with disadvantaged pupils nationally have not narrowed and closed.
- There is no evidence that governors have been sufficiently informed or involved in 2015-16 evaluation of PP. More effective management of the grant must be put in place the PP link governor be fully informed and engaged in future planning, monitoring and review.
- The identification of impact must be improved so adjustments can be made to PP grant funded actions if they are not likely to have the intended impact. Evaluations should be sufficiently clear about whether the actions and interventions are solely for disadvantaged pupils or all pupils. Information and analysis should be provided specifically for the school's disadvantaged pupils and evidenced with data, now readily available through the now extensive use of the school's tracking system; other performance data; qualitative evidence, case studies and, for instance, feedback from pupils. Analysis should always compare disadvantaged pupils with other pupils and to disadvantaged pupils nationally where there is validated data.

exclusion and meeting the specific needs of pupils with SEN. It is not made clear if the monies allocated to off-site provision were used to relieve the pressure the academy budget was under and if it covered costs of non-PP students.

Funding allocated to behavioural and academic support of £30,000 was not fully evaluated though it appears those who attended showed a 10% rise in attendance.

LSPs in class support for development of basic skills and catch-up support (£122,890) aimed to reduce inadequate lessons to 0%, evaluation says this did not eradicate inadequate teaching and the intended outcome was unrealistic.

Reading interventions (£16,000) were planned to improve access to the curriculum for disadvantaged pupils with reading ages below 10 by the end of KS3. The academy has made a candid evaluation that points to impact being difficult to discern and questions its cost effectiveness. One of the success criteria was to increase library loans, it is not clear if this action achieved this though the academy has since improved books in the library and the librarian is now credited with promoting reading well.

Mentoring and intervention with focus on three levels of progress (£10,000) did not close the gap at the time or subsequently because intended outcomes lacked specificity

#### **Planned expenditure 2016-17**

The academy's PP plan gives a detailed range of activity and interventions, to meet the school's intentions to close gaps and improve the achievement of disadvantaged pupils. At present the plan does not show allocations of PP grant to activities in the document published on the academy PP website.

- Evaluations should pinpoint more accurately the impact of the quality of teaching.
- Evaluation has not been sharp enough despite the clarity of 'the estimated impact statements' that accompany each of the activities and suggests there was poor value.
- There needs to be priority for supporting disadvantaged pupils in Year 11 currently, especially in English and mathematics. There must be a transition to greater balance in the allocation of the PP grant across year groups and into other subjects so that improvements in the achievement of disadvantaged pupils are continuous from Year 7 through accurate identification of learning needs and well targeted interventions.

#### **PP reviewers recommendations for 2016-17 and beyond**

- Urgently confirm all planned expenditure from the PP grant for 2016-17. The reviewer acknowledges that the academy needs to have a transition from the former PP financial planning methodology and endorses the approach the Principal is using to apply a formula for costs for PP actions for 2016-17 against PP grant.
- Agree a policy for Pupil Premium. Draw on model from other schools with good PP practice.
- Use Academy Priority 3e in the post-Ofsted plan and the recommendations from this review to develop a detailed action plan for approval by governors. Plan actions and expenditure required to implement the plan with focus on closing gaps between disadvantaged and other pupils.
- Ensure that monies are used to ensure disadvantaged pupils, all those eligible for the Pupil Premium grant, receive their entitlement. The academy recognises the fine line between those disadvantaged pupils eligible for the Pupil Premium and families who are hard-working and hard pressed financially who it regards to need additional support. The school is now clear that spending should be targeted at its PP

pupils. The nature of many aspects of PP expenditure are accessed and are beneficial in the engagement and learning of the wider community of pupils at the academy. This needs to be discussed fully with the school's governors as they need to be satisfied that the PP funding is having its intended effect on improving the progress and attainment of disadvantaged pupils.

- Ensure the performance data held by the school and its tracking and monitoring data is used with greater effect to evidence impact to improve evaluation of PP pupil outcomes.
- Consider and develop an individual PP support plan for each pupil eligible for the Pupil Premium Grant to show what additionality each will receive to accelerate progress, improve reading and literacy, support personal, emotional, behavioural and social development and ambition. Specify in the plans the learning and wider needs of each pupil and use this alongside pupil tracking to gauge progress on a six weekly basis. This should be shared with the Governing Body's Pupil Premium link governor and the Principal and senior leaders.
- This academy is now data driven and data rich and has high capacity to include statistical analyses of impact of Pupil Premium alongside annual reports published on its website. Reports and data should be in a form accessible to parents and other stakeholders. Documentation available to a public audience should be written in plain English to ensure information can be accessed.

## 2 EFFECTIVENESS OF LEARNING IN LESSONS

### Evidence and evaluation by PP reviewer

Both learning walks undertaken during the review showed marking to be completed regularly though of varying quality. The difference between the best and other marking was often teachers' comments did not pinpoint accurately enough what pupils needed to do to improve their work; checks that pupils had completed missed work; that completion of incomplete or missed work was followed-up; and pupils given time to reflect and respond to marking.

The marking in English lessons provides a good model for the school to develop. PIN (Praise/Improve/Next Steps), Red for Reflection and Lilac for Literacy are part of the Academy's marking policy and are used to inform students on how to improve their work although this is not fully embedded in all curriculum areas.

Presentation was in-line with policy for headings, dates, use of rulers. A number of books showed poor handwriting, especially for boys. Pupils have access to dictionaries and were seen to be used to ensure accuracy in spelling.

Behaviour in lessons was not seen to prevent the learning of others though there were pupils listed on the consequences board, mainly at consequence one with fewer at consequence two and a few at consequence three in lesson seen. No consequence 4, one hour detention, appeared to have been reached in any lessons visited.

Work showed progression though volume of work varied. The pedagogical approaches from recent CPD were seen in action during the lessons, pupils understood the seating arrangements and said the face and shoulder partner method worked well for them.

There was evidence of good promotion of pupils' collaboration with peers and the teacher. Learning was evident for the majority of pupils though not all.

### PP reviewer's recommendations

- The model for developmental marking should always ensure accurate identification of errors; praise for good work which is communicated to pupils; teacher's comments which are clear and, where needed, point to what to do to improve. Pupils should have reflection and response time when marking has been carried out.
- Work scrutiny and lesson observations should always check the disadvantaged pupils as a group and compare with their peers to assess if any interventions are needed.
- The standard of marking in English portfolio books sets a best practice standard for other faculties to develop through CPD and coaching. Ensure the best marking practice is shared as an expectation in the academy.
- Ensure monitoring of teaching by senior and middle leaders always has high expectation for what is expected as the standard of marking across the academy, and for volume and completion of work.
- Teachers should stress that pupils work in their books provides a valuable revision tool and use marking and monitoring in lessons to foster completion of work and response to marking.
- Ensure there are interventions, curricular and extra-curricular opportunities for improving handwriting, especially of disadvantaged pupils.

### 3 CURRENT RAISING ASPIRATION AND ACHIEVEMENT STRATEGIES

#### Evidence and evaluation by PP reviewer

The academy has a range of actions and interventions in place. Homework support and course work support are available to all pupils who need or request it. Additional tuition, small group work, and the wider intervention programme are triggered by data and need of pupils.

The Year 6-7 summer school is acknowledged as having a beneficial effect on the progress in Year 7 of those pupils who attended. Year 7 Catch up funding has had positive effect in the current year on ensuring pupils achieve the standard to access the secondary curriculum.

Major priority is for curriculum and lessons that promote improved access to learning, higher engagement and inclusion to meet pupils' needs based on progress tracking. The progress of disadvantaged pupils is now monitored at every data point **by** senior and middle leaders.

Risk of NEETS has been targeted in current year more effectively. This was 40% in 2015, 15% in 2016 and predicted as 10% in 2017.

#### ENGLISH

All disadvantaged pupils were shown on seating plans. Accelerated reader programme working well to improve love of reading. Literacy promoted by form tutors as well as English lessons. Application of literacy across subjects developing. Reading data is tracked.

Spelling of key words in mathematics and science are supported. Tracking system has brought better intelligence on progress of disadvantaged pupils to inform planning to meet needs. Department benefits from the subject direction from the academy trust.

#### MATHEMATICS

Move to open door policy has improved behaviour and expectation in lessons. Focus on questioning to check understanding, pupils pressed to give good explanations and use of subject vocabulary.

#### PP reviewer's recommendations

- Promote attendance at summer school to the parents of disadvantaged pupils to smooth transition and build aspiration for achievement for more pupils entering Year 7.
- Ensure all provision and actions funded by PP Grant are evaluated and included in PP reports and evaluations. Whilst most pupils with SEN are also PP, data should be shown for disadvantaged pupils compared to other SEN pupils to identify the gaps in progress and attainment.
- Continue to focus on strategies for engagement and inclusion of all pupils. Good teaching seen as key to aspirations. Continue to manage the reduction of pupils at risk of NEETs through improved careers guidance and personal guidance and support alongside better attitudes to learning.
- Distribute leadership so that, middle leaders and managers take greater responsibility for agreed actions, in the first instance for English and mathematics.
- Use the evaluation of impact of Pupil Premium funded actions to hold leaders to account.



'Incredible support' for mathematics curriculum from academy trust and RAG tracking meetings have made impact on teaching and learning.

In house CPD for Challenge and Aspire, AfL and Unlocking Potential have had impact, for instance in AfL strategy for active listening. Teachers seeing real improvement in management of the academy which is supporting staff better and improving aspiration, saying the Trust started the improvement and new Principal has enhanced development of the journey to improvement.

Focussing on improving progress through KS3, after school support in place.

### **WORLD STUDIES**

Promotes more ambitious use of subject language for instance to use coastline instead of beach, sediment instead of sand. Application of numeracy in geography particularly in graphs. Promotes speaking in sentences in lessons and when answering questions e.g. to justify or explain. After school interventions for KS3.

### **SEN**

Disadvantage is considered when setting up provision for pupils with SEN. PP budget has formerly contributed to SEN provision because of high rate of both SEN and disadvantage. There is no clear information about amounts of PP funding allocated to SEN in 2016-17 nor is there any evaluation of impact of PP funded actions.

Social and mental health needs are high at the academy. Nurture provision has resulted in fewer exclusions for those disadvantaged pupils who have had this provision. The Academy wishes to increase access to nurture provision.

Effective nurture provision in-house is reducing need for alternative provisions elsewhere. There has been CPD for SEN to build greater capacity for SEN provision. The SENCO has produced case studies to evidence the effectiveness of teaching, care, guidance and support for individual pupils with SEN.

Case studies provide good detail about needs, learning behaviours and provision but little data. Literacy interventions have achieved good outcomes

for disadvantaged pupils. Speech and language interventions have been supported by PP grant.	
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## 4 BEHAVIOUR

### Evidence and evaluation by PP reviewer

Behaviour on arrival at school, at break times, around the school and in lessons was orderly. Pupils were polite, confident to speak and to speak fairly about their educational experience at the academy.

CPD has developed collaborative approaches for learning which also support improved behaviour in lessons where the majority of pupils enjoy the collaborative activities.

Pupils say behaviour is greatly improved in lessons, at social times and in movement around the academy. The high rate of PA for disadvantage pupils remains of high concern.

A range of actions are in place to bring pupils into the academy and to challenge parents. The academy has not rigorously used penalties for parents previously; the Principal is now using this as an additional sanction to reduce PA when other proactive and inclusive strategies are not having impact.

The academy makes a comparison of attendance each week. The current average for this academic year is 91% and for disadvantaged pupils 87.5%. Year 11 pupils have the lowest attendance but this has risen significantly in the last few months, albeit from a low base.

PA for all pupils is 16.50% compared to 18% for Year 11. Attendance has improved modestly overall in 2016-17. There has been the greatest improvement in Year 7; the week prior to the review attendance was 95.7% for this year group.

### PP reviewer's recommendations

- Stick to the strong enforcement of 'Consequences' to convey poor behaviour of any form is unacceptable, non-negotiable and will lead to penalties.
- Continue to develop 'Firm and Fair' ethos for all forms of misbehaviour and for unacceptable and prejudice based behaviours.
- Maintain priority to reduce the high PA of disadvantaged pupils as a key closing the gap issue.
- Always show comparison between disadvantaged and other pupils in data displays.
- Strengthen action to challenge parents to support attendance of disadvantaged pupils including the use of penalties.

## 5 EFFECTIVENESS OF PUPIL PREMIUM STRATEGIES ON SUPPORTING PUPILS' DEVELOPMENT (PUPIL VOICE)

### Evidence and evaluation by PP reviewer

The reviewer met a group of six disadvantaged pupils representing KS3 and KS4. Pupils were confident, articulate and fair in their contributions to the discussion. The group did not recognise the 'Pupil Premium' however; they did recognise the range of interventions and strategies in place to improve their learning.

Year 11s in particular feel well supported as they approach examinations which they say they are well prepared for, especially because of teachers prepared to give additional time for teaching in break times and after school.

All disadvantaged pupils have received interventions and support which they say is effective. Pupils are pleased with the improvements they have experienced since the change of academy trust and with the new leadership in the Academy.

The impact on behaviour and the quality of teaching is recognised in particular as having improved. Despite improvement in behaviour they say there is still a small amount of low level behaviour in every lesson, for instance calling out or tapping pens.

The consequence system is well understood by disadvantaged pupils and seen by them to be working well as behaviour has improved greatly since the new Principal joined the school and the leadership team has been strengthened.

Developing literacy skills was seen to be important; the 'Accelerated Reader' programme was enjoyed and is seen as effective. Weekly free reading and the library are supporting disadvantaged pupils, particularly because the range of library books has improved. However, only three pupils out of the six are currently reading a book at home and only three pupils currently have a library book on loan.

Pupils are highly aware of the reputation of the academy in the locality, they find the stigma is very unfair because the improvements are not recognised.

### PP reviewer's recommendations

- Pupils should be seen as a valuable resource of the academy to use in evaluation of the impact of plans and improvement strategies for the use of the Pupil Premium Grant. Pupils are not consulted enough and could make a contribution to qualitative evaluations. Consider forming a PP pupil panel (sensitive to FSM 'stigma').
- Consider how the PP Grant can be used to ensure disadvantaged pupils can participate in trips, visits and social events to extend their horizons and to build self-confidence.
- Implement current plans for improving the literacy skills of disadvantaged pupils and expand opportunities for shared and free reading in the curriculum and extra-curriculum. Use evaluation and consultation with disadvantaged pupils to identify if support for literacy is sufficient.
- Build on the successful use of Accelerated Reader which disadvantaged pupils found to be beneficial for developing their literacy skills and building self-confidence and interest in reading.
- Ensure disadvantaged pupils are supported to participate fully in trips and visits and to benefit from expanded horizons to inspire. Solutions need to be identified so disadvantaged pupils are not excluded on financial grounds.

Disadvantaged pupils say there are too few opportunities for trips and visits; they say the London trip is very expensive/unaffordable.

## 6 EFFECTIVENESS OF CONTINUING PROFESSIONAL DEVELOPMENT

### Evidence and evaluation by PP reviewer

The priority for in-house CPD is now successfully supporting improvement because it is relevant, practical and is applied quickly in lessons.

Some staff have innovated, for instance developing an app to capture good practice. CPD is hard wired into the academy's strategic thinking and plans and is regarded as a key to improvement. The CPD has been successful in part because of the camaraderie of staff and the way it has developed sharing of practice, introduces new practice and willingness of staff to collaborate and lead sessions.

The academy trust's curriculum directors have played a key role in improving teaching by supporting the academy to develop, for instance, assessment without levels, Assessment for Learning, and support for delivery of new GCSEs.

The academy trust's priority for development of 'Challenge and Aspire' is supporting collaboration both of staff in CPD and pupils who are taking increasing responsibility to self-manage learning tasks in small groups and to collaborate with others.

Pupils have become familiar with the structure of this scheme and the pedagogical techniques it uses.

### PP reviewer's recommendations

- Build upon the high collaboration of staff to develop new strategies and approaches for improving teaching repertoire.
- Evaluate 'Challenge and Aspire', how and to what extent have disadvantaged pupils responded to this approach to collaborative structures compared to other pupils? How has this accelerated progress in the learning of disadvantaged pupils compared to others.
- CPD is cost effective because teachers are working together to share ideas and share good practice develop skills in a wider range of pedagogical approaches, for instance supporting Assessment for Learning Consider using PP funding for developing specific CPD for improving the behaviour and learning of disadvantaged pupils .
- Ensure the impact of CPD on improving learning is included in PP evaluations by carrying out qualitative evaluation, for instance, interviews with disadvantaged pupils that pinpoint what makes their learning deeper.

## 7 PARTNERSHIP WITH PARENTS

### Evidence and evaluation by PP reviewer

The school has many hard to reach parents. PP funded activities to fund parental activities are not included in current PP plans. Drop-ins for parents of pupils with SEN, for instance in Nurture provision.

Home visits regularly carried out by SENCO. A recent session offered to parents on coping with stress and access arrangements attracted a 60% turnout.

### PP reviewer's recommendations

- Expand opportunities for parents to engage with the school. Look to local primary practice to foster greater parental engagement. Have a standing invitation for parents to come to breakfast on one day each week to foster community spirit and communication with and between parents.
- Consider parental literacy sessions to foster love of books.
- Improve the Pupil Premium section on the website to give a wider range of information about the objectives of this grant and actions planned for remainder of this academic year and for 2017-18.
- Create a prominent place on the academy website for articles and events for parents. Include more background information about the Pupil Premium and what the academy is doing to close gaps.
- To advertise any activities or sessions that parents can attend.

## 8 PARTNERSHIPS WITH OTHER SCHOOLS

### Evidence and evaluation by PP reviewer

The Academy Trust is effectively supporting the school and has put in capacity to support senior leaders to drive improvement. The academy also works with other schools through networks in the area.

Collaboration and support for leadership are key in building capacity and putting strategic improvement planning in place. Meeting the needs of vulnerable pupils and closing gaps through better use of the Pupil Premium is a priority and has had excellent support from a local system leader from an outstanding academy.

This has been highly effective in regaining control of PP budget, strategic planning, monitoring which is data driven, sharper evaluation of impact and identifying actions that will accelerate progress based on best practice.

### PP reviewer's recommendations

- The school has benefitted from partnerships in the locality. The school now needs to also identify other good and outstanding practice to rapidly bring impact to an area of provision that has let down disadvantaged pupils over time.



## 9 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF PUPIL PREMIUM

### Evidence and evaluation by PP reviewer

This has been weak over time because there has not been dedicated leadership and management of the Pupil Premium which has ensured the grant is used to improve the provision and achievement of disadvantaged pupils.

The allocation of the PP Grant has not been targeted accurately enough to actions that are effective in improving the achievement of vulnerable pupils. Evaluation has not been carried out to identify impact to ensure subsequent planning is adjusted and better targeted on what needs to be done.

When evaluation was carried out for 2015-16 it showed a large part of the budget was not cost effective and failed to achieve the intended outcomes of the Pupil Premium. There is no policy for the Pupil Premium; it is not on the website.

Since the appointment of the Principal, there has been recognition that disadvantaged pupils have not benefited sufficiently from the grant because some has been diverted to other areas of provision.

The academy is being strongly supported by the academy trust which has improved leadership capacity for the Pupil Premium through a part-time secondment of a senior leader from an outstanding academy who has direct experience of leading and managing the Pupil Premium; high level of experience and skill in use of data, and skills in pupil tracking using SISRA which is used to check progress bi-weekly. This has also led to evaluation and post-Ofsted planning for the Pupil Premium to be put in place.

Curriculum led financial planning to ensure budget use is fit for purpose and adjusted to the needs of each pupil is being put in place to improve student outcomes, especially for disadvantaged pupils in English and mathematics in the first instance.

### PP reviewer's recommendations

- Implement strategic plans and ensure success criteria are used regularly to identify impact on the progress of disadvantaged pupils.
- Review and adjust activities if tracking data shows activities are not having the planned effect in improving achievement and closing gaps.
- Build upon the recent improvements to tracking, monitoring and use of performance data and distribute leadership so that subject leaders, are given greater responsibility for actions in strategic plans and are held to account. In turn, subject leaders should be sharper in their monitoring so that they can pinpoint where adjustments need to be made in the light of their observations of teaching.

The academy's improvement plans are committed to improving pedagogy and assessment for learning and is ensuring staff are better trained to improve learning in lessons. Improving aspiration has greater focus, for instance through 'Enabling Enterprise', 'Step-up days', support from a governor and a senior leader from the academy trust all with intention to improve, for instance, self-confidence, aiming high and interview skills.

The academy has ensured middle leaders are improving their leadership skills and make checks on the quality of teaching by undertaking learning walks, lesson observations, work scrutiny and checks on marking. Holding to account of leaders at all levels and teachers is developing.

## 10 EFFECTIVENESS OF GOVERNANCE FOR SUPPORTING PUPIL PREMIUM

### Evidence and evaluation by PP reviewer

The EAB has good capacity and expertise to support the academy to improve leadership and management of the pupil premium and to challenge the academy to improve outcomes for pupils.

Governors requested this review because they recognise the gaps in achievement, they are driven to ensure effective plans are rapidly put in place to narrow and close gaps. The link governor is an education professional and has high understanding of what strategic and classroom strategies have been put in place and what is planned.

Variation in standards and practice across subjects is recognised and governors are now challenging the school on this. More strategic planning has been put in place and Governors want to more rigorously hold leaders to account. Financial management of the Pupil Premium budget is under scrutiny and the disentangling of the PP budget from the school budget and the SEN budget are of high priority so there can be more accurately focused actions that lead to sustainable impact.

All Governors now have a link role, including a dedicated PP governor who will champion this initiative. The Governors are rightly pleased with the support for development of the pupil premium as a result of its partnership with an outstanding academy and the senior leader support it has brought has led to rapid and effective actions and plans put in place.

Evaluations and the use of data have improved to give a sharper view of progress. PP is a standing item. The governors are monitoring Progress 8 and are supporting and challenging leaders around floor measures. Tracking information and data presented to them has brought cautious optimism that Progress 8 will be above floor this year.

### PP reviewer's recommendations

- Give maximum support and challenge to ensure evaluation of the PP grant is accurate and evidenced for 2016-17.
- Monitor management of current PP plans and support the development of a PP plan and policy.
- Ensure the allocation of PP grant to plans is carefully monitored to minimise the risk of monies being wasted on activities that do not lead to impact or are not sustainable as previously. Governors should ensure that the Pupil Premium grant is spent to add value to learning and accelerates progress of disadvantaged pupils across year groups and subjects.
- Link governor for Pupil Premium is to champion disadvantaged pupils at the academy and to receive regular updates from progress checks and, particularly, the gaps between them and other pupils so these can be monitored accurately.

## IN SUMMARY

Leaders and managers, including Governors, are beginning to plan and take appropriate steps to make more effective use of the pupil premium. The gaps between disadvantaged pupils and other pupils have not been closed fast enough over time. There is much scope to be more rigorous in allocating funding; to ensure more effective planning of accurately targeted actions, and use of success criteria to identify impact more accurately.

Leaders and managers are involved in the closer monitoring of progress of disadvantaged pupils and are able to use information to intervene with more accurate interventions. Senior leaders are being more rigorously held to account for the poor outcomes achieved by disadvantaged pupils. Responsibility for actions should be distributed to middle leaders so they can be held to account for their impact. It is recognised that there is a lot to be done in the academy to make the necessary improvements, however, the review points to staff and pupils being on-board with the Principal's and other academy leaders' vision, drive and plans for improvement.

## ACTION POINTS

### EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- Identify a senior leader who will lead and manage Pupil Premium Funded activity and be accountable for better learning outcomes for disadvantaged pupils compared to other pupils at the academy
- Ensure the Pupil Premium Grant is used for the benefit of Pupils who are eligible
- Use the academy's tracking system to monitor the progress of disadvantaged pupils and use this information to accurately shape support and interventions to accelerate progress to rapidly narrow and close achievement gaps at the academy
- Ensure the link governor for Pupil Premium is fully informed and involved in the monitoring and evaluation of the impact of Pupil Premium funded actions
- Distribute leadership and accountability for Pupil Premium Grant funded actions for English and mathematics to heads of these faculties. Ensure heads of English and mathematics set and monitor appropriately challenging targets for the progress and attainment of disadvantaged pupils and monitor progress towards these through the academy's progress tracking system and review meeting
- Ensure a rigorous approach to monitoring, review and impact of Pupil Premium funded activity in relation to disadvantaged pupils' outcomes. This should be reported to the EAB and senior leaders every six weeks so any necessary adjustments to actions can be agreed and made so progress remains on-track
- Develop greater parental engagement to raise aspiration. Develop a wider range of activities for parents so they are helped to help their children and to understand the intentions of the Pupil Premium Grant. Post reports of progress and impact of Pupil Premium Grant on the Pupil Premium area on the website
- Continue to develop the confidence and self-esteem of disadvantaged pupils through more pupil voice panels; the use of AfL and good marking practice; through the Challenge and Aspire approach, Unlocking Potential, and regular celebrations of success
- Agree a Pupil Premium Policy which reflects the inclusive and broader aims of the school. Post the policy on the academy website.

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- Ensure marking is accurate and points to what pupils need to do to improve
- Ensuring teaching provides engaging and relevant curriculum and lessons
- Continue to use CPD to develop teacher's skills and use of a wide range of pedagogies to challenge and inspire pupils to learn
- Ensure accurate and rigorous target setting and monitoring of English, mathematics and science which should also apply to core subjects
- Inclusive and enjoyable lessons underpinned by the academy's values to ensure expectation that all pupils will achieve aspirational outcomes
- Ensuring each disadvantaged pupil has a clear view of their personal plan to meet their needs and to provide appropriate support and interventions funded through the Pupil Premium to maximise their chances of success
- Ensuring interventions are tracked, monitored, evaluated and reported to the link PP governor and the EAB to check they are meeting pupils learning needs.

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- Ensure the PP Grant is used to support the use of a range of appropriate strategies to promote full attendance and to reduce PA of disadvantaged pupils to the levels of other pupils at the school and to this group nationally
- Continue to use Consequences and other effective and proven strategies to improve the behaviour of disadvantaged pupils
- Support the development of the academy's promotion of personal development and welfare
- Develop further the range of high quality business links and provide careers guidance so disadvantaged pupils improve their aspirations for continuing education, training and work and their futures.

## OUTCOMES FOR PUPILS

- Set aspirational targets for the achievement of disadvantaged pupils in all year groups in English and mathematics in the first instance. Ensure the targets reflect the value added expected from the effective use of the Pupil Premium Grant to ensure gaps close more quickly. Targets should be in-line with other pupils at the academy and with those for disadvantaged pupils nationally
- Setting and communicating higher ambition and expectation to all pupils, parents and staff by providing regular information about progress so it is clear how well pupils are performing
- Ensuring all pupils are literate and develop a love of reading through direct teaching of literacy skills and through free reading and shared reading. Provide access to a good range of books and check on pupil's opportunities and support for reading in and out of the academy.