



Name of School: Collis Primary School

Areas reviewed:

High Quality Teaching For All - maths specific focus (area 4)

Data Driven and responding to evidence - review of existing interventions/impact (area 7)

Methodology:

- Date : Wednesday 8th May 2019
- The school commissioned this review as part of their on-going commitment to disadvantaged pupils and their families, seeking ways to further improve and refine their approaches to aspects of provision for disadvantaged pupils.
- The school has 64 disadvantaged pupils (8%) of the school cohort.
- The school pupil premium budget is £82960. The school spends the full allocation of this funding to support disadvantaged pupils and exceeds this allocation through other top up funds which the school prioritises, particularly if the disadvantaged pupil has SEND.
- Staff Involved: Jane Way & Sophie Macartney – PPG leads/SLT.

Range of evidence gathered :

- Lesson observations, brief observations/discussions of intervention beyond the classroom, book scrutiny (numeracy), pupil voice, discussion with KS1/KS2 teachers & SENCo, discussion with PPG champions, attainment/progress data, historical and current data. Tracking data for PPG pupils. Pupil premium spending plans (where provided). Action plan.

Strengths identified:

High Quality Teaching For All (area 4) Evidence from lesson/learning observations, observations of interventions, book scrutiny, discussion with PPG lead, staff and pupil voice.

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| <ul style="list-style-type: none">• Teachers plan for quality first teaching for all pupils. Evidence from a targeted learning walk and when observing group and 1:1 interventions, there is appropriate use of teacher questioning, modelling and explaining.• Teachers make efforts to provide challenge questions for pupils. Pupils are keen to try these.• Marking and feedback is excellent for all pupils. The books show that pupils are making progress across their lessons and are able to refine key skills in line with lesson objectives. Teachers detail clear areas for development.• Pupils spoken to during the pupil voice sessions were very positive about the school and their learning. Pupils were confident when expressing their opinions and modelled a growth mindset when asked about challenge/failure. Mistakes were often mentioned as being necessary - 'if you get something wrong, it means you are learning from your teachers'.• Disadvantaged pupils enjoy their learning and the majority of pupils appear confident and happy within the classroom. Pupils are able to talk about an aspect of their learning they are proud of.• Teachers were able to talk confidently about what helps disadvantaged pupils to learn and progress. Teachers are passionate about engaging pupils and ensuring they reach their full potential. |
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- Behaviour For Learning across the school is excellent. During Learning Walks pupils are engaged and keen to complete tasks set. Pupils also speak enthusiastically about their learning and can articulate exactly what it is they are doing.
- School has recently moved towards mixed ability classes to support growth mindset culture. PPG pupils within a classroom environment where they can flourish and challenge themselves.
- Teachers/PPG lead work effectively with the SENCO to support the needs of disadvantaged stated children. Training sessions designed to support fully inclusive practice.

Data Driven and responding to evidence (area 7) Evidence from : Interview with PP leads & SENCo, published data, progress data from learning walk and book scrutiny, predicted outcomes for PPG pupils, PPG action plan.

- The PPG leads are knowledgeable of disadvantaged pupils across the school and the barriers they face. Clear records and case studies are kept of each pupil's attainment over time and the intervention the pupil has received across the school.
- Teachers felt that they always had someone to talk to regarding concerns for disadvantaged pupils and that discussions regarding their progress are held often.
- Interventions are monitoring effectively and the impact of interventions is reviewed. PPG leads use baseline data to assess progress where applicable. Ineffective interventions are discarded.
- Majority of interventions are research driven. PPG strategy based on findings using EEF Toolkit.
- PPG leads have a clear vision for PPG outcomes and a good understanding of where the gaps currently lie. Data monitoring is robust.

The suggested areas for development related to each area of focus have been discussed with the school and these will be actioned with clear timeframes for implementation as part of the pupil premium strategy for 2019/20 and as part of the School Improvement Plan.

Areas for development:

High Quality Teaching For All (area 4)

- Teachers and SLT to continue to work together to raise awareness about PP barriers (using baseline data) and the need for these pupils to make **accelerated progress** in comparison to their peers.
- PP pupils to be targeted further during lessons using a range of in-lesson interventions. A focus on continued high quality T&L within the classroom - ensuring that no pupil gets left behind. PPG leads to implement 'quick win' strategies within the classroom that are targeted at PPG pupils (leading to accelerated progress). CPD from now could focus on this.
- Continue to explore ways to challenge pupils in maths - if they are getting the challenge questions right, are they difficult enough?
- Continue to explore areas in maths that may need special attention when planning/teaching. Where are the gaps?
- Mixed ability classes rolling out to KS2. Support/training for teachers needed to ensure that they feel confident differentiating for the group and 'teaching to the top'.
- Pupil voice revealed that not all pupils are spending additional time on practising their maths at home. Could a structured home learning plan be implemented for these pupils? Research shows that if the task and accompanying instructions are clear then parents/carers are more likely to engage.

Data Driven and responding to evidence (area 7)

- Continue to use baseline and assessment data to identify impact - consider use of funds - replace costly interventions with high quality T & L strategies.
- School advised to maximise use of resources, for example speech therapist one-to-one, could useful strategies be observed and then shared with all staff? School to

consider use of LSAs - small groups within the classroom would mean that both pupils and support staff could listen to teacher explanations. Also supports school vision of developing independent learners (same school experience for all pupils).

- Are staff aware of top 10 most effective strategies outlined on the EEF Toolkit? If not, could this be refreshed so that all staff are implementing interventions as part of their everyday teaching practice.