

Record of visit by SIP

School:	Cleves School	Author:	Barbara Chevis
Date of visit:	16 th March 2016		
Time in school:	hours	Charge:	£500
Background & main purpose of activity:	To undertake Pupil Premium Audit, to include discussion with staff, book scrutiny and data scrutiny To observe HT teach		
School staff involved:	HT,		
Progress made since last visit:	The school has completed a draft audit		
Key points from this visit:	<p><u>Observation of Headteacher:</u> The HT taught a maths lesson with 12/13 pupils present, with the 13th pupil arriving halfway through the lesson. The lesson was extremely well organised with good resources to support pupil learning. Pupils enjoyed the mental maths activity which allowed them to practise their multiplication skills. They were further challenged through 2 step calculations being introduced. This supported the learning in the main part of the lesson. Outstanding relationships between the HT and pupils ensured that they were willing to take risks and they answered questions eagerly, showing confidence. They were all ready for learning and behaviour was excellent. Very clear modelling and explanations ensured that pupils were clear on how to attempt the work. The HT valued pupils' answers and had a very positive approach to supporting learning. Good links made to 'real life' and as a result pupils could see the reason for doing this work. Good opportunities for choice given so that pupils had control of their learning. Books showed pupils have many opportunities to embed their number skills and reflect on what they have done. Pupils were able to complete two step problems using money. Possibly even better if more opportunities for reasoning could be planned into the lesson.</p> <p><u>Meeting with Pupil Premium coordinator</u> The PPG coordinator has made a good start to her role, putting systems in place to ensure good knowledge of PPG children. She has a handle on the data but it appears that much of the target setting and discussion around impact of interventions is undertaken by leaders and she has minimal involvement. Case studies are in place and the PPG coordinator was reminded that it is essential to include impact. These case studies work well alongside the achievement papers for each child. It has been suggested that last year's attendance be recorded alongside current attendance to see if there has been an improvement or decline. It is good to see that Pupil Premium is on the SDP and all teachers have an appraisal target around this area, showing its high profile. The PPG lead now needs to expand her role to have a more 'hands on' approach. Possible areas for development: <ul style="list-style-type: none"> - Observe class teachers and interventions – possibly learning walks? - Pupil premium children conferencing – focus on how they are supported to improve. Look at what the teacher says they are doing – is this happening for the child? - Develop a wider understanding of PPG across the school and especially get to know the parents of PPG children through possible coffee mornings. Support them with Y6 transition. </p> <p><u>Meeting with teachers about PPG children.</u> Y6, 5, 3 – All have a good knowledge of the PPG pupils in their class. They state they know about their PPG pupils due to handover meetings. New systems have made a difference. Now they can see what provision the children have had. The PPG coordinator has set up profiles which are useful. She emails to ensure these profiles are updated. However it is too soon to see real impact of them. Data sheets highlight PPG pupils. Teachers like the fact there is an advocate for PPG. The role of the PPG coordinator is appreciated although seen as focused on data. Most teachers could talk about how PPG funding is spent on individual children although this was somewhat hazy in some cases.</p>		

Record of visit by SIP

	<p>SEN v PPG funding is sometimes unclear. If there is a new child in their class some teachers are not clear about the procedures for informing them if the child is PPG. 'Hope someone would tell me' They see the onus on them to ask. However, this is not the case for one member of staff who states that HT / DHT will inform them straight away. Possibly a clearer system needs to be devised? Staff informed of systems? Teachers see a strong emphasis on interventions, which are created around needs of children. A teachers have an appraisal target focused on PPG pupils.</p> <p>Book Sampling Books from all 4 year groups were examined with the PPG coordinator. Data and information for each child was considered. It was seen that all pupils are making progress, although one child had little support and would benefit from further intervention. The PPG coordinator would look into this. One Y3 pupil's data on entry to the school was higher than the work in the literacy book suggested. Maths books lacked some opportunities for reasoning.</p> <p>Data No comparison is made between PPG pupils and non PPG pupils and therefore comparisons are made with all children in the year group. End of spring data shows that pupil premium children in Year 3 are making good progress in reading and writing, in line with that of their peers. In mathematics their progress is only very slightly below that of all children in the year group. Attainment for PPG pupils is less than 1 point below that of all children in the year group. In Year 4 the progress of PPG children is varied. In reading it is below that of their peers, (although their attainment is good and in line with expectations), whereas in writing progress is in line with all children in the year group and in mathematics, progress is above that of their year group. Attainment in writing is good and in line with that of all children in the year group. Attainment in mathematics is below that of all children in the year group, although almost in line with expected attainment. With continued accelerated progress in mathematics, attainment should rise even further. Attainment for PPG pupils in Y5 is good in reading and writing, and above expected attainment, due to good progress being made. However, progress in writing is a little below all children in the year group. In mathematics they make very good progress which will help to narrow the gap between their attainment, which is below expectations, and that of all the class. In Year 6, the attainment of PPG pupils is approximately 1 term below that of all children in the year group, and is also below expectations. However progress is in line with and above all children. It therefore appears that pupils eligible for PPG are making good and accelerated progress overall although further support for these pupils in writing and mathematics in Y3, reading in Y4, writing in Y5 might well be considered. This support need not necessarily be in terms of more interventions, but might be a heightened awareness of the need to make better progress of the class teachers and those leading interventions. Clear data is being kept of the attainment and progress of PPG pupils, at a variety of levels – individual, group, class and whole school data is recorded. Leaders are able to explain how they have used data to improve provision for individuals.</p> <p>Meeting with SENCo The acting SENCo is a passionate and well informed member of staff who has a clear view on support and interventions for SEND and Pupil Premium funded children. Good processes and systems are in place to ensure liaison between SENCo and PPG coordinator, to benefit those PPG/SEN children. Systems are in place to ensure the progress of pupils attending intervention programmes is measured. The impact of interventions are well documented and the SENCo ensures assessments are accurate through termly observations, book scrutinies and looking at data. LSAs are well trained to deliver interventions. She sees RWInc as having the greatest impact upon pupils, whereas SPAG groups are possibly less effective due to the difficulty in ensuring pupils are in the correct set. Those needing support in spelling do not necessarily need support in grammar or punctuation. SIP suggested that the person teaching the group needed to be aware of this and challenge pupils accordingly. The introduction of Numicon is expected to have good impact. Liaison with parents appears to be good, with parents being made aware of their child's attendance at an intervention programme before the programme starts. The SENCo is 'acting' to cover maternity leave. When the substantive SENCo returns, a good handover is necessary to ensure all information and good work is not lost.</p>
<p>Recommendations:</p>	<p>Provide more opportunities for pupils to extend their reasoning skills in mathematics and try to evidence this in their written work. Consider the role of the PPG coordinator and whether this should evolve into a more 'hands on'</p>

Record of visit by SIP

	<p>approach so that she has a greater awareness of and involvement with provision, pupils and parents across the whole school.</p> <p>Ensure a system is in place to inform staff of whether new children are PPG or not. Make sure all teachers know what this system is, and within what timescale of a child arriving in their class they will be told.</p> <p>Compare PPG children's progress and attainment with non-PPG children.</p> <p>Consider further support for PPG pupils as detailed in the Data section above.</p> <p>Consider how to use the expertise of the acting SENCo when the substantive SENCo returns from maternity leave.</p>
--	---