

Linton Primary School: External Review of Pupil Premium Funding April 2017

Reviewer:	Elaine Hamilton	External Review of Pupil Premium Funding at:		Linton Primary School	
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Reviewer's current role : School Improvement Partner, working for Northumberland LA.		Reviewer's background: Former headteacher and Ofsted inspector – 18 years experience of headship in 4 different schools, leading the last school from the Ofsted “special measures” category to “outstanding”.			
Chair of Governors and Pupil Premium Governor : Lorraine Watson Email: tatewatty@aol.com					
Date of last Ofsted inspection		8-9 March 2017	Date reviewer appointed		March 2017
Ofsted judgement		Requires improvement	Date of external review		April 2017
Background and context of school		<p>Linton Primary School is a very small village primary school for children aged 4 to 11. There are 25 on roll and it has been a primary school since September 2015, following a reorganisation of schools in the area; prior to this it was a first school. There are three children in the early years foundation stage, nine pupils in key stage 1 and 13 pupils in key stage 2. Pupils are taught in two classes. The reception class, Year 1 and Year 2 are taught in class1. Years 3,4 and 6 are taught in class 2; there are no pupils in Year 5.</p> <p>The majority of pupils (70%) are of White British heritage and a third of the pupils are of Gypsy/Roma heritage. The proportion of pupils supported by the pupil premium is significantly above the national average. The proportion of pupils with SEN support is well above the national average and there are no pupils with a statement of special educational needs or an education, health and care plan. However, three EHC's have been applied for. Most pupils transfer to Ashington High School after leaving Linton Primary School.</p> <p>STAFFING AND LEADERSHIP STRUCTURE</p> <p>The headteacher has been in post since September 2016 and there is a new full time literacy teaching assistant who started in January 2017 and mainly works with children in Years 3, 4 and 6. A new chair of governors was appointed in the autumn term. There are 2 other teaching assistants, one Higher Level Teaching Assistant (HLTA), the class 1 teacher is part time (0.4), the class 2 teacher is the maths lead (teaches 0.8) and the headteacher is the literacy lead, early years lead, SENDCo and class 1 teacher for 0.6 of the time.</p>			

	<p>EXTERNAL SUPPORT To strengthen leadership the new headteacher is being mentored by the deputy head of the Dales Special School in Blyth. All staff are due to visit to this partnership school in June 2017 to spend time with colleagues who have similar roles to them, to help improve pupil outcomes and behaviour for learning at Linton Primary.</p> <p>The school also works in partnership with schools in and outside the Ashington area. The school receives termly support from one of Northumberland's SIP's (School Improvement Partners), a Northumberland LA educational consultant and attends school improvement courses organised by the local authority.</p> <p>OFSTED INSPECTION The school was inspected on the 8th-9th March 2017 and was judged to require improvement. The inspectors concluded that to further improve the school needed to develop the quality of teaching and outcomes for pupils, further improve pupils' personal development, behaviour and welfare and strengthen leadership and management. Ofsted also stated that there needed to be an external review of the school's use of pupil premium funding and an external review of governance "in order to assess how these aspects of leadership and management may be improved."</p>
<p>Key statements from the Ofsted report dated March 2017 relating to the performance of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • "Over time, additional government funding for disadvantaged pupils and those pupils who have special educational needs and/or disabilities has not ensured that these pupils reach the standards of which they are capable." <i>Page 1</i> • "An external review of the school's use of the pupil premium should be undertaken." <i>Page 2</i> • "Leaders have not ensured that the additional government funding for disadvantaged pupils is used well. Disadvantaged pupils, over time, do not make the progress of which they are capable." <i>Page 2</i> • "Governors have insufficient knowledge about the progress made by disadvantaged pupils across the school." <i>Page 4</i> • Over time the disadvantaged "have not made good progress in reading, writing and mathematics in the lower and upper school." <i>Page 6</i>
<p>Summary of the school's performance data on the attainment of pupil premium children compared to their classmates.</p> <p><i>FSM = Free School Meals children</i> <i>PP = Pupil Premium children</i> <i>NA = National average</i></p>	<p>Key documents consulted included:-</p> <ul style="list-style-type: none"> • RAISEonline Summary Report for 2016 (Validated/final version). • Inspection Dashboard for 2016 • 2016 unvalidated data supplied by Northumberland LA. <p><u>Early Years Foundation Stage % of pupils that achieved a good level of development</u></p> <p>2014 There was one FSM child who did not achieve GLD. Non FSM = 33% (1 of 3), well below the national average for non FSM of 64%. National average for non FSM pupils was 61%.</p> <p>2015 There was one FSM child who achieved GLD. Non FSM = 33% (1 of 3), well below the non FSM national average of 69%.</p>

National average for all pupils was 66%.

2016 There were 3 disadvantaged children, 2 of them achieved a good level of development (67%).
Non FSM = 33% (1 of 3), well below the non FSM national average of 72%
School GLD (All pupils) = 50% National average for all pupils was 69%

2017 There are no disadvantaged children in the reception class. There are 3 children in the cohort of non-pupil premium children; one child is on track (33%) to achieve age related expectations. The other two pupils are on the SEND register; one has severe ASD and the other has literacy and medical issues. Therefore, the schools early years target is for 33% to achieve GLD this summer.

Phonics Year 1 percentage of pupils who met the expected standard in Year 1

2014 Disadvantaged 100% (3 pupils) Not disadvantaged 67% (2 of 3 pupils) Others nationally 78% Difference between the schools disadvantaged and others nationally = **+ 22%**
2015 Disadvantaged 0% (1 pupil) Not disadvantaged 67% (2 of 3 pupils) Others nationally 80% Difference between the schools disadvantaged and others nationally = **- 80%**
2016 Disadvantaged 100% (1 pupil) Not disadvantaged 100% (3 pupils) Others nationally 83% Difference between the schools disadvantaged and others nationally = **+ 17%**

The school pass rates for disadvantaged children was above the national averages for both the disadvantaged and others nationally in 2016.

2017 There are 2 disadvantaged children in Year 1 and they are both on track to pass the phonics test this summer.

2016 End of Key Stage 1 (Year 2) 4 pupils, including 1 disadvantaged pupil (25%)

<u>Pupils reaching expected standard</u>				<u>Gap between schools disadvantaged and others nationally</u>	
Reading	Disadvantaged	0%	Not disadvantaged 50%	Others nationally 78%	Gap - 78%
Writing	Disadvantaged	0%	Not disadvantaged 50%	Others nationally 70%	Gap - 70%
Mathematics	Disadvantaged	100%	Not disadvantaged 75%	Others nationally 77%	Gap + 23%
Science	Disadvantaged	100%	Not disadvantaged 100%	Others nationally 85%	Gap + 15%
RWM	Disadvantaged	0%	Not disadvantaged 60%		
RWMS	Disadvantaged	0%	Not disadvantaged 60%		

No pupils (FSM or non FSM) achieved at the higher threshold or were working at greater depth. The school only became a primary school in September 2015, so there were no KS2 results in the summer of 2016.

	<p><u>2017 End of Key Stage 1 (Year 2) 4 pupils, including 1 disadvantaged pupils (25%)</u> <u>Pupils predicted to reach expected standard</u> <u>Gap between schools disadvantaged and others nationally</u> <u>Reading</u> Disadvantaged 100% 1 girl is predicted to be at or above the higher threshold. Others nationally 78% Gap = + 22% Not disadvantaged 67% 1 above, 1 at expected standard and 1 SEND pupil below.</p> <p><u>Writing</u> Disadvantaged 100% (1 girl) Others nationally 70% Gap = + 30% Not disadvantaged 67% 1 above, 1 at expected standard and 1 SEND pupil below.</p> <p><u>Mathematics</u> Disadvantaged 100% (1 girl) Others nationally 77% Gap = + 23% Not disadvantaged 67% 1 above, 1 at expected standard and 1 SEND pupil below.</p> <p><u>Science</u> Disadvantaged 100% (1 girl) Others nationally 85% Gap = + 15% Not disadvantaged 67% 2 at expected standard and 1 SEND pupil below.</p> <p><u>RWM</u> Disadvantaged 100% (1 girl) Not disadvantaged 67% <u>RWMS</u> Disadvantaged 100% (1 girl) Not disadvantaged 67%</p> <p><u>Absence Rates: 7/9/2016 to 31/3/2017</u> 2016 FSM = 97.4% Non FSM = 96.5% National others = 96.6% Gap between schools FSM and national others = + 0.8% Current absence rate for pupil premium children = 92.39% Current absence rate of non-pupil premium children = 94.22% Without boy at PRU = 95.41%</p> <p><u>Persistent Absence (PA) Absent for 10% or more sessions: 7/9/2016 to 31/3/2017</u> 2016 FSM = 0% Non FSM = 8.3% National others = 6.2% Gap between schools FSM and national others = + 6.2% Current PA rate for PP = 33% Current absence rate of non-PP =15%</p>
<p>School's pupil premium statement, pupil premium policy and pupil premium action plan.</p>	<p>The Pupil Premium section of the website needs to be revised so it fully complies with the latest DFE requirements. I recommend the school uses the format recommended by the National College for Teaching and Leadership in their May 2016 publication entitled "Effective Pupil Premium Reviews".</p> <p>To comply with DFE guidance dated May 2016, on what maintained schools must publish on their website this school needs to add to its website:-</p> <ul style="list-style-type: none"> • Details of how the pupil premium funding made a difference to the attainment of disadvantaged pupils in 2015/16.

	<ul style="list-style-type: none"> • Details of how much pupil premium funding the school received for this academic year (2016/17.) • Details of how the school intends to spend 2016/17 allocation to address barriers to learning, including reasons for how the money is being spent in an online pupil premium strategy statement. <p>I will work with the school to produce a detailed pupil premium strategy statement for 2015-2017.</p> <p>There is no requirement for schools to publish information about how they spend the early years pupil premium (EYPP), however it would be good practice to do this by inserting details in your new online pupil premium strategy statement.</p> <p>The school does not have a pupil premium policy on their school website. I will provide you with an exemplar policy which can be personalised so it meets the requirements of Linton Primary School. The new pupil premium policy will need to be discussed and approved by governors.</p> <p>I also recommend that a letter and form is readily available in the parents entrance area and on the website to encourage parents who are eligible for pupil premium funding to apply for the funding to help you ensure all your pupils receive the funding they are entitled to receive.</p> <p>I will provide you with examples of pupil premium strategies that I have seen working well in other schools and several excellent publications which contain more superb ideas for ensuring the pupil premium money is wisely spent, so it impacts strongly on the attainment and progress of your children.</p>
<p>Headteachers termly report for governors.</p>	<p>The headteacher's termly reports for governors published prior to September 2016 did not provide governors with sufficient information to allow them to effectively monitor how the pupil premium funding was spent or provide precise details of pupil premium outcomes. For example in the May 2016 headteachers report there were only two vague sentences on the pupil premium grant; no amount was mentioned or details of how the grant was being spent.</p> <p>The headteacher's termly reports for governors published after May 2016 will contain full details on the progress and predicted summer attainment of both pupil premium and non-pupil premium children. In addition, I have been booked to deliver an INSET session for the governing body on the 15th May 2017 on the schools new pupil premium strategy statement, and Ofsted expectations on the role of the governing body in monitoring the impact of pupil premium funding.</p>

<p>Barriers to improving the progress and attainment of disadvantaged children and other weaknesses.</p>	<p><u>The main barriers to improving the progress and attainment of disadvantaged children are:-</u></p> <ul style="list-style-type: none"> • A high number of pupil premium children that also have special educational needs. • Poor attendance of some disadvantaged children due to unauthorised absence such as family holidays taken in term time. • Next steps marking is developing well, but is not yet of a consistent high standard for all pupil premium children. • Pupils are not resilient independent learners and this affects their progress. • The need to increase the percentage of good and outstanding teaching. <p>Disadvantaged learners are most successful where teachers in the classrooms feel accountable for their outcomes.</p> <p>High quality teaching must be at the core of all pupil premium work. The effect of outstanding and good teaching is a lot bigger for a student who does not have a privileged background than for a student who has lots of educational resources. High quality teaching and learning is the key to narrowing the gap between the attainment of disadvantaged and not disadvantaged students.</p>
<p>Key areas for action</p>	<ol style="list-style-type: none"> 1. The impact of the new strategies outlined in the new “Linton Primary School 2015- 2017 Pupil Premium Strategy Statement” will need to be carefully reviewed by the Head Teacher and Pupil Premium Governor after each data collection point listed on the last page of this report. <p>Furthermore, all governors, teachers and teaching assistants need to be provided with a new copy of this statement after each review. I recommend that this document is discussed at governors meetings; this will enable the governing body to carefully monitor the schools use of the pupil premium funding and assess if the pupil premium strategies are impacting well on the attainment and progress of disadvantaged children.</p> <ol style="list-style-type: none"> 2. I recommend that the school leaders, sometimes accompanied by the Pupil Premium Governor or School Improvement Partner (SIP) do learning walks that focus on the progress of pupil premium children in their lessons and intervention sessions. A book scrutiny to see if pupil premium children are receiving high quality feedback from their teachers to progress their learning could be done every month during a learning walk.

	<ol style="list-style-type: none"> 3. A new pupil premium policy needs to be written, approved by governors and uploaded onto the website without delay. 4. I recommend that a letter and form or leaflet encouraging more parents to apply for Free School Meals are placed on the school website to help ensure every pupil entitled to have pupil premium funding benefits from this grant. 5. After each data collection point the “Linton Primary School 2015-2017 Pupil Premium Strategy Statement” needs to be updated and the latest version uploaded onto the website, so staff, governors and parents can access it. 6. The headteachers termly report for governors needs to include details of pupil premium progress and attainment predictions compared to the 2016 figures for others nationally. Details of their absence rate and persistent absent rate should also be included in the headteachers report.
Date for progress and impact reviews	After each data collection point on:- 7 th June 2017 19 th July 2017 End of October 2017 End of December 2017 March 2018 June 2018 July 2018