



## Herts for Learning

### Pupil Premium review report

### The Leys Primary and Nursery School

<b>Unique reference number</b>	<b>117364</b>
<b>Local authority</b>	<b>Hertfordshire</b>
<b>Review number</b>	<b>MT210617</b>
<b>Type of school</b>	<b>Primary and Nursery</b>
<b>School category</b>	<b>Community</b>
<b>Age range of pupils</b>	<b>3 - 11</b>
<b>Gender of pupils</b>	<b>Mixed</b>
<b>Number of pupils on the school roll</b>	<b>518</b>
<b>Headteacher</b>	<b>Leigh Humphries</b>
<b>Chair of Governors</b>	<b>Mel Stone</b>
<b>Date of last Ofsted school inspection</b>	<b>13-14 February 2014</b>
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The purpose of a pupil premium review is to:

- assess the school's current use of Pupil Premium (PP) funding and its impact on pupil progress.
- where necessary, make recommendations for the improved use of PP funding so that the school can refine its strategy in order to have greater impact on pupil progress.

The PP strategy, which will be refined by the school in partnership with the external adviser, will consist of additional support known to have a positive impact on pupils' achievement.

The external adviser for this full day PP review was a Herts for Learning (HfL) HIP consultant supported by an LLE Head.

## **Review date: 21.6.17**

This review was carried out as part of the 'Diminishing the Difference' project.

## **Summary of key findings for this review**

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### **This is a school which is using the Pupil Premium Grant effectively.**

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#### **Information about this review**

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- The total pupil premium grant (PPG) allocated to the school for the 2016-17 academic year was £178,500. For 2017-18 the grant is £166,320. Currently, 126 pupils are eligible for PP funding.
- During this visit, the review team checked whether the information published on the school's website meets statutory requirements. They met with the headteacher and the PPG lead to discuss the school's use of the PPG and its impact and to discuss current assessment information.
- The review team scrutinised a range of documentation including: the school's PPG strategy; 'Assessment Manager 7' (AM7) reports of the attainment and progress of disadvantaged pupils and other non-disadvantaged pupils in the school; evaluations of the impact of a wide range of additional academic support, pastoral support and enrichment opportunities; attendance analyses; a breakdown of the 2016-17 PPG expenditure; the 2017-18 planned expenditure; provision maps; records of a wide range of monitoring including lesson observations; minutes of a meeting of the full governing body and records of their visits; recent reports of visits by the school's Hertfordshire Improvement Partner (HIP) .
- The review team, headteacher and pupil premium lead carried out a brief PP focused learning walk.
- The review team and the PP lead discussed current assessment information and the current school self-evaluation in relation to disadvantaged pupils.
- The review team talked to a group of disadvantaged pupils from Key Stages 1 and 2.
- The review team scrutinised a range of work from disadvantaged pupils across the school.
- The review team met with two teaching assistants who work with disadvantaged pupils.
- The review team met with the governor who has responsibility for pupil premium
- The headteacher and review team met at various points to provide an opportunity to confirm findings, clarify any outstanding points and hear some early feedback.
- The review team met with the headteacher, the PP governor and the PP lead to discuss the governors' role in monitoring the impact of the PPG and to give feedback on the day's activities.
- The review team have offered advice to the headteacher, the PP lead and the PP governor to refine the school's PPG strategy. The review team are pleased to critique any future revised documentation.

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#### **The school uses the pupil premium grant well in these ways**

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- Leaders, including governors, see the key barriers to learning of disadvantaged pupils as:
    - low attainment on entry to the school, particularly speech, language and communication, which slows progress in literacy and mathematics;
    - low levels of parental engagement with home learning, particularly reading
    - lower levels of attendance and punctuality
    - limited opportunities to experience visits and enrichment activities out of school
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- lower attainment in Key Stage 2 particularly in writing for middle attainers and the more able
  - The PPG lead and the headteacher are very well informed. School leaders draw on research findings and use strategies known to have the greatest impact. The Sutton Trust teaching and learning toolkit has been extensively used. The PPG lead is very proactive in researching new resources and initiatives to support disadvantaged pupils. She visits other schools and implements appropriate interventions where appropriate.
  - The headteacher, the PP lead, the teachers and the support staff know the disadvantaged pupils very well. Teachers use the HfL criteria for formative and summative assessment in both literacy and mathematics.
  - Robust school self-evaluation in relation to the impact of funded activities includes extensive analyses of progress data and of the impact of specific interventions. Case studies are drawn up. Case studies have been written showing the extensive range of professional support that have been provided for specific pupils. Leaders agree that more 'soft data' such as improvements in, for example, attitudes, behaviour, self-confidence would add weight to the evidence of progress.
  - Scrutinising the annual cycle of monitoring and evaluation, leaders agree that termly pupil progress meetings would be usefully supplemented with half termly meetings for PP pupils who were a concern and not making the required progress. These pupils could be informally monitored in between pupil progress meetings. The overall provision plan would benefit from termly updates.
  - Leaders are aware of the need to develop their self-evaluation procedures so that they are able to more succinctly summarise the key messages emerging from their analyses of the extensive range of data they collect to evidence the impact of the PPG. They are also aware of the relatively large amount of money the school receives in the PPG and the need to summarise the staff structure, impact and how the annual cycle of evaluation works.
  - The information published on the school's website meets statutory requirements. The 2016-17 PPG report includes details and costings of funded activities along with end of key stage data for disadvantaged pupils benchmarked against national figures for other pupils. The 2017-18 PPG report is currently being drafted and will cite changes to provision resulting from analysis of the 2016-17 plan.
  - The majority of the 2016-17 PPG funded the cost of teaching and support staff including the PP lead, learning mentors and teaching assistant support. This enabled the school to provide: smaller class sizes in Years 4 and 6, a range of 1:1 and small group support, additional Year 1 phonics support, further SEND support, early intervention in the early years particularly in communication and language development. Other PPG expenditure included: a pupil premium mentor working across the school supporting feedback, marking and developing metacognitive skills, staff training, curriculum enrichment, learning resources, a family support worker and workshops for parents and carers. Finally, the PPG is used to support children attending day and residential school trips.
  - Part of the role of the pupil premium mentor is to monitor and encourage PP pupils with low attendance. She deals directly with parents and sets targets as necessary. Attendance is closely monitored at least half termly and other professionals involved accordingly.
  - At Easter, sadly one of the Year 6 teachers died suddenly. The school put in place counselling support for children and have been able to use an internal teacher to take over the class. Interventions to support improvements in writing have continued. Latest predictions are for 70% of PP children to reach age related expectations compared to 74% of the rest of the cohort. There are also predicted to be 17% of PP children working above age related expectations matching the rest of cohort. Therefore overall differences are diminishing.
  - During the learning walk, the headteacher emphasised the high expectations all staff have of the pupils and the drive for consistency in all teaching and learning across the school.
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- The school is well organised, tidy and well-resourced. Pupils behave very well and show positive attitudes to their learning. There were a lot of adults engaged in direct teaching and intervention group work. The teaching and learning going on appeared appropriate and pupils were very focussed on learning.
  - Displays and resources reflect the school's strong focus on reading, writing and maths. The PSHE positive behaviour reward system 'Good to be Green' is used throughout the school and clearly has a positive impact.
  - The discussions between the review team and the PPG lead included a focus on current assessment information and a brief discussion of the very well organised PPG management file, which includes extensive data analysis. The PPG lead shared evidence of good impact of additional phonics provision, particularly in Year 1.
  - During discussions with the teaching assistants, these members of support staff talked with confidence about their role. The support staff are well trained. They understand their roles and work closely with the class teachers. Teaching assistants feel communication is good with their class teachers but they are not given sufficient detail regarding specific barriers to learning. Both teaching assistants could see the benefit in attending pupil progress meetings in order to be more informed. There have been many opportunities for professional development in the past; going forward teaching assistants discussed the benefit of watching class teachers and other teaching assistants teaching too in order to be more effective in their roles.
  - During discussions with a group of disadvantaged pupils, the children talked very positively about their learning. Key Stage 1 children said their teachers asked lots of questions to get them started on topics and that next steps comments 'help you to know what to do'. They were clear about self assessment procedures and welcomed the many rewards they received. In Key Stage 2 children discussed the use of 'Steps to Success', which were evident in their books. One Year 4 child felt they added challenge to move on his learning. There was a good understanding about what to do if you were stuck and a Year 4 child discussed the 'Brain, Buddy, Boss' system they have in his class and how helpful it was. All children appreciated their adults and had experienced small group work although one Year 5 child did not enjoy small groups out of the class as he felt he didn't have a chance to share and listen to his peers.
  - The scrutiny of pupils' work showed generally good quality presentation and the standards reflect current assessment. The quality of marking varied but the leadership team are aware of this and are working to improve consistency across all classes. The Reception learning journey records are exemplary and evidence the first rate start pupils have when they start school.
  - The positive Ofsted report of February 2014 stated that the school uses the PPG effectively to support disadvantaged pupils. The joint annual review visit (JARV) report of March 2017 states that, overall, the majority of disadvantaged pupils are making progress that is close to, or better than, other pupils in the school apart from reading in Year 3. Latest internal data shows that this gap is closing.
  - Regular visits by the school's HIP and by teaching and learning advisers are supporting the school in further improving its monitoring and evaluation of the impact of additional provision for disadvantaged pupils. The HIP reports and the activities undertaken during this review visit confirm that leaders are taking effective action to secure improvement for disadvantaged pupils and that differences in attainment are diminishing. The school welcomes being part of the 'Diminishing the Difference' Project. This review is intended to provide an action plan for further improvement.
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### **The governance of the school:**

- The PP governor understands the school's context very well and knows the barriers to learning of disadvantaged pupils. He is very aware of the rationale for PPG expenditure and checks that the funding allocated to providing dedicated staff. He understands in detail the impact of PPG expenditure.
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- Governors receive regular summaries of data analysis and ask challenging questions. Minutes of committee meetings show that governors regularly discuss the achievement of disadvantaged pupils.
  - The PPG is discussed at each meeting of the full governing body. The PP governor agrees that it would be helpful to make this a standing agenda item. Governors check the impact of funded activities. They know that the PPG is allocated to meet identified needs and that leaders are innovative in their approach to removing barriers to learning. The PP governor makes regular focused visits to review the impact of interventions.
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### What does the school need to do to improve further?

- Create a set of summary documents to share with staff, governors and external professionals showing:
    - current overall achievement and progress of PP children against the school and national averages
    - analysis by year group including a short pen portrait of each cohort
    - PP staff structure
    - Leadership team annual monitoring schedule for PP children
  - Increase the frequency of pupil meetings to half termly for PP children who are not making enough progress so they can be more closely monitored
  - Include teaching assistants in pupil progress meetings so they can understand individual pupil barriers to learning further
  - Continue to develop the role and status of teaching assistants so they can become even more effective
  - Include individual ongoing PP checks in the overall monitoring schedule such as a Friday discussion with a PP pupil looking through their work
  - Include 'soft data' such as improvements in behaviour and attitude, in analysing data for individual PP pupils
  - Update the provision plan termly with impact analysis
  - Make Pupil Premium a standing item on governing body agendas to maintain its high profile
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**HIP consultant: Martin Tuck**  
**LLE Headteacher: Clare South**

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