

Carlyle Infant and Nursery School Pupil Premium Review Report 2016/17

Carlyle Infant and Nursery School School's Pupil Premium Profile 2016-2017	
Total number of pupils in the school	115
Number of PP-eligible pupils:	13
Amount per pupil:	1.320
Total pupil premium budget:	£17,160

Evidence of school performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	See Ofsted Report 2017
Summary of school's performance data: <i>e.g.</i> <i>Link to national performance tables</i> <i>School website</i> <i>Ofsted report</i> <i>Raise Online (to be requested)</i> <i>School Internal data (to be requested)</i>	The school's performance data indicates that attainment and progress for disadvantaged pupils need improvement in order to ensure that gaps are closing, both within the school and compared to the national average?
School's pupil premium statement: <i>Statement presented on website</i> <i>Raise Online/internal data (as above)</i>	The school's published pupil premium statement clearly describes how the school is planning to allocate funding to raise attainment and progress for disadvantaged pupils, and close gaps and the evidence and rationale behind our choices.

Carlyle Infant and Nursery Pupil Premium Review Report

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Pupil characteristics</p> <p>Interview with pupil premium co-ordinator (PPCo)</p> <p>Published data</p>	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>	<p>Pupil premium pupils are spread strategically unevenly throughout the school and the number /proportion increases slightly from year to year. This will have an effect on pupil progress data over time, and will need to be considered when making comparisons between year groups.</p> <p>There are not any significant patterns within pupil premium cohort data. Head teacher and SLT and governors understand the PP eligibility, data and patterns.</p> <p>All pupil premium pupils have additional barriers to learning which makes it more difficult to attain expected levels.</p> <p>7 pupils have English as an additional language, whilst others have safeguarding factors and attachment issues.</p>	<p><i>Review of class groups for next academic year and deploy adult resources accordingly.</i></p> <p><i>We use Venn diagrams and attendance data to highlight patterns – these will be used in monthly pupil progress meetings</i></p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Achievement¹</p> <p>Interview with PPCo</p> <p>Published data</p> <p>Current progress data</p> <p>Lesson observation and work scrutiny</p>	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p> <p>What story does the current data tell?</p>	<p>The school has given very careful consideration to evidence such as the EEF toolkit.</p> <p>The AHT has sought training from an outstanding school and schools within the cluster who have recently attained training as Pupil Premium Reviewers.</p> <p>Senior leaders liase with colleagues from the other schools that their pupils feed into in order to advise them on what has proved successful or unsuccessful for pupils in the past.</p> <p>The school has quickly and effectively made use of a new data tracking system to measure pupil progress and to evaluate the impact of interventions monthly to ensure the gaps are closing in all aspects.</p>	<p><i>Staff CPD programme will ensure pupil premium is at the forefront of teacher's minds in their high expectations.</i></p> <p><i>The AHT is due to attend training as a PPR.</i></p> <p><i>Develop teachers use of the tracking system to identify and rapidly progress pp children.</i></p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Leadership & Management</p> <p>Interview with Head Teacher (HT) and Chair of Governors (CoG)</p> <p>Interview with PPCo</p> <p>Scrutiny of pupil premium policy documents</p> <p>Scrutiny of SEF</p> <p>Most recent OFSTED report</p> <p>Published and current data</p>	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>How effectively does the school identify priorities for pupil premium funding?</p> <p>How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?</p> <p>How ambitious are the targets for disadvantaged pupils?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/ emotional needs?</p>	<p>The school makes effective use of evidence including the EEF toolkit.</p> <p>Senior leaders observe all teachers and support staff who deliver out of classroom interventions to ensure that pupils are receiving the same quality of teaching they would expect within whole class sessions.</p> <p>Senior leaders focus on the quality of teaching and learning of a range of pupils when conducting monitoring or lesson observations including pupil premium pupils.</p> <p>Senior leaders monitor pupil progress tracking data to ensure that pupils are being appropriately challenged: and all teachers and support staff delivering interventions submit provision maps and impact reports for analysis by the AHT.</p> <p>Senior leaders carry out work sampling of all pupils work at least termly and also within monitoring fortnight.</p> <p>The school identifies priorities for pupil premium spending based on whole school priorities and individual pupil's specific needs.</p>	<p><i>Monitoring time is increased to provide greater rigour for teaching and learning.</i></p> <p><i>Impact will be reported at all FGB and SLT meetings.</i></p> <p><i>Clear agendas for pupil progress meetings. SAHT creates tailor made questions following analysis of performance information.</i></p> <p><i>Case study work to children's individual needs and interests.</i></p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
	<p>How effective are the strategies used and how does the school evaluate them?</p>	<p>The schools strategies for spending specifically match the perceived barriers for learning and disadvantaged pupils targeting appropriate aspects and skills.</p> <p>Targets for pupil premium pupils are suitably aspirational and these pupils have their own passports to learning and so narrow the gap with other pupils.</p> <p>The Head teacher and Senior leaders have brought about significant changes to the ethos of the school and staff now understand the reason behind pupil premium funding. The school targets pupil progress in core subjects, reading, writing, maths and science.</p> <p>The school provides all of it's pupils including pupil premium pupils with a wide range of wider opportunities specifically designed to reflect pupil interest and so engage and motivate them.</p> <p>These include a half termly programme of changing regular weekly sports clubs, Cycle Derby, music, dance and art clubs and a Science club.</p>	<p><i>Identify academic and nurture needs and develop individual pupil passports.</i></p> <p><i>This will be a thread to our SDP.</i></p> <p><i>Calendar of events to enhance and enrich the curriculum.</i></p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
		<p>Early Birds and Night Owls Breakfast and after school club ensure pupils can access this service to remove barriers.</p> <p>A recent safeguarding review and Ofsted report demonstrated that pupils feel confident about who to ask for help in school and who they would talk to if they needed help.</p> <p>The school provides emotional and social support for all it's pupils, including pupil premium pupils, to ensure that they feel happy and safe and ready to learn. Nurture groups are delivered by teachers, HLTA and teaching assistants on a daily basis. Vertical grouping also enables pupils to mix with children in other year groups on specific outdoor learning projects and playtimes.</p> <p>Parents and carers are regularly invited into school into classroom workshops and open sessions (Twit-Twoo) to review their child's learning or participate in class room projects/workshops. Parents are also encouraged to attend the Carlyle Community forum and crèche facilities are provided to ensure families with this barrier may attend. Approximately 25-30% of parents attend these sessions.</p>	<p><i>Chartwells will provide breakfast for free with a view to reviewing it's impact.</i></p> <p><i>Safeguarding audit to be undertaken annually.</i></p> <p><i>Sports Premium Lead to support pupils engagement in play and nurture.</i></p> <p><i>Review effectiveness of parent partnership activities and develop calendar of events appropriate to need.</i></p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
		<p>Pupils have access to a range of appropriate educational resources to support their learning eg iPads, laptops and classroom computers.</p> <p>Senior leaders carry out termly lesson observations, regular drop in sessions and pupil premium staff meetings to monitor the quality of teaching and interventions.</p> <p>The AHT monitors pupil progress data at least termly.</p> <p>The Head teacher reports that governors have a good understanding of pupil premium funding.</p> <p>Governors are presented with a summary of pupil premium spending and its impact in regular FGB and committee meetings every term. The findings from these meetings are then shared with all stakeholders.</p> <p>There is a named governor who takes lead responsibility for championing pupil premium pupils and undertakes regular monitoring visits.</p>	<p><i>Clear computing SDP plan in place and impact driven</i></p> <p><i>SAHT and AHT work together to analyse and direct further action.</i></p> <p><i>Continue and develop governor links.</i></p> <p><i>Ensure statutory information is shared correctly with governors and on the school website.</i></p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
		Governors have a specific focus during monitoring visits, including looking at the impact and effectiveness of interventions on pupil premium pupils.	
<p>Teaching</p> <p>Lesson observation/ learning walks, to include work scrutiny and discussion with teachers</p> <p>Observation of out of class interventions</p> <p>Current progress data</p>	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p> <p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professional involved in these discussions?</p> <p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p>	<p>The Headteacher and Senior Leaders meet termly with class teachers to discuss what they are doing to specifically target pupil premium pupils within the classroom and their priorities for the future.</p> <p>All staff – teachers and teaching assistants - know which pupils are eligible for pupil premium and what interventions are being used by the school to support them.</p> <p>Pupils are set regular meaningful home learning assignments which extend their learning within the classroom.</p> <p>Learning observations and learning walks conducted demonstrate pupils receive constructive feedback and marking.</p>	<p><i>Pupil Progress meetings</i></p> <p><i>Audit tool and rigorous monitoring of impact.</i></p> <p><i>Reviewed home learning policy and introduced this to parents.</i></p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
	<p>Where out of lesson interventions take place, how does the school evaluate impact?</p>	<p>Teachers and teaching assistants divide their time within the classroom well to enable them to target key groups such as pupil premium pupils.</p> <p>Teaching assistants are allocated to specific classes and lessons to enable them to target individual pupil based on their skills sets.</p> <p>TAs are well deployed by teachers within the class room to target pupil premium pupils and groups.</p> <p>Out of classroom interventions are led by teachers and support staff who are carefully chosen according to their specific skill set and expertise, in order to ensure they have the skills to provide appropriate levels of challenge.</p> <p>The AHT timetables out of classroom interventions during afternoons in order to ensure that pupils do not miss out on quality first teaching in Maths and English lessons. This timetable is changed every half term to ensure pupils do not miss out on the same sessions every week.</p>	<p><i>AHT reviews approach to deployment that is effective.</i></p> <p><i>Outstanding high expectations will be clear to all teaching staff.</i></p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
		<p>Teachers and TAs who lead out of classroom interventions liaise closely with the class teacher. They use these sessions to pre teach and consolidate skills on a 1:1 or small group basis, or teach completely new skills, according to pupil's individual needs .</p> <p>Subject leaders lead their subject and conduct regular monitoring visits to ensure they are familiar with the pupil progress data for their subject.</p> <p>Teachers are given opportunity to observe best practice in their own and others schools.</p>	<p><i>Teachers and subject leaders' appraisals are clearly linked to pupil needs, targets and accountability.</i></p> <p><i>Coaching partners and visits</i></p>
<p>Behaviour & safety</p> <p>Learning walk and discussion with PPCo</p> <p>Scrutiny of behaviour records</p>	<p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</p> <p>Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and</p>	<p>There are clear rewards and sanctions systems in place – Attendance awards, Wise Choices, Behaviour tree, golden OWL certificates, OWL awards, vertical Gem groups. Staff and children understand these and they are applied consistently across the school.</p> <p>The school subsidises trips and educational visits where pupils would otherwise not be able to attend.</p>	<p><i>Headteacher to continually review attendance and punctuality raising it's profile.</i></p> <p><i>Review individual circumstances and need.</i></p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
	<p>contributing to closing performance gaps?</p>	<p>The school helps with school uniform where necessary.</p> <p>Parents and carers are invited to school regularly to see how their children learn, as well as for whole school events.</p>	
<p>Evaluation of impact, drafting action plan and next steps</p> <p>Discussion with HT/ CoG/ PPCo</p>	<p>How well is pupil premium funding used to:</p> <p>Ensure quality first teaching and above expected progress?</p> <p>Support effective interventions?</p> <p>Widen opportunity?</p>	<p>All pupils eligible for the pupil premium, including the most able are supported to do even better.</p> <p>The school encourages pupils to think about their future through growth mindset programmes of learning.</p> <p>Pupils are encouraged and given regular opportunities to play a musical instrument or participate in a sport they might not otherwise have considered, ie. hand-bells, archery</p>	<p><i>Ensure underachievers attain their learning essentials.</i></p> <p><i>Calendar of events ensures wider opportunities throughout the year.</i></p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths		Areas for development
	<p>What support can the reviewer offer for action planning and ongoing monitoring of the plan?</p>	<p>The reviewer is available to be contacted in the future for further action planning and ongoing monitoring of the plan if required.</p>		<p><i>To learn from quality lead pupil premium champions.</i></p>

--	--	--