



trusted to deliver

Babcock Education: Pupil Premium Review

The De Montfort School – 22nd November 2017	
Headteacher:	Mr. Guy Nichols
Pupil Premium Leader:	Tim Dolan - DHT Progress & Standards, Andrew Denton - AHT Teaching & Learning (temporary arrangements whilst substantive Pupil Premium Leader is on long term sick leave)
Key Governor:	Andrew Auger
Pupil Premium Reviewer:	Helen Pretty (SIA , Babcock Prime) and Colette Maynard (LTA, Babcock Prime)
School Context	
Total number of pupils in the school:	964 (Year 6 to Year 13)
Number (%) of PP eligible pupils:	21.84% of TDMS pupils are eligible for PP funding. This is below the national figure (29.3%) for 2016-2017 population SEND = 18% of PP cohort
Amount per pupil:	At TDMS there are 211 pupils in receipt of Pupil Premium funding: <ul style="list-style-type: none"> • 38 pupils in Year 6 attract funding of £1320 each (total £50,160) • 165 pupils in Years 7-11 attract funding of £935 each (total £15,4275) • 5 pupils are service children and attract funding of £300 each (total £1,500) • 3 pupils are Post-LAC and attract funding of £1900 each (total £5,700)
Total pupil premium allocation (2017-8):	£211,635
Rationale and purpose of the review	Ofsted has recommended an external review of the school's use of pupil premium to be undertaken in order to assess how this aspect of leadership and management may be improved.
Key statements from Ofsted report relating to the performance of disadvantaged pupils	The most recent Ofsted inspection was in May 2017, where the school's overall effectiveness was judged to Require Improvement. The inspection reported cited:



trusted to deliver

Babcock Education: Pupil Premium Review

What does the school need to do to improve further?

Improve teaching and raise achievement, particularly in Years 6 to 8 and for disadvantaged pupils. Disadvantaged pupils in these year groups are not catching up quickly enough.

Improve attendance, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities, by evaluating the existing strategies which are successful and those which need to be amended or discarded.

Improve outcomes in the sixth form, particularly in vocational subjects and for disadvantaged students and boys by making sure that teachers accurately match work to the learning needs of students.

Improve the effectiveness of leadership and management by:

– checking the progress of different groups of pupils in greater detail, particularly disadvantaged pupils of different abilities, so that precise improvements to teaching can be made, when necessary ensuring that all plans to improve the school's effectiveness, particularly the plan to improve outcomes for disadvantaged pupils, contain clear targets and milestones throughout the year

Leadership and management require improvement because leaders have not yet done enough to secure consistently good teaching for pupils. As a result, pupils do not make consistently good progress, particularly younger disadvantaged pupils.

.....leaders are well aware that younger disadvantaged pupils, in particular, are not progressing as well as others but they have not compared the progress of low-, middle- and high-ability disadvantaged pupils with that of others of the same ability. This is an important reason why some disadvantaged pupils in the lower year groups are underachieving.

Leaders have placed a high priority on improving the progress of disadvantaged pupils. They are having some success because many disadvantaged pupils in Years 9 to 11 are catching up well and making good progress. However, they have not ensured that all teachers consistently use all the strategies that they have been trained to use, particularly in the lower year groups and in some subjects in the sixth form.

Although leaders are improving pupils' attendance, they are aware that it is below average and needs to improve more rapidly, particularly for disadvantaged pupils and pupils who have special educational needs and/or disabilities. Leaders have not robustly evaluated all of their strategies so that they can evaluate which are the most effective and which are less effective.



trusted to deliver

Babcock Education: Pupil Premium Review

Leaders have not used the additional funding to support disadvantaged pupils well in the past. In recent years, far too many have significantly underachieved and the additional funding has had a minimal impact on pupils. However, leaders are focused on improving outcomes for this group of pupils this year, and they are spending the funding more effectively than in the past. As a result, some pupils are making faster progress. However, the impact of strategies is not consistently good because too many disadvantaged pupils miss too much school and younger pupils are not catching up quickly enough.

Over time, the governing body has not held leaders to account well. In recent years, too many disadvantaged pupils and those who have special educational needs and/or disabilities have made slow progress. In addition, Year 6 pupils have significantly underachieved for the past two years. Governors have made sure that they are informed at appropriate points throughout the year about the impact of the significant additional pupil premium funding. They are aware that they are not fully securing good value for money because the funding is not having as much impact as it should.

Teaching for disadvantaged pupils has improved this year, particularly in Years 9, 10 and 11. Leaders have made sure that teachers have received appropriate training to help them to meet the learning needs of disadvantaged pupils more effectively. However, some teachers, particularly in Years 6 to 8 and in some subjects in the sixth form, do not routinely use what they have learned from the training.

The most able pupils, including those who are disadvantaged, do not always make consistently good progress across the curriculum because work is sometimes too easy.

Teaching in science is good. Pupils benefit from activities which are usually well matched to pupils' learning needs. Teachers have high expectations of all pupils, including those who are disadvantaged, pupils who have special educational needs and/or disabilities and the most able pupils.

Exclusions have been too high in the past, including for disadvantaged pupils and those who have special educational needs and/or disabilities. However, although above average, exclusions are reducing this year.

Attendance is below average, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities. However, it is better than it has been in the past and attendance has been improving steadily this year.

The proportion of pupils who persistently miss school is above average, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities. However, this is also improving this year and has gradually reduced each term.



trusted to deliver

Babcock Education: Pupil Premium Review

Achievement and outcomes		2017		School's current predictions for 2018	
Key Stage and no. of pupils in cohort	% of pupils not eligible for PP (national 2017)	% of Pupils eligible for PP – school	% of Pupils not eligible for PP – school	% of Pupils eligible for PP – school	% of Pupils not eligible for PP – school
KS2 attainment (146 total, 39 disadvantaged)					
% achieving expected standard or above in reading, writing & maths	67	28	54		
% achieving expected standard in reading	77	41	64		
% achieving expected standard in writing	81	44	76		
% achieving expected standard in maths	80	33	65		
% achieving expected standard in GPS	82	41	76		
% achieving expected standard in science	86	46	81		
KS1-KS2 progress					
Progress score in reading KS1-KS2	+0.33	-5.06	-1.77		
Progress score in writing KS1-KS2	+0.17	-4.50	-1.36		
Progress score in maths KS1-KS2	+0.28	-7.70	-3.52		



trusted to deliver

Babcock Education: Pupil Premium Review

KS4 achievement (163 total, 47 disadvantaged)				
Progress 8 Overall	0.12	-0.86	0.07	
Progress 8 - English	0.09	-0.69	0.05	
Progress 8 - Maths	0.11	-0.53	0.20	
Progress 8 - EBacc	0.15	-0.57	0.43	
Attainment 8 Overall	52.72	38.43	48.59	
Attainment 8 - English	10.98	8.15	10.19	
Attainment 8 - Maths	10.41	7.19	9.83	
Attainment 8 - EBacc	14.81	9.60	14.45	
Attendance and Exclusions				
Attendance 2015-16	School		National average	
% of sessions missed due to Overall Absence	All pupils: 6.70		All pupils: 5.0	
	FSM	Non-FSM	FSM	Non-FSM
	10.10	5.50	7.20	4.10
Persistent absentees - absent for 10% or more sessions	All pupils: 19.80		All pupils: 12.40	
	FSM	Non-FSM	FSM	Non-FSM
	35.40	13.60	21.60	8.30
Exclusions 2015-16	School		National average	
Fixed term exclusions as a percentage of the pupil group	All pupils: 12.97		All pupils: 7.60	
	FSM	Non-FSM	FSM	Non-FSM
	41.00	6.35	18.77	4.58
Permanent exclusions as a percentage of the pupil group	All pupils: 0.11		All pupils: 0.15	
	FSM	Non-FSM	FSM	Non-FSM
	0.50	0.00	0.39	0.07



trusted to deliver

Babcock Education: Pupil Premium Review

1. Statutory requirements: Sources of evidence	
• School website : Pupil Premium Strategy & evaluation of impact of previous year's funding	
Strengths	Key recommendations
<ul style="list-style-type: none"> ✓ A detailed evaluation of the school's Pupil Premium Spending Plan for 2016-7 was presented as a hard copy during the review which RAG rated strategies to demonstrate their level of effectiveness. However, this didn't always specifically relate to students' academic or wider outcomes. ✓ A copy of the school's 'Pupil Premium Spending Plan' for 2017-18 was presented as a hard copy during the review. This includes: <ul style="list-style-type: none"> ○ the total number of pupils eligible for PP funding and the total amount of PP funding received by the school ○ selected strategies and resources ○ a broad overview of how the funding will be allocated 	<p>1.1 The school must publish the evaluation of impact of the previous year's Pupil Premium funding allocation on the school website to ensure compliance with DfE requirements. Evaluations made should be sharper and include appropriate quantitative or qualitative measures of impact where appropriate.</p> <p>1.2 To ensure the school's Pupil Premium Strategy 2017-18 is further sharpened to ensure it is fully compliant with statutory requirements. In addition to the current content, the Strategy should clearly demonstrate:</p> <ul style="list-style-type: none"> ○ a summary of the main barriers (internal and external) to educational achievement faced by eligible pupils at the school ○ the rationale for chosen strategies. There are varied strategies to support disadvantaged pupils; however there is no explicit rationale for the selection of these strategies. ○ how PP funds will be specifically allocated i.e. a breakdown expenditure attached to each strategy ○ the intended impact of the spending. At present, the target of the spending focuses on the role of the leader rather than academic and wider outcomes for the students ○ how the impact will be effectively monitored and evaluated to ensure value for money ○ the date of the next review of the school's Pupil Premium Strategy



trusted to deliver

Babcock Education: Pupil Premium Review

2. Achievement: Sources of evidence

- Interview with PP Leader
- Published data
- Current progress data

Strengths	Key recommendations
<ul style="list-style-type: none"> ✓ Senior Leaders have appropriately high expectations for disadvantaged students and expect them to make accelerated progress in order to narrow gaps in achievement between them and their peers. ✓ The school's data tracking system demonstrates 'Expected', 'Outstanding' and 'Exceptional' targets for individual pupils. This ensures aspirational targets are outlined in relation to student's achievements and promotes accelerated progress. ✓ Senior leaders carry out an analysis of student progress following each data capture (4 per year) in order to determine which pupils are on track to achieve their end of year targets and identify individual and key groups at risk of underachievement. ✓ Analysis of KS3 and KS4 data includes rates of progress made by lower/middle/high attaining groups of pupils relative to their starting points (at KS2) and whether gaps in achievement have been narrowed/closed over time. 	<p>2017 data outcomes demonstrate that gaps in attainment for disadvantaged pupils compared to non-disadvantaged pupils (both in school and nationally) are significant across all subjects at KS2 and KS4.</p> <p>2.1 Assessment data presented for the current Year 6 pupils demonstrates current attainment in relation to 2017 outcomes for all pupils, both in school and nationally.</p> <p>It is recommended that:</p> <ul style="list-style-type: none"> ○ Assessment data is analysed in greater depth to demonstrate the achievement of significant groups of pupils (e.g. disadvantaged. LAC, SEND. EAL) and enable gaps to be identified and addressed ○ Progress towards expected end of KS2 targets is analysed in relation to pupils' starting points at end of KS1 i.e. low/middle/high attaining groups to ensure pupils are on track to make at least expected progress (as with KS3 and 4 data analysis) <p>This will ensure that leaders and staff at all levels are able to clearly articulate expectations and evaluations of pupil progress within</p>



trusted to deliver

Babcock Education: Pupil Premium Review

<p>✓ Evidence of the progress made by significant pupil groups from their relative starting points at end of Key Stage 2 was presented for Year 7 to Year 11. This will ensure that leaders and staff at all levels are able to clearly articulate expectations and make accurate evaluations of pupil progress across all subjects/year groups.</p>	<p>subject areas.</p> <p>2.2 Leaders should ensure that the attainment and progress of disadvantaged students is evaluated against that of other students (i.e. non-disadvantaged, not 'All') in line with the national comparator.</p>
<p>3. Leadership & Management: Sources of evidence</p> <ul style="list-style-type: none"> • Interview with PP Leader • Interview with Headteacher and Chair of Governors • Scrutiny of PP documentation • Recent OFSTED report and current data analysis 	
<p>Strengths</p>	<p>Key recommendations</p>
<p>✓ The role of Pupil Premium Leader was designated to an Assistant Headteacher in order to for her to act as an influential Ambassador for disadvantaged pupils at the school. Since her long term sickness, the role of Pupil Premium Leader has been temporarily allocated to the Deputy Headteacher (with responsibility for Progress and Standards) and an Assistant Headteacher (with responsibility for Teaching & Learning)</p> <p>✓ School self-evaluation has identified performance issues for disadvantaged students and objectives/actions to address gaps are an appropriately prominent focus within the School Improvement Plan. In turn, this should subsequently inform the Pupil Premium Spending Plan. There is scope to sharpen the Strategy and action</p>	<p>3.1 To ensure that there is a shared understanding of expectations and responsibilities of staff and leaders in relation to the achievement of disadvantaged students to ensure accountability at all levels i.e. to ensure the school's Pupil Premium Strategy, approach and ethos to improving outcomes for disadvantaged pupils is widely articulated and clearly understood by all stakeholders.</p> <p>3.2 Governors report that they do not have a clear understanding of how additional funding is allocated and its intended impact on pupils' outcomes. While governors ask appropriate questions of school leaders in meetings, the information that they receive is not always sufficiently evidenced. This limits their effectiveness in monitoring and evaluating the work of the school and holding leaders to account</p>



trusted to deliver

Babcock Education: Pupil Premium Review

<p>planning as a result of the information gathered through the Pupil Premium Review.</p> <ul style="list-style-type: none">✓ The Chair of Governors (18 months in post) has recently been designated to oversee the Governing Board's duties in relation Pupil Premium.✓ Governors are aware that outcomes for disadvantaged students are comparatively weak and recognise that disadvantaged students are not making good progress across all year groups. They use a range of information e.g. Achievement data, Progress Plans to understand how different groups of pupils are achieving and ask appropriate questions of school leaders about the actions that need to be taken.✓ Senior leaders, including the Pupil Premium Governor and the School Business Manager, oversee and coordinate the allocation of Pupil Premium funding to ensure scrutiny of the spend.✓ Senior Leaders, including Governors report that key improvements are evident, particularly in relation to the improved culture for learning across the school, the use of tracking systems and the reduction in incidents of challenging behaviour.✓ The Senior Leadership team meet every morning with a key focus in order to identify and swiftly address issues. This has also enabled a more coordinated approach to improving outcomes for disadvantaged and other vulnerable groups of students.	<p>for the achievement of disadvantaged pupils. A strong and collaboratively constructed Pupil Premium Strategy would support Governors in carrying out their role effectively.</p> <p>3.3 To ensure Governors receive appropriate training in relation to their role in overseeing the use of Pupil Premium funding.</p> <p>3.4 To ensure Heads of Faculty/Subject Leaders are able to clearly evidence how achievement gaps are within their area of responsibility are effectively addressed. As yet, Heads of Faculty do not routinely provide evaluative information about the range and quality of provision/interventions in place. The impact over time on the academic and wider outcomes of disadvantaged pupils now needs to be evaluated more robustly and articulated with increased clarity.</p> <p>3.5 To ensure the progress of disadvantaged pupils accessing intervention programmes is regularly monitored and effectively evaluated to measure the impact of the provision and whether this has been value for money in terms of allocation of funding (i.e. did individual pupils achieve expected outcomes within short term timescales?) This will support school leaders, including governors, in making well informed decisions about the most effective ways of spending Pupil Premium funding. The use of case studies may also strengthen the evidence base to demonstrate how the school's allocation of PP funding and provision impacts on the outcomes (quantitative and qualitative) of individual pupils.</p>
--	---



trusted to deliver

Babcock Education: Pupil Premium Review

- ✓ Regular briefings with all staff enable effective communication and maintain a high profile on the quality of provision and progress of vulnerable groups to further increase accountability and momentum.
- ✓ Faculty Reviews are routinely timetabled within which provision and progress for disadvantaged learners is a high priority. Senior leaders report that reviews demonstrate increased rigour and enable targeted questioning and challenge to Faculty Leaders in relation to the quality of provision and outcomes for vulnerable groups. Review findings are routinely reported to Governors which enables further questioning and evaluation.
- ✓ Attainment and progress data is now routinely fed in Faculty Progress Plans which enables school leaders to gain a strategic overview of the quality of provision and effectively evidence strengths and highlight areas for improvement. Subsequently, these enable the focus of monitoring to be refined and targeted.
- ✓ Senior Leaders continue to facilitate PX time to support the professional development of all teaching staff. PXX sessions have recently been introduced which invite teachers (on a voluntary basis) to focus on improvement initiatives as a group and lead their own professional development within these.
Leaders should look to gather specific evidence of improvements linked to PX time in order to evaluate the impact and share effective practice more widely.
- ✓ Teachers are now encouraged and enabled to complete a 'bid' for



trusted to deliver

Babcock Education: Pupil Premium Review

<p>Pupil Premium funding should they feel that this would accelerate academic/wider outcomes for groups or individual disadvantaged students. This enables the school to swiftly respond to specific interests or needs of students to accelerate progress.</p> <p>✓ The school continues to explore further extra-curricular opportunities for pupils to develop life skills and strategies to support their emotional well-being and broaden their horizons i.e. residential trips, off-site visits etc.</p>	
<p>4. Teaching, Learning and Assessment: Sources of evidence</p> <ul style="list-style-type: none"> • Lesson observations/learning walks, to include work scrutiny and discussion with teachers • Tracking of intervention • Current progress data • Work scrutiny and lesson observation records • Assessment and marking policies 	
<p>Strengths</p>	<p>Key recommendations</p>
<p>✓ Teachers use IT software ('MINT') to create seating plans for each lesson which are kept in Class Folders. These enable key groups of pupils to be identified within each lesson and inform appropriate provision.</p> <p>The most effective examples seen had been annotated by teachers to provide current attainment and further contextual information. However, this is not yet a consistent approach.</p>	<p>4.1 To further improve the quality of teaching and learning by ensuring that the effective elements observed during the learning walk are more consistently evident across all subjects and year groups.</p> <p>4.2 The whole school learning walk showed some evidence of passive learning and low levels of participation of some learners. In some lessons observed, less teacher talk and increased opportunities for paired talk/reasoning and dialogue would have enabled students to</p>



trusted to deliver

Babcock Education: Pupil Premium Review

<ul style="list-style-type: none">✓ The curriculum has been reviewed to extend the offer to students and ensure there is a clear focus on destinations e.g. Triple Science. Options are now selected at the end of Year 8 to ensure students are able to focus on longer term pathways to achieve desired qualifications. There is flexibility with this should students change their minds once courses have commenced. However, leaders should be mindful that this will narrow the curriculum offer and entitlement at Key Stage 3.✓ A significant proportion of the Pupil Premium finding allocation is being spent on additional teaching groups to reduce class sizes. This is a legitimate use of funding, however, as the EEF Toolkit research states that reduced classes have a moderate impact (+ 3 months) for high cost, leaders will need to rigorously evaluate the impact of this strategy on student outcomes✓ A learning walk was undertaken with leaders across a range of year groups and subjects. Where teaching and learning was observed to be effective for all groups:<ul style="list-style-type: none">➤ Lessons were calm and purposeful➤ Positive relationships between teachers and students had been clearly established➤ Teachers had high expectations for learning and behaviour➤ Activities were engaging and thought provoking➤ Learning objectives were shared and understood by students➤ Differentiation was evident and work was matched	<p>explain their thinking, develop their language and communication skills and further deepen their understanding.</p> <p>4.3 To ensure all tasks are clearly explained and models/scaffolds are provided for disadvantaged students to enable them to progress more quickly and demonstrate increased independence in their learning i.e. Working Walls, key concept reminders, models for grammar/spelling guides etc.</p> <p>4.4 The level of additional adult support was fairly limited and TAs were only evident in a minority of lessons. Where TAs were present, they were generally deployed to support individual pupils with special educational needs.</p> <p>4.5 To ensure that the SENCo is enabled to monitor the quality of provision for disadvantaged students with SEND and evaluate to what extent the provision outlined on Pupil Passports is consistently evident across lessons.</p> <p>4.6 To ensure leaders take account of the EEF Teaching & Learning Toolkit when considering which targeted interventions, substantiated by a secure evidence base, would be effective in accelerating progress of disadvantaged pupils. This should be referenced in the Pupil Premium Strategy where appropriate. The toolkit will also help to identify CPD opportunities for leaders and staff.</p> <p>4.7 To ensure that half termly work scrutinies lead to improved outcomes in books. Queries were raised as to how the monitoring activity</p>
--	---



trusted to deliver

Babcock Education: Pupil Premium Review

<p>appropriately to students needs and abilities</p> <ul style="list-style-type: none">➤ Questioning was open ended and extended thinking➤ Opportunities for challenge enabled depth of learning➤ The pace of learning enabled students to demonstrate progress during lessons➤ The acquisition and application of language choices and vocabulary was a strong focus➤ Feedback on learning was targeted and encouraged specificity <p>However, these elements were not consistent across all lessons observed,</p> <p>✓ Intervention programmes for pupils with SEND are planned during Tutor Group time to enable targeted support for basic skills, exam preparation, SEMH needs etc. Teaching Assistants leading interventions now have planned PPA time in order to improve the quality of support.</p> <p>No intervention programmes were observed and clear evidence of the impact was not presented during the review.</p> <p>✓ A leader has recently been designated the role of leading on and having oversight of work scrutiny. A spreadsheet has been developed with a series of prompts to support Faculty Leaders in evaluating the quality of work within a sample of books on a half termly basis and record the findings.</p> <p>✓ In the sample of books looked at during the review (high achieving disadvantaged and non-disadvantage students), it was evident that</p>	<p>findings were communicated to teachers to enable swift changes to provision/feedback as required. It is recommended that Faculty Leaders evaluate the impact of this system to ensure the work scrutinies demonstrate a cycle of improvement over time.</p> <p>4.8 To further develop the quality and consistency of feedback marking in books to ensure comments lead to sustained improvements and that students are provided with meaningful opportunities to respond.</p> <p>4.9 Homework posed a particular ‘bone of contention’ during the discussion with a sample of disadvantaged students; the overall view being that the timing of homework was not always thought through and that homework tasks were often poorly communicated (if at all) during lessons. Students reported that this has led to a lack of understanding for many and the view that homework adds little value to their learning.</p> <p>4.10 To facilitate regular opportunities for all Year 6, 7, 8 teachers to participate in external moderation with other middle or feeder first schools to enable comparative verification of curriculum expectations i.e. developing a school ‘portfolio’ of standardised work. This would support the accuracy of teacher assessment across all year groups and ensure judgements are secure.</p> <p>4.11 Where the most able disadvantaged students achieve well academically, for the school to continue to consider how they might deepen learning and/or provide further enrichment opportunities and participation in other areas.</p>
---	--



trusted to deliver

Babcock Education: Pupil Premium Review

in general teachers were using the WWW/EBI approach to let students know the strengths in their work and suggested next steps. In a few instances, questions were asked to extend thinking and promote challenge. However, these approaches are not consistent across year groups or subject areas.

- ✓ In the most effective examples, marking is focussed on ensuring all pupils receive purposeful feedback and are provided with quality opportunities to respond and develop an increased awareness of how to continually improve. Evidence of this was strong in Year 10, particularly in drama.
- ✓ The GL and SIMS Assessment systems are well established. Four assessment 'data captures' across the academic year enable staff and leaders at all levels to track the attainment and progress of individuals and groups of pupils and determine whether pupils are on-track/not on-track to reach age related expectations.
- ✓ Baselines and targets are established for Year 6 pupils on entry using GL Assessments which the school part-subsidises across all its feeder schools to promote consistency of assessment on entry.
- ✓ Pupil Passports are constructed for students identified with Special Educational Needs which clearly demonstrate how students are best supported during lessons i.e. through Quality First Teaching.



trusted to deliver

Babcock Education: Pupil Premium Review

5. Personal Development, Behaviour & Welfare: Sources of evidence

- Learning walk and discussion with PP Leader
- Pupil discussions
- Attendance records
- Exclusion records

Strengths

- ✓ Tutor time is timetabled daily and enables tutors to respond to students pastoral needs. The SMSC focus is planned by tutors and could be led by whole school initiatives/assembly themes, enable targeted group work or address individual concerns e.g. developing basic skills, promoting independent study skills, exam preparation, addressing absence/lateness or poor behaviour etc.
- ✓ Attendance for Tutor Groups is routinely monitored and rewards are given for collectively high rates of attendance. This ensures a high profile on attendance and increases student awareness of its importance.
- ✓ Senior Intervention Tutors (SITs) are deployed within phases and hold non-teaching roles. The SITs maintain a close oversight over student attendance and meet with all Year 6 and 7 disadvantaged students in order to build positive relationships; provide mentoring opportunities and pro-actively prevent attendance issues through swiftly addressing concerns.

Key recommendations

- 5.1 Some Tutor Group time observed was poorly planned and lacked purpose. This variability in provision and outcome should be swiftly addressed by leaders to ensure this time is used more effectively to support student's academic and pastoral needs as appropriate.
- 5.2 Historically, disadvantaged students have been disproportionately represented within the school's absence and exclusion data. In 2015-6, fixed-term exclusion figures significantly exceeded national averages.
A current picture of the attendance and exclusion data for disadvantaged students was not presented during the review. It is recommended that the PP Leaders have an overview of the most recent data and the impact of strategies to address poor attendance and persistent lateness in order to evaluate what is working well and what does not represent value for money in terms of the allocation of Pupil Premium funding.
- 5.3 Improvements in attendance systems have yet to increase the overall attendance (from 1st Sept 2017 to present):



trusted to deliver

Babcock Education: Pupil Premium Review

<ul style="list-style-type: none">✓ Poor attendance or persistent lateness is routinely monitored and addressed through a Graduated Response depending on the severity of need. Senior Intervention Tutors (SITs) are involved where a student's attendance is 80-90% and liaises with the appropriate personnel. Attendance concerns are addressed through a range follow up procedures e.g. letters to parents, targeted home-school liaison, supporting families etc.✓ Leaders report that the "What a Difference a Day Makes" strategy has proved successful in improving attendance through 2016-7 by increasing the students and their families' awareness of how much learning time is lost through absence and the significant impact of this on longer term outcomes.✓ A reduction in fixed-term exclusions are evident this year (from 1st Sept 2017 to end of Autumn 1):<ul style="list-style-type: none">○ All pupils = 14 FTX, 1.63% of the cohort○ Disadvantaged pupils = 7 FTX, 3.45% of the disadvantaged cohort. This demonstrates a current decrease of 1.56% from 2016-7.✓ The majority of pupils were focused on their learning during the learning walk. They demonstrated that they were engaged in their learning by putting their hands up to answer questions, working independently from the teacher and taking pride in their work.✓ Selected students (including those that are disadvantaged) have been designated the role of 'Learning Ambassadors' in order to improve their self-esteem and engagement in all aspects of school	<ul style="list-style-type: none">○ All pupils = 94.3% (a slight decrease of 0.3% from 2016-7)○ Disadvantaged pupils = 91% (a slight decrease of 0.4% from 2016-7) <p>5.4 The role of SITs is clearly valued by the school leaders, however, no evidence linked specifically to their work was presented during review to evaluate the impact of these roles. It is recommended that SITs produce a termly evaluative summary of the impact of their work in relation to attendance and attitudes to learning for the key groups of students they have supported. This would also enable senior leaders to evaluate which strategies to improve attendance are most effective.</p> <p>5.5 It is recommended that leaders extend the support identified to address social, emotional and mental health difficulties and consider a range specific programmes to support students with complex needs (ref: Worcestershire Emotional Wellbeing Toolkit http://www.worcestershire.gov.uk/downloads/file/8144/emotional_wellbeing_toolkit_may_2017)</p> <p>5.6 It is recommended that school leaders consider carrying out a termly audit of which students are accessing extra-curricular clubs/activities and to evaluate whether disadvantaged students are proportionately represented. Leaders may consider a termly 'recruitment drive' for clubs/activities through assemblies and/or a 'Fresher's Fair' approach to demonstrate what is on offer at the school. Student voice opportunities may also be facilitated for students to suggest</p>
---	--



trusted to deliver

Babcock Education: Pupil Premium Review

<p>life.</p> <p>It is recommended that leaders evaluate the impact of this role on the academic and wider outcomes for these pupils and identify effective practice across the school in relation to these roles</p> <ul style="list-style-type: none">✓ The discussion with a sample of disadvantaged students demonstrated that where learning experiences are positive:<ul style="list-style-type: none">○ Expectations for learning and behaviour are clear and consistent, low level disruption is dealt with effectively○ Clear explanations and models are provided by teachers at the point of need to support student's understanding○ Students have greater ownership over their learning and are provided with choices to harness their creativity○ Learning is interactive and practical○ Explanations and appropriate support is provided for students to complete homework tasks successfully✓ The school provides a range of extra-curricular opportunities and activities including sports, the arts and computer club for students to access.✓ The school values and encourages parental engagement and is sensitive to parent's views and sense of pride e.g. enabling parents/carers to offer full/part payment towards the cost of off-site visits, residential trips, extra-curricular activities etc. rather than assuming that the whole cost will be automatically covered through the PP funding.	<p>clubs/activities they may find of interest.</p> <p>5.7 The overall view gained from a sample of disadvantaged learners in relation to their school experience was generally fairly negative. Students provided a range of evidence and specific examples which demonstrate that teacher's expectations for learning and behaviour are not yet consistent across the school. Where students felt that lessons were not good or engaging, this was often linked to specific subjects or teachers – to the extent that some disadvantaged learners would not choose to study subjects that they were otherwise interested in.</p> <p>Senior leaders should ensure student conferencing of significant groups is regularly scheduled as part of the monitoring and evaluation cycle in order to capture strengths, address concerns and feed findings into Performance Management procedures where appropriate.</p>
---	--



trusted to deliver

Babcock Education: Pupil Premium Review

Comments from school leaders:

Signed:Headteacher
Date:.....

Signed:Chair of Governors
Date:.....

Signed: PPR

Date:.....