

Heronswood Primary School Pupil Premium Review



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Carried out by Karen Banford (Head of Great Witley CE Primary School) and
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Summary of suggestions to refine practice

Names of key people spoken to:

- PP Coordinator - **Rhoda Pierpoint**
- Safeguarding TA – **Julie Porteous**
- Pupil Premium additional teacher – **Helen Mikolajczyk**
- Assistant HT – **Louise Whelan**
- The recently appointed PP Governor was not able to attend the review

Strengths of the school

- There is a very strong commitment, shared by all staff, to doing everything possible to remove any barriers that might hinder a pupil's development. For example in Year 2, phonics sessions happen later in the morning so that PP children with poor punctuality have arrived in school and are able to access the session every day.
- PP children are grouped effectively using their prior assessment data. Deployment of additional adults ensures that PP pupils access a range of appropriate interventions. More able PP pupils are challenged effectively through quality first teaching and greater depth tasks.
- Pupil data shows that progress for the majority of PP pupils is accelerated. Work in books supports this progress data and additional challenge activities for more able PP pupils was clearly evident.
- An additional PP Teacher has been employed this academic year to target gaps in maths and English initially for pupils in Year 3, and subsequently for PP pupils in Year 1 and Year 2.
- The safeguarding team includes a TA who is responsible for the PP+ pupils' individual plans. The spending plans are personalised and costs are clearly identified.
- The blast hour in Years 5 and Year 6 enables PP to be taught specific Maths and English skills in smaller groups.
- Year 6 pupil premium children benefit from a before-school maths group run by an additional TA 3 mornings a week.
- PP children's books have a coded system to make them easily identifiable, the inside cover also has a useful list of the interventions involving that child.



- The emotional and social needs of PP pupils are comprehensively catered for through responsive provision based on changeable pupil needs. Where barriers are encountered, SLT provide the support required in creative ways in order to achieve their aims. For example the use of a range of external agencies and professionals such as additional Speech and Language capacity, Relax Kids, Kemp Hospice, WHP the school nurse and free places at the breakfast club.
- The Head and Governors are fully involved in deciding how pupil premium funding is used. Finances are tightly controlled and decisions on spending are linked closely to priorities in the school improvement plan/pupil premium action plan.
- Monitoring and training events are led by the Head to ensure Governors have a clear understanding of the provision for PP pupils, this includes a governor morning focused on pupil premium
- The SLT monitor the attainment gap between different groups of pupils. They have a comprehensive knowledge of published data and are skilled in using this to check on the progress of PP pupils within school.

Recommendations

- The Head (PP lead) collates and analyses the data concerning pupils who are eligible for the Pupil Premium Grant and uses it to drive improvements within school. It would be helpful to use Year 2 data on the progress data summary chart, to clearly identify the accelerated progress from Year 2 to Year 6.
- All of the website information is very detailed and clear, however this could be improved by using the exemplar Pupil Premium Strategy Statement template. This sets out the barriers to learning and a rationale stating why certain interventions take place as well as the impact.
- Case studies are needed to provide school leaders with detailed evidence about the impact of PP strategies on the higher ability PP pupils.
- The addition of a PP column on the school's 'Behaviour Log' would help school leaders to track and support the behavioural needs of PP children.

