

Transform Trust Disadvantaged Premium (DP) - School Visit

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|------------------------------------------|------------------------------|---------------------------------|
| School: Bulwell St Mary's Primary School | Headteacher: Daniel Farthing | Chair of Governors: Karen Slack |
| Date: 23/4/18                            | Reviewer: Jon Fordham        | Reviewer: Steph Karlonas        |

**Things To Celebrate...**

- ✓ Passionate PPG champion who wants the best possible outcomes for the children of Bulwell.
- ✓ The PPG champion reports to Governors on a regular basis and leaders at all levels know the purpose of the PPG and its intended outcomes.
- ✓ The PPG champion works closely with pupils who need to improve their attendance.
- ✓ Across school there is no clear difference in presentation or amount of work completed by PPG/Non-PPG in all abilities.
- ✓ The focus for staff is not only on RWM but developing the whole child and the school organises a number of enrichment opportunities for children.
- ✓ There are a significant number of interventions available to support and overcome a wide variety of barriers to PPG children. This also includes a speech and language therapist.
- ✓ The PPG web strategy document clearly identifies the barriers that are most prevalent amongst the PPG community and has actions to overcome these.
- ✓ Interventions are closely monitored and the school is data 'rich' with information about the impact of these (needs to be on the strategy statement however).
- ✓ The jigsaw room/hub is a positive space that children clearly enjoy accessing for a number of reasons and this clearly has a positive effect on behaviour and supports a number of children pastorally and with mental health needs.

**Things To Be Aware Of...**

- Clear and measurable targets for progress/achievement are not clear on the PPG web strategy document. For the PPG champion to robustly demonstrate if an intervention or action has been successful, and why, through use of these targets. This information to be used as future justification for continuing an intervention. (evidence based)
- Is the gap narrowing? If QoT is outstanding and interventions are having an impact why aren't outcomes better for PPG children. In school gap is wider for PPG than compared to national despite them achieving better than PPG and Non-PPG children nationally. (nit picking!)
- PPG attendance, for three years running, has been below national averages.

## Things To Be Concerned About...

○

| Area (including sources of evidence) | Suggested questions and areas to explore?                                                                                                                                                                                                                                                                                  | Evidence <ul style="list-style-type: none"> <li>○ suggested but not exhaustive</li> </ul>                                                                                        | Celebrate / be aware / concerned? |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <b>Pupil Characteristics</b>         | <p>Overall number and proportion</p> <p>What is two / three year pattern</p> <p>How well does the school know eligibility data and patterns?</p>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>○ <i>Interview Premium Champion / governor</i></li> <li>○ <i>Published data</i></li> </ul>                                                |                                   |
| <b>Achievement</b>                   | <p>What is the progress of disadvantaged children relative to starting points?</p> <p>How quickly are attainment gaps for disadvantaged children closing compared to the national average</p> <p>What story does the current data tell?</p> <p>Is DP a regular staff meeting agenda item / focus in progress meetings?</p> | <ul style="list-style-type: none"> <li>○ Published data</li> <li>○ Progress data</li> <li>○ Lesson obs</li> <li>○ Work scrutiny</li> <li>○ Interview Premium Champion</li> </ul> |                                   |

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|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                   | <p>Do progress meetings ensure actions are taken quickly to improve underperformance?</p> <p>Is attainment for DP improving year on year?</p> <p>Is DP used to challenge and extend higher attaining children?</p>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                              |  |
| <b>Leadership</b> | <p>How effectively does the school identify priorities for premium funding?</p> <p>How well matched are the schools strategies with the perceived barriers to learning for disadvantaged children?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on progress and those which focus on providing wider opportunities or meeting social / emotional needs?</p> <p>Is there reference to DP in the mission (or similar) statement? Is this understood by the whole school community?</p> <p>Are targets set for DP?</p> <p>Do monitoring activities focus on DP?</p> | <ul style="list-style-type: none"> <li>○ Scrutiny of premium documents / file</li> <li>○ SEF / development plan</li> <li>○ Ofsted report / other external reports</li> </ul> |  |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                          |  |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                             | <p>Do all staff adopt a shared language around high expectations for and by DP? Are expectations discussed in terms of age related or just progress?</p> <p>Is data used to support and feed into requests for funded activities?</p>                                                                                                                                                                                                           |                                                                                                                                                                                                                                          |  |
| <b>Teaching</b>             | <p>Is the quality of teaching good in all classes? Is CPD used to develop and improve teaching?</p> <p>Do lessons challenge pupil perception and promote cultural capital?</p> <p>If support staff deliver interventions are they observed /offered feedback?</p> <p>Are interventions evidenced based? Are they happening more in a particular year group / phase?</p> <p>Are interventions given a time limit and clear success criteria?</p> | <ul style="list-style-type: none"> <li>○ Learning walks</li> <li>○ Work scrutiny</li> <li>○ Discussion with teachers</li> <li>○ Obs of interventions and tacking data</li> <li>○ Moderation of assessment</li> <li>○ policies</li> </ul> |  |
| <b>Behaviour and Safety</b> | <p>Are DP given additional support prior to and during KS transition</p> <p>How is attendance / exclusion data evaluated?</p>                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>○ learning walk</li> <li>○ Behaviour records / exclusion etc.</li> <li>○ attendance data / attendance lead</li> </ul>                                                                             |  |

|                                            |                                                                                                                                                                                                                                                                          |                                                                           |  |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--|
|                                            | Do DP take part in extra-curricular / trips to develop their understanding of the world?                                                                                                                                                                                 |                                                                           |  |
| <b>Evaluation of impact and next steps</b> | <p>How well is the funding used to:</p> <ul style="list-style-type: none"> <li>○ Ensure quality first teaching and above expected progress</li> <li>○ Support effective interventions?</li> <li>○ Widen opportunity?</li> <li>○ Overcome identified barriers?</li> </ul> | <ul style="list-style-type: none"> <li>○ Discussion Head / CoG</li> </ul> |  |
| <b>Transform Trust</b>                     | What support can Transform Trust offer going forward?                                                                                                                                                                                                                    |                                                                           |  |
| <b>Recommendations?</b>                    |                                                                                                                                                                                                                                                                          |                                                                           |  |