

Hurst Green Primary School – Pupil Premium Review

Date of Visit: Monday 17th October 2022

Purpose: To review the effectiveness of the school's Pupil Premium strategy

Reviewer: Matt Osborne / Leanne Blakeley (LA School Improvement Officers)

Leaders Involved: Headteacher, Deputy Headteacher.

Activities Undertaken:

- Top level view (SLT) of Pupil premium Strategy
- HT/DHT Discussion

Summary

There has clearly been a diagnostic focus on further developing the school's Pupil Premium (PP) strategy. The action plan is pertinent, well written and clearly identifies the needs of all children. PP data is shared with staff and through the regular curriculum meetings teachers are supported in providing quality first Teaching & Learning. Regular pupil progress meetings help to monitor the progress that these children make so that swift action can be taken to make sure that they are on track and that through the appropriate allocation of PP funds there is value for money.

Overview

- The leadership of the pupil premium strategy is strong. Both the HT and the DHT have a clear understanding of what the children in their school need to improve and how to do that using the funds that are available.
- Both the previous and current PP action plans are clearly published on the school's website and the strategy statement is available in the DfE's required template.
- The 4 key areas of focus for the school's PP spend in 22/23 are:
 - developing the vocabulary across the curriculum (especially Tier 2 vocab)
 - increasing the percentage of children that pass the phonics screening check
 - narrowing the gaps post Covid through targeted tuition
 - raising attendance of all children but specifically closing the gap between PP/non PP (93% (PP) 96% (non PP))
- These key areas link well with the whole school improvement plan and has allowed the school to focus on the challenges that are having the most impact.
- There has been much work in developing and reshaping the 3D curriculum, ensuring that there is disciplinary knowledge for each subject. As this is progressive for each year group, this is then included via a subject knowledge organiser, and then used as a part of lessons taught.
- Leaders have ensured that teachers plan for, and include, prior knowledge within lessons, so there are frequent opportunities to ensure learning is embedded, as well as giving all children opportunities to make relevant links.
- Themes and subjects for the non-core curriculum are taught through, 'The Big Question' which brings relevance to the learning. There have also matched these to the interests of the children, and as a result, children make and participate in learning at home, keen to share with their teachers and peers.

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- Leaders have completed 'checks' with the children to ensure that the knowledge is 'sticky'. Leaders are happy to report that children are confident in talking about their learning, as well as making links to previous learning in other years. Leaders have captured this for PP children, through their pupil questioning.
- School have produced vocabulary ladders for each subject area which builds on subject vocab knowledge from Reception to Y6.
- The key vocabulary identified for each year group, in each subject, has been shared with parents, so where there is a subject focus for each half term, parents understand the expectations.
- For each class, children are included in 'ranking grids' which they use from various formative and summative assessments. This ensures that teachers and leaders can identify any children that are falling behind.
- For PP children, as part of pupil progress, each need is identified, as well as any extra interventions or agencies that work with them.
- These Interventions are carefully thought out and matched to the needs of the children. With the use of the tutoring grant, teachers deliver tutoring. The impact of this is carefully matched with a baseline and then end point assessment figure.
- To support social, emotional and behavioural needs some interventions are not only academic but are delivered through a programme of extra-curricular activities and further support.

Next Steps

- Continue to adapt the curriculum, ensuring that any identified needs for disadvantaged pupils are incorporated into curriculum development.
- The LA to provide support for governors around the curriculum and the Pupil Premium strategy.
- Continue to monitor the effect of tutoring in school to assess impact over time.