

Mudeford Infant School

Pupil Premium Review – June 2016

Background

Mudeford Infant School is a medium sized infant school. The school has 181 students on roll from Reception through to Year Two. The vast majority of these students will then feed into Mudeford Junior School.

The school currently has 14 students who receive the Pupil Premium (additional funding for specific groups, including those known to be eligible for free school meals, and those who are looked after by the Local Authority). This accounts for 7.7% of the school population which is significantly lower than the national average of 26.2%. The most recent OFSTED report (February 2009) judged the school as outstanding in virtually every area. There was no specific comments about the provision for disadvantaged students as this report was published before the implementation of Pupil Premium funding.

The funding that the school is set to receive this year is approximately £17,160. The school has written a Pupil Premium report which identified the following priorities for the spending of these funds:

- Nurture and ELSA support
- Additional SEN support
- Reading, Writing Intervention strategies
- TA 1:1 deployment to support numeracy and literacy
- Family Seal
- Inclusion leader groups

This support is aimed at supporting the Pupil Premium students both academically and pastorally to ensure that progress is made and that the different needs of Pupil Premium students are fully supported.

This review was commissioned by the Headteacher to review provision for students in receipt of Pupil Premium and to improve current practice. The following report is intended to provide the basis for an action plan that can be introduced to ensure improvement in the attainment and progress of Pupil Premium students. The key findings were shared with the Headteacher on the day of the review.

Information drawn upon during this review

A range of performance data on the school was looked at including RAISE on line, comparative data from the EEF and current tracking information. An in depth discussion with the Head teacher was held as this is part of his responsibility within the school. A range of other documentation including the school's published Pupil Premium report was scrutinised.

Main Findings:

The outcomes for the children who are eligible for pupil premium are excellent. These children outperform their peers in all year groups for 2014/15. Where there are slight differences, such as the outcomes for writing in EYFS this year, the head teacher and staff are aware and have already planned interventions for the following year. All children are tracked well and consistently make above average progress as they move through the school from whatever starting point they had.

There is a clear emphasis on the importance of Pupil Premium students in the school. There is a knowledge of who the Pupil Premium students are and their progress is monitored on an individual basis. Currently the Pupil Premium agenda is overseen by the Headteacher, although this will become the responsibility of the Deputy Head next year. The pastoral support that is offered to Pupil Premium students is good. The internal data suggests that the behaviour and attendance of the Pupil Premium students is in line with their peers. TA's have been used by the school to support Pupil Premium students both pastorally and academically.

The funding that the school receives has been well spent and there is a clear desire to use methods of intervention that have evidence to support their overall effectiveness. The results that the Pupil Premium students have achieved are very good and so clearly the school is working effectively in this area. However there are some questions as to how the intervention strategies are monitored in terms of impact, and which of them are responsible for the positive results. This could be an issue with the monitoring itself or simply with the reporting of this. In addition to this there is also a need for the school to formally consider formalising and publishing their future strategy for supporting Pupil Premium students, especially as there is a change of responsibility for this within the school.

Recommendations:

1. To place a greater emphasis and reporting of the impact of each of the interventions in the Pupil Premium strategy and report.

Whilst it is clear that relevant strategies are being employed to help and support Pupil Premium students, there is not any clear reporting of their effectiveness or impact. Within the published report there should be a clear analysis of the impact that each major strategy has had. This should include prior data and highlight clearly the progress that has or has not been made as a result of the planned intervention.

2. To publish a Pupil Premium strategy for future interventions.

From the discussions that took place during the review it is apparent that the school has already begun to plan effectively for the next academic year. However there is a need to formalise and publish these plans. This plan should make use of current data and clearly outline the strategies that will be used and the rationale for them. This would mean that the school is fulfilling the current guidance that is being given by the NCTL and it would be prudent to use the template that they have provided for this. The publishing of this plan on the school website would also further strengthen parental engagement and allow them to analyse the plans that the school have for supporting pupil premium students.

3. To consider different ways of supporting Pupil Premium students in order to make the most of the budget that is available.

The school has a small budget for Pupil Premium due to the limited number of students that are eligible within the school. This can mean that the school is restricted in the support that it can realistically offer. Therefore it is necessary for the school to consider other ways that they can support Pupil Premium students. This could be no cost strategies such as marking Pupil Premium student's work first in order to raise their profile, or working together with other similar schools in order to spread the cost of strategies across various schools.

Dan Hurley and Jon Chapple

July 2016