



Lacey Gardens Junior School

Report on actions to raise attainment for disadvantaged pupils and narrow the attainment gap to non-disadvantaged pupils

June 2015

In March 2015, the school received a letter highlighting the poor performance of disadvantaged pupils in the 2014 KS2 SATs tests. The school, including governors, were aware of this poor performance as well as the poor performance of the whole cohort at this time, who only benefited from the improved teaching and provision for six months before taking the national assessments and had of a legacy of previously poor teaching and learning. Internal tracking shows the outstanding progress they did make over the academic year but this was not enough to secure the outcomes needed. Disadvantaged pupils, in particular, struggled to make the sustained and accelerated progress needed in the short time available, despite extensive intervention.

However, the school recognises this performance was not acceptable has responded rapidly and robustly to the concerns raised in the letter and this report outlines our continuing actions to improve outcomes for this vulnerable groups.

Internal Response

- All staff and governors made aware of the letter.
- Internal review of provision for disadvantaged children.
- Collation of school's current intervention offer.
- Audit of current disadvantaged pupils' most prolific barriers to learning.
- Scrutiny of every disadvantaged pupil's barrier and current provision in place.
- Pupil Premium Review by NLE.
- Action plan devised, shared and implemented.
- Extensive training for SLT, teachers and Teaching Assistants. (Internal and external).
- Website updated and compliant.
- Pupil Premium funding is identified in the budget and estimated, and where possible actual, spending is clearly disaggregated for specific initiatives targeted at those pupils who receive it.
- Separate reports of the use of Pupil Premium funding are produced at appropriate intervals for the Governors' Finance Committee.
- Plans are in place to modify provision in the light of predicted changes to the amount of PP funding and the relative value for money of different interventions in terms of their impact on pupils' achievement.
- Teachers and other practitioners discuss the relative performance of those pupils who are in receipt of Pupil Premium and routinely play a full part in deciding which strategies might be appropriate to individual pupils.
- The school's SEF and improvement documentation makes detailed references to the use of Pupil Premium.

External Support

NLE - Pupil Premium Review April 2015

A National Leader in Education was commissioned by the school to complete a rigorous Pupil Premium Review. This involved discussion with Head and Assistant Head (Inclusion), lesson observations, learning walk, book scrutiny, pupil interviews, class teacher discussions, scrutiny of data and website evaluation. Our action plan was refined and agreed as addressing all outstanding issues.

The NLE gave this executive summary for governors;

The school has undertaken a rigorous, in-depth review of the system dynamics and strategies that are deployed to aid the progress of pupil premium children. Being involved in the review, exploring the school's system, policies, procedures and practice I believe that this action plan demonstrates the school's superb understanding of the next steps in its development and is a true and honest reflection of how accelerated progress maybe achieved. Any strategies that haven't made enough progress in the past have now been revaluated being replaced with robust interventions.

It was exceedingly clear that the school understood the complex needs of this vulnerable group of children and were working hard to ensure the gap is closing on none pupil premium. The leadership team and the teachers

knew the next steps and with small amounts of retuning this action plan was constructed. There is now a purposeful focus on what strategies are effective.

The school's assessment systems are thorough to which regular reviews of progress and the challenge of gaps are made. The school recognises the need for ambitious targets and this along with additional interventions has been added to the action plan to ensure progress is accelerating. This acceleration is clearing mapped and the school will be held to account by selected governors.

Arrangements are in place for a final review visit in the autumn to measure impact and retune if necessary.

Carl Jarvis, NLE

Educational Advisor Challenge and Support

The school has received enhanced challenge and support from our Local Authority Advisor and performance of disadvantaged pupils remains a clear focus of all visits and communications.

As part of this challenge, the advisor conducted detailed interrogation of data, provision, and action planning and website compliance with our Headteacher, Acting Headteacher and Assistant Headteacher (Inclusion)

As a result of this ongoing challenge, our action plan now indicates a strategic approach to improvement e.g. understanding of national context and best practice through attendance at regional conferences, revision of job descriptions to include specific reference to disadvantaged pupils if appropriate.

Leaders have summary information showing provision in place for each pupil supported by PPG and track reductions in attainment gaps between PPG and non PPG (previously this comparison was done to all pupils). The school is more able to provide information and analysis of impact on attendance and reduction of PA for this group specifically. A governor with particular responsibility for monitoring the impact of the plan and progress for disadvantaged pupils will be elected. Senior leaders have included six weekly milestones in the action plan and are evaluating the impact and cost benefit of interventions. These are schedules to be shared with governors at Standards and Wellbeing Committee.

National Disadvantaged Pupil Consultant

In addition to the extensive support outlined above, the school has engaged the services of a specialist national consultant to provide bespoke training as a result of an accurate audit of current provision. This training is at an early stage and its impact will be reported to governors at the end of the Autumn Term.

Impact June 2015

(Please refer to standards summary June 2015 for detailed overview)

Y3 Disadvantaged children made better progress than other children in Reading, Writing and Maths therefore the gap has narrowed since KS1

Y4 Disadvantaged children made better progress than other children in Reading and Maths and the same progress in writing therefore the gap has narrowed in Reading and Maths but slightly widened in Writing. *Involvement in Calderdale project and Clued up for Spelling and Grammar to be delivered in Y5*

Y5 Disadvantaged children made above expected progress in Reading, Writing and Maths and have progress rates broadly in line with other children in the year group. The attainment gap has reduced for Writing and Maths but increased slightly for Reading. *Reading Comprehension to be priority for Y6*

Y6 Disadvantaged children made better progress than other children in Reading, Writing and Maths. As a result the gap has been narrowed from KS1 for Reading and Writing but slightly widened in Maths. Progress is well above National for Reading, Writing and Maths. Attainment gap has narrowed since KS1 in Reading and Writing but widened slightly in Maths. Y6 pupils eligible for the pupil premium have received intensive targeted support which has enabled them to keep up with the accelerated rates of progress. However, all Y6 pupils needed to make this progress so whilst pupil premium pupils are more secondary ready and have made accelerated progress, the gap will not begin to reduce until 2016, when interventions and learning over time will impact.

Executive Summary

The school has conducted a comprehensive audit of provision and commissioned appropriate challenge and support from local and national leaders in this field. All staff and governors are acutely aware that this is a priority for improvement and understand their role within the action plan. Data for these pupils is showing improvement as a result of this increased focus and strategic response. The school has devised an appropriate and rigorous response and will continue to monitor provision and outcomes, making adaptations in the light of new findings.

Report author: Karen Sheeran, Assistant Headteacher (Inclusion)