

## Annex 3: School visit template

Wayland Academy 9/6/2017	
<p><b>Summary of school's existing areas of focus and approaches</b></p>	<p><i>See the Wayland Academy Pupil Premium Strategy Statement June 2017, the OFSTED report of 2017, Academy Improvement Plan 2016-17, Trust Pupil Premium Policy, SES Report</i></p> <p><b>Area one:</b></p> <p><i>Quality Teaching for all, incl CPD on Accelerated Reader, Literacy &amp; Numeracy Curriculum, High Quality Teaching Staff, Pixl Curve, Marking &amp; Feedback Procedures, Show my Homework, Cyclical Maths SOW</i></p> <p><b>Area two:</b></p> <p><i>Targeted Support, incl WARP, Homework Club, English &amp; Maths Intervention, Mentoring, APL, PASS, Rewards, NES attendance support, Achievement for all, Financial Support, Short Stay School, Class Charts and Bought in Services</i></p>
<p><b>Summary of how effectively school uses evidence to identify effective approaches</b></p>	<p>It is clear that the Academy and those who lead on PP have a good understanding of an evidence based approach to the use of PP funding and the general approaches that work to improve the outcomes for disadvantaged students.</p> <p>Current systems to monitor, track and evaluate the PP funding and impact are clear and show evidently that the funding is matched to suitable priorities, but the way this has been presented to leaders and Governors until recently has not enabled effective oversight and analysis.</p>

<p><b>Names of key people to speak to and outline itinerary</b></p>	<p><b>8.30-9.0 – Meeting</b> Dick Palmer (CEO) &amp; Glen Allott (Principal)</p> <p><b>9.00-9.30 – Meeting</b> Dean Rosembert DRO (Assistant Principal) &amp; Cara Mihalop CMI (Intervention Coordinator) &amp; Carl Evans (PP Governor) or Terence Skinner if PP Governor is not able to attend.</p> <p><b>9.30-10.00am – PP Documents</b></p> <p><b>10.00-11.00am – Lesson Observations</b></p> <p><b>11.00-11.20am – Break – coffee/biscuits</b></p> <p><b>11.20 – 11.50am – Interventions</b> Accelerated Reader (Library) &amp; Alternative Provision Learning (Room 22)</p> <p><b>11.50-12.50 am – Meeting</b> Dave Sutton (Head of English Faculty) &amp; Ben Payne (Head of maths Faculty)</p> <p><b>1.50 – 1.15 pm – PP student group</b></p> <p><b>1.15-1.45 – Book Scrutiny</b> -Books provided from maths, science and English.</p> <p><b>1.45 2.15 pm – Close Meeting</b> Glen Allott &amp; Dean Rosembert.</p>
---	--

During the review, the reviewer may work with the school on all or some of the following areas as appropriate.

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p><b>Pupil characteristics</b></p> <ul style="list-style-type: none"> <li>• Interview with pupil premium co-ordinator (PPCo) or member of staff with PP responsibility</li> <li>• Published data</li> </ul>	<p><i>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</i> Tot 574, 176 PP</p> <p><i>How well does the school know the eligibility data and patterns?</i> The Academy has clear understanding of future patterns of eligibility due to close links with feeder primary schools and local demographics</p>	<p>The Academy knows it's intake well and is effective in addressing the particular needs of its demographic, e.g. the Literacy needs upon entry</p>	

<p><b>Achievement<sup>1</sup></b></p> <ul style="list-style-type: none"> <li>• Interview with PPCo</li> <li>• Published data</li> <li>• Current progress data</li> <li>• Lesson observation and work scrutiny</li> </ul>	<p><i>How well does the school make use of evidence including the EEF toolkit?</i> There is good evidence of the use of a range of strategies that have high impact, see the Strategy Document. Some important research based areas of high impact, particularly feedback via marking and effective response by pupils, are not yet well developed.</p> <p><i>Do evidence-based systems for evaluation of impact exist?</i> Yes, although the current system seems to be fairly recent with the PP Coordinator and Assistant Head able to demonstrate responsive and effective systems, e.g. in the changing of a recent Maths intervention to deliver effective progress</p> <p><i>What is the progress of disadvantaged pupils relative to their starting points?</i> There is strong evidence that students in KS3 are making good progress, and that across the Academy there are now systems in place that are having clear impact upon progress. Some of these interventions are at an early stage, so it is encouraging and needs to continue to embed across the Academy</p> <p><i>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</i> There are positive signs in KS3, largely as a result of the Accelerated Reader programme. Pupils join with low Prior Attainment and the focus on literacy is having impact.</p> <p><i>What story does the current data tell?</i> There are positive signs of impact and PP pupil progress, but these are somewhat difficult to interpret and analyse from some of the current data.</p>	<p>Progress data is showing improved PP pupil outcomes, especially in KS3.</p> <p>Teachers are very aware of PP pupils and use lesson and seating plans well to ensure that they are questioned by teachers, supported by peers and challenged in lessons.</p> <p>Disadvantaged girls made good progress in 2016 examinations.</p>	<p>Simplify the presentation of the PP progress, especially for leaders and governors to be able to measure and analyse impact</p> <p>Ensure that there is effective feedback and response to feedback, develop CPD, policy and practice to implement simple systems to increase the quality of marking / feedback.</p>
--	---	--	---

---

<sup>1</sup>When reviewing special schools reviews may also wish to consider the area of 'enrichment', and the following question: How will pupil premium eligible pupils benefit from the funding and how is its impact monitored as far as enriching their opportunities is concerned?

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p><b>Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>• Interview with Head Teacher (HT) and Chair of Governors (CoG)</li> <li>• Interview with PPCo</li> <li>• Scrutiny of pupil premium policy documents</li> <li>• Scrutiny of SEF</li> <li>• Most recent Ofsted report</li> <li>• Published and current data</li> </ul>	<p><i>Do evidence-based systems for evaluation of impact exist? Yes, and seem to be a recent development by the PPCo</i></p> <p><i>How ambitious are the targets for disadvantaged pupils? In the past these have been potentially over ambitious and the methodology for target setting has recently been reviewed. The new methodology is more likely to have currency, to be challenging yet potentially realistic and encourage buy in and belief amongst pupils</i></p> <p><i>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/ emotional needs? There is clear evidence of appropriate and limited spending on areas such as Duke of Edinburgh, trips, resources etc., however pupil progress directed spending is the vast majority of expense</i></p> <p><i>How effective are the strategies used and how does the school evaluate them? The strategies are having good impact, but the evaluation is still developing through the use of effective analytical tools and reports. It needs appropriate time to become fully embedded, there are staff in place who know what they are doing and will deliver.</i></p> <p><i>A recurring theme was the ownership of the PP strategy, which is understandable in light of leadership demands over the past year. Now that it is settled there needs to be a clear direction, communication and coordination from the Asst Head in charge.</i></p>	<p>The leadership of PP activities / spend and analysis by the PPCo and Asst Head is now producing effective impact and evaluation. Governors and leadership now know what they need to see and analyse regarding PP spends.</p>	<p>Ensure that each year group's PP Progress is presented to leaders and governors in a succinct and accessible manner, with clear analysis of impact and spend.</p> <p>Implement the new target setting methodology, ensuring that it is meaningful for pupils.</p> <p>Ensure that the Asst Head is visibly the leader of the PP strategy, i.e. with the PPCo is the 'go to' person for PP issues.</p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Lesson observation/ learning walks, to include work scrutiny and discussion with teachers</li> <li>• Observation of out of class interventions</li> <li>• Current progress data</li> </ul>	<p><i>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</i> Class teachers use seating plans effectively in the lessons, enabling the targeting of questions and peer work. Feedback was less effective and could be developed across the school. The lesson challenge forms have been revised and will provide good evidence for PP planning and feedback in future.</p> <p><i>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</i> The interventions out of class appear to be effective, a range of support staff used in English, Maths, KS4, Boys and mentoring roles. The records show impact of those PP pupils who have participated. Pupils themselves spoke highly of the quality of support and the impact of the interventions upon their progress.</p> <p><i>Are parents/carers and multi professionals involved in these discussions?</i> This is in hand to develop, led by the Assistant Head.</p> <p><i>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</i> There is CPD on a range of proven strategies, and middle leaders and teachers clearly track PP pupils carefully. It may be more effective to link the PP progress to Performance Management more explicitly; the Trust wide objectives could be wider to encompass groups within overall class progress.</p> <p><i>Where out of lesson interventions take place, how does the school evaluate impact?</i> The PP Coordinator records centrally planned interventions, but there is a lack of coordination of HODs / subject teachers' interventions, which could result in some pupils receiving many varied interventions. Better coordination between the PPCO, HODs, Leadership and a central recording of all interventions (particularly for Y10 and Y11) would result in a reduction in duplication of effort.</p>	<p>Teachers know their pupils well and want to work hard to enable progress.</p> <p>Pupils speak highly of and appreciate the interventions and support from the school, including funding for D&amp;T activities and trips.</p> <p>Some CPD is clearly having a major impact upon literacy and reading.</p>	<p>Develop feedback practice consistently across the academy, use policy, CPD and monitoring strategies to ensure that pupils return to marked work, with clear objectives and revise / review / edit to make the best of targeted feedback – the use of the revised challenge lesson observation forms have great potential to support this work.</p> <p>Coordinate all interventions to avoid an overload upon some pupils</p>

<p><b>Behaviour &amp; safety</b></p> <ul style="list-style-type: none"> <li>• Learning walk and discussion with PPCo</li> <li>• Scrutiny of behaviour records</li> </ul>	<p><i>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</i></p> <p>Specific support such as the SSSFN seems to have had a significant impact in reducing exclusions amongst PP pupils from the data presented. Behaviour across the school seemed positive - pupils were engaged and safe in lessons</p>	<p>Targeted programmes seem to have reduced the number of exclusions of PP pupils</p>	
<p><b>Evaluation of impact, drafting action plan and next steps</b></p> <ul style="list-style-type: none"> <li>• Discussion with HT/ CoG/PPCo</li> </ul>	<p>See Below:</p>		

I am grateful for the time and detailed information passed to me to assist with this Pupil Premium Review following up the OFSTED report from a few weeks previously. It is clear that the Academy and Trust want to move rapidly and respond effectively with strategies for PP pupils in the light of the OFSTED report and there is a clear will to take action and to put in place a thorough response.

The Academy and Trust have a wide range of documentation and systems to record and analyse relevant interventions, plans and PP progress. The variety of this documentation, the sheer quantity of numerical data and the lack of detail (until recently) about the impact of the high expenditure PP approaches are major contributing factors to the OFSTED comments regarding the lack of analysis by leaders and governors of PP funding. The Academy is, however, well placed to make rapid improvements, it is less about the range, impact and type of current interventions, and more about the way in which their effectiveness is analysed and presented to leaders and Governors succinctly in order to ensure that this funding is properly accounted for.

### **What works well:**

- Current tracking and analysis of PP progress, as recorded by CMI and DRO is effective and allows analysis, rapid change of intervention for groups of PP pupils and value for money analysis of the interventions. While at an early stage, as reflected in the OFSTED report, this is good practice and would be expected to continue to develop and increase in impact as it is embedded. A simple report on the highlights from this tracking would greatly assist in overall analysis of the effectiveness of PP funding for Leaders and governors.
- The Accelerated Reader programme is having a significant impact for low cost, and is impacting across the school, not just amongst the PP pupils. This is a clear example of evidence from Research that some activities (effective feedback and meta cognition being two potent examples) have significant impact for low cost. As there is lower attainment upon entry to the Academy in English compared to Maths this has been an area of significant intervention and attention and results appear to be impressive.
- The PP Coordinators across the Trust are meeting and evaluating best practice / strategies. As several schools have similar characteristics this is a useful forum for sharing and ensuring only impactful strategies emerge.
- There are clear plans to involve parents and students more, and such inclusive strategies will help embed the more effective strategies.
- Current exclusions for disadvantaged pupils appear to be lower than non-disadvantaged pupils from the data presented, which reflects the use of behavioural interventions such as the Short Stay School for Norfolk and boys mentoring. There is a clear link between the pupils who have been placed upon the programme and a reduction in exclusions.
- The Heads of English and Maths track PP pupils effectively and have clear intervention plans, there are clearly within class systems such as seating plans, questioning strategies and marking systems which prioritise PP pupils and monitor their progress within and across lessons.

### **What could improve:**

- Implementation of the new Target Setting methodology should now create individual targets for pupils which have genuine currency. Low self-belief, lack of aspiration and confidence and lack of engagement are repeatedly stated as potential barriers to closing the gap and realistic aspirational targets will better engender belief and confidence. There is also potential for effective meta cognition / growth mindset work across the Trust on this topic.

- Interventions are planned by the PP Coordinator, but also can be arranged by HODs and individual teachers. As such there is a risk that some individual PP pupils become the target of multiple intervention strategies. Interventions for particularly Y10 and Y11 pupils should be centrally agreed and strategically considered, i.e. meetings between the HODs, Leadership and PP coordinator should decide what will be the focus of support for individual pupils, to avoid a scattergun approach. Pupils may need to be focussed in certain types of subject or intervention to maximise impact, and this may involve pupils being withdrawn strategically from courses or some subjects not being allowed to access a pupil for interventions.
- The two main areas of PP funding (High Quality Teaching Staff, £49K and English / Maths / Mentoring / 1:1 £74K) need to be much more clearly defined in terms of staffing costs, impact and deployment. This will enable leaders and governors to properly account for and analyse the spending to ensure best effect. The Academy already has plans for much more succinct reporting and analysis of these areas. When this is in place the PP Governor will be more able to articulate the positive effects of this spend and communicate this analysis to the wider governors. Already there is growing evidence that there is better developing analysis of this spend, such as the identified need to move towards consistency of staffing via full time, rather than mixed part time provision for PP pupils.
- Some of the data and reports produced centrally are of questionable providence, for example in some of the Gap Analysis gap of PP pupils are measured internally to negative non PP pupils, giving a false impression of more favourable data. PP gaps should always be to at least 0, or to the relevant +ve non PP figure. Across the Academy there needs to be a no excuses view of PP progress, emphasising that it must be entirely possible and achievable to reach national non PP figures, they are the same children but simply from a more disadvantaged background.
- Within the book scrutiny it is clear that while marking is regular the quality of and response to feedback (especially feedback that gives clear targets to improve and responds in editing / re drafting of work) is not consistent amongst PP pupils or others. The Academy has an immediate plan to improve the quality of marking and feedback, and this strategy will need a firm leadership approach as it has the potential to have a significant impact upon the progress of PP pupils and others. The lesson challenge observations forms have been revised to ensure that the focus upon feedback and planning for PP pupils and others is recorded effectively. This area has potentially high impact for low cost, and it is encouraging to see such immediate action.

## **Conclusion**

I would be delighted to continue to work with the Academy on the Pupil Premium strategy, there is a good foundation from the staff who have recently taken on the leadership of the Pupil Premium strategy and an action plan can quickly be written to address the areas of analysis of PP progress, improving feedback etc.

It must be remembered that overall Pupil Premium pupils at Wayland Academy are making pleasing progress in many areas, so the challenge is to build upon the positives and what is clearly working already.