

PUPIL PREMIUM REVIEW: Madeley School

Completed on
September 19th and 20th 2019



Pupil Premium Review

Madeley School

Date of review

19th and 20th September 2019

This review was carried out and reported by Berni Pearce, Director of Blackfriars Teaching School and Director of English, who is a Specialist Leader of Education and Pupil Premium Reviewer.

The visit to the school included:

- Meeting with Assistant Principal leading on Pupil Premium
 - To review the Pupil Premium Strategy plan 2019-2020 and funding attached to this.
 - Evaluation of current pupil progress data for disadvantaged and non-disadvantaged pupils (internally generated)
- Review of the School Self-Evaluation Document and the School Improvement Plan 2019-2020
- Review of the school website in relation to Pupil Premium
- Revisiting the Strategy Plan for 2018-2019 and impact statement
- Discussion around the Strategy Plan for 2019-2020
- Review of the school performance 2017-2018 and 2018-2019
- Year 7-11 progress data for disadvantaged pupils and their non-disadvantaged peers 2017-2018 and 2018-2019
- Discussion with Faculty Leaders: English, Maths, Science, Performing Arts, MfL and D&T
- Discussion with Vice Principal, EWO and Attendance Officer regarding attendance data
- Discussion with Assistant Principal (Teaching, Learning and Assessment/CPD)
- Discussion with Assistant Principal (Curriculum)
- Discussion with SENCo
- Discussions with the Principal and Chair of the Academy Council
- Discussion with Pastoral Team
- Lesson Visits: discussion with pupils and work scrutiny
- Pupil Voice panel (14 disadvantaged pupils from across years 7-11)
- Work Scrutiny sample– LPA, MPA, HPA examples from across all subjects
- Feedback to SLT to outline next steps.

The main focus for the review included:

1. The process used by Senior Leaders and the Academy Council to plan and allocate Pupil Premium funding to improve and secure consistent progress and attainment of all disadvantaged pupils, and therefore diminish the gaps.
2. The extent to which Senior Leaders consider the school's performance over time and the school's pupil progress data and any other information to identify and understand:
 - the needs of pupils and families eligible for Pupil Premium
 - the specific barriers to learning for disadvantaged pupils
 - the rate of progress and attainment of disadvantaged pupils
 - the impact of interventions in accelerating pupil progress
 - any gaps in progress and attainment between disadvantaged pupils and their peers.
3. How Senior Leaders and the Academy Council secure accountability for Pupil Premium at all levels, across the school, including support staff and/or those responsible for delivering interventions.

Quality of Education

- The school has seen a four year improvement trend regarding the outcomes of disadvantaged pupils which resulted in completely diminishing the gap in 2018 to within 0.01. Unfortunately, due to the complexity of the cohort of 2019, the gap has re-opened. The school worked tirelessly to avoid this outcome and this can be seen in the case studies that have been produced.
- Senior Leaders and the SENCo believe that the school offers pupils a broad curriculum which is holistic in its approach. There is a high academic ambition for all pupils, but also scope and breadth in the curriculum to support the most disadvantaged learners.
- For some disadvantaged pupils, the school has opted for a bespoke curriculum. Decisions were made with pupils and parents, and in some circumstances the expertise of the SEND Service, the Educational Psychiatrist and where applicable the Virtual School. Alternative accreditations were researched and chosen linked to the interests of the learner and to prepare them for future training and career pathways.
- The curriculum has been considered and reviewed to ensure it supports all pupils including those who are disadvantaged. Its purpose is to support literacy and numeracy needs and to provide pastoral support. It considers a range of subjects that respond to pupils' interests and potential experiences later in life. The school needs to continue to drive and rigorously monitor Quality First Teaching across all subjects to ensure pupils achieve at the very highest level.
- ACE provision is organised so that those pupils accessing this resource can also achieve at the highest level whilst studying alternative academic or vocational qualifications. The commitment and high expectations of the Inclusion Support Manager (ISM) is evident, however leaders need to clarify her role and responsibilities; ensure regular line-management meetings take place and formal

minutes are produced; continue to provide CPD that develops the ISM's capacity to provide the highest quality provision and to promote networking opportunities that enable her to visit similar settings to encourage best practice to be seen and shared.

- Senior leaders and staff interviewed recognise the impact Quality First Teaching has on the outcomes of all pupils. Leaders are willing to tackle underperformance of teachers and use the appraisal system to support this process.
- All staff have a Pupil Premium appraisal objective for 2018-2019. Leaders will need to ensure these targets are rigorously reviewed with a sharp focus to ensure colleagues are held to account for the underachievement of disadvantaged pupils in their subject area, when these pupils have achieved elsewhere. Further support and CPD (as appropriate) needs to be provided for these colleagues.
- Class Charts have been introduced this academic year. This tool allows teachers to get to know the needs of the pupils quickly and use this information to inform planning. It is recommended that when planning, teachers pay careful consideration to the needs of those pupils with acute barriers to learning, e.g. learners with SEND, who are boys and disadvantaged. Faculty leaders and senior leaders need to closely monitor the outcomes of these pupils and use a range of data to regularly evaluate if additional interventions are required.
- Teachers are also using Class Charts to inform seating plans, however when interviewed some disadvantaged pupils said the new seating plans didn't always allow them to sit near to their peers who provide support in lessons. Where appropriate, teachers may need to consider the impact that this may have on the learning of some pupils and respond to this.
- All staff were extremely open and honest about the outcomes of disadvantaged pupils and what was needed to secure better outcomes for all pupils. In-class strategies observed during lesson visits, indicate that teachers know who the disadvantaged pupils are and mostly use strategies to effectively support learning.
- Analysis of current progress data highlights that disadvantaged pupils in the main are achieving in relation to their non-disadvantaged peers. There are a small number of subject areas where this is not the case, therefore the school needs to provide opportunities where colleagues achieving positive outcomes with disadvantaged pupils support those who are not. The school may wish to adopt a CPD strategy where successful middle leaders work with less experienced or new middle leaders in school.
- The school uses pupil, parent and staff voice activities to gauge opinions, however more opportunities for this to happen at whole-school and faculty level are required. This will enable leaders and staff to act quickly on feedback.
- Leaders need to reinforce the marking and feedback policy to ensure all work is marked regularly, and that spellings and technical errors are highlighted in accordance with the literacy marking code. As the school has highlighted this as a barrier for learning in the Strategy Plan, this needs to be a priority.

- Year 10 disadvantaged pupils have completed work experience. Feedback from employers was positive.
- College and university visits are in place from Key Stage 3. All disadvantaged pupils are expected to attend university trips and this is closely tracked by Form Tutors, Heads of Year and the lead for Pupil Premium. The school may want to consider contacting Anthony Baines (County Commissioner for learning and skills) to provide staff with additional CPD on alternative routes post-16.
- Destination data was provided for all Year 11 2019 and 100% of pupils are currently in education, employment or training.
- Support for LAC pupils is extensive and these pupils are making good progress.
- The SENCo has recently achieved the Looked After Designated Award, she delivers regular TA training; at the Trust Shared INSET, the SENCo co-facilitated training with a representative from the Virtual School on Attachment training; she attends the Teaching School's SENCo forum and the Trust SENCo Hub. Learning from these sessions informs Quality First Teaching and is disseminated in school to ensure approaches and interventions are relevant to all learners.
- PEPs developed for LACs are linked to whole-school and external barriers as outlined in the Strategy Plan 2019-2020. Attendance of LAC pupils is excellent and the SENCo believes this is linked to the bespoke curriculum and pastoral support provided for pupils.

Leadership and Management

- Leadership of Pupil Premium is highly effective: there is a tireless commitment to improving the outcomes of disadvantaged pupils. The leader uses evidence-based research including EEF toolkit and NFER research. Ongoing quality assurance and evaluation of approaches/interventions is in place.
- Senior leaders were aware of the Strategy Plan 2019-2020 and were able to identify barriers to learning for disadvantaged pupils. The Pupil Premium lead has secured the input of all middle leaders in recognising the barriers to learning in their subject area and captured these in the Strategy Plan for this academic year.
- The draft expenditure 2019/20 was complete at the time of the Review. Interventions and staff input have been fully costed and clear monitoring and evaluation deadlines have been included to regularly review impact of approaches, and to ensure good value for money in securing outcomes for disadvantaged pupils.
- The Pupil Premium lead regularly analyses progress data and is aware of the needs of the most disadvantaged. Such correlation of needs must be shared across the whole-school, so that teachers and those supporting teaching and learning, consistently monitor the progress of these learners.
- Senior Leaders have a good understanding of the progress of disadvantaged pupils when compared with the progress of other groups in school.

- Pupil Premium funding is available at subject level and faculty leaders stated that this was working well and they all felt that this was impacting on Quality First Teaching. Funding is also available for revision guides, teaching and learning resources extra-curricular and enrichment activities, music lessons, etc.
- Key interventions such as the Literacy and Numeracy Hubs and the RAPP Programme are showing strong impact.
- The Trust has worked to ensure that the school has a more robust internal data tracking and monitoring system in place. In the meeting with Subject Leaders, there was an understanding of the range of data available to them in school. All middle leaders interviewed showed a confidence in using data with teachers in their faculties to inform planning and interventions.
- Senior Leaders referred to Assertive Mentoring. This process could be used to support those most disadvantaged pupils with acute educational barriers that are underperforming across a number of subjects.
- The use of the Trust fixed line-management agenda has enabled the school to regularly focus on the attainment and progress of all pupils including the most vulnerable. Senior Leaders at whole-school level and middle leaders at faculty level complete data dashboards that identify pupil progress, interventions and next steps.
- The senior leader (attendance) shared some positive attendance figures and believes much of this success is due to the appointment of an EWO in school. Attendance figures at the end of the summer term 2019 were:

Year (July 2019)	Non-disadvantaged%	Disadvantaged%
7	97.01%	96%
8	96.86%	93.3%
9	96.92%	95.8%
10	96.04%	90% (this lower figure reflects the persistent absence of 2 pupils: Pupil A, joined the school in Year 10 from another local authority school with some attendance concerns. Internal and external interventions were implemented. Pupil B is being supported by a number of external agencies. The school is working closely with the parents and the agencies to support the pupil in school.
11	94.39%	91%

- The team are using a range of strategies including: texting parents; phone calls and EWO visits and developing positive relationships with parents, etc. However, at present, attendance for disadvantaged pupils is still lower (93.8%) than their non-disadvantaged peers (96.6%). The school has fostered a number of strategies to improve attendance and considering the whole-school attendance figure, these can be deemed as successful. Nevertheless, the attendance team is tireless in wanting to diminish the gap and for attendance figures for disadvantaged to be in-line with non-disadvantaged pupils. Therefore, the school may wish to consider further developing attendance clinics for those pupils whose attendance is below 95%, so specific approaches can be adopted for this group.
- Heads of Year have a good knowledge of pupils in their year groups and have developed positive relationships with parents. However, leaders need to revisit the expectations of a Form Tutor and where applicable, provide further training for some colleagues on tackling poor attendance by encouraging early contact with parents/carers.
- There needs to be a consistent approach to what is expected of pupils if they are absent with regards to completing all work missed. High expectations of all teachers are required to ensure pupils catch-up with any work missed. This needs to be fully communicated with parents and pupils.
- The school may want to review its rewards system to celebrate the efforts of pupils whose attendance, behaviour and/or progress is improving. The school recognises that for some pupils this would encourage a greater commitment to these areas.
- The school is research-focused and both senior leaders and a number of middle leaders have a good knowledge of the EEF Toolkit; the school could invite Russell Spink from the Stoke-on-Trent research school in to discuss this further.
- The Chair of the Academy Council attended day two of the Review and understood the impact of interventions last academic year. He was aware of a number of the barriers to learning for disadvantaged pupils and how Pupil Premium funding this academic year will be used to reduce these. Senior leaders have worked to ensure the Academy Council are regularly updated on the progress of disadvantaged pupils. Further consideration is needed to how quantitative data is presented at Academy Council meetings to provide greater clarity for governors.

Personal Development, Behaviour and Attitudes

- Senior Leaders have produced 'participation data' linked to pupils engaging in extra-curricular activities. As over 60% of all pupils travel to and from school by bus, one reason that the Principal has changed the timing of the school day is to encourage pupils to stay after school for extra-curricular clubs. To further promote participation, he is currently engaging with one of the bus companies to provide

drop-offs for pupils who leave school at a later time as a result of completing extra-curricular activities.

- The school is aware that the number of disadvantaged pupils participating in extra-curricular activities is lower than their non-disadvantaged peers. It is recommended that the school provides an extra-curricular offer and that there is an expectation that all pupils engage in at least 1 activity per week. This could be monitored closely by Form Tutors and Heads of Year.
- The school works with Changing Education to provide careers advice to pupils in Year 9-11. It was recommended that for disadvantaged pupils receive careers' advice earlier. Also, for years 9-11, disadvantaged pupils could have their careers' advice sessions before their non-disadvantaged peers.
- The school provides Emotional Coaching sessions for a number of disadvantaged boys. The aim is to remove emotional barriers, so that pupils can re-engage with learning and the curriculum. Feedback from leaders is that these sessions are impacting and pupils are now able to self-manage their emotions and behaviour by using the strategies provided by the coach.
- The school delivers a very successful and popular Duke of Edinburgh programme in Year 10, with 64 pupils taking part in total. Included in this figure is 36% of the disadvantaged pupils' cohort. A smaller percentage of disadvantaged pupils take part in Year 9, but numbers overall are still strong. Form Tutors and Heads of Year could further promote the programme to disadvantaged pupils; individuals completing the bronze award could deliver assemblies or visit the forms of younger pupils, to inform them of the positives of completing the course and encourage them to participate.
- Behaviour and attitude to learning in lessons visited was positive.
- Feedback from three Year 7 disadvantaged pupils, when asked how they had settled at Madeley school shared: that they felt settled; had made friends; feel safe and if they or other pupils have any issues, teachers deal with these immediately.
- Pupil Voice positively highlighted that disadvantaged pupils receive support in and outside of lessons.