



BRAMLEY VALE PRIMARY SCHOOL

'Together Everyone Achieves More'

Pupil Premium Review – Brockley Primary School

Wednesday 4th March 2015

Dear Caroline,

Thank you very much for your warm welcome when I visited your school.

Here are my key findings:

The school had its Section 5 OFSTED inspection on the 13-14 January 2015. The outcome for overall effectiveness was judged as 'Requires Improvement'. As part of this report in the section entitled 'What the school needs to do to improve further?' a request for an external review of the school's use of the pupil premium (PP) was requested. The key statement from the report relating to the performance of disadvantaged pupils was: Gaps between disadvantaged pupils' attainment and that of other pupils nationally have yet to show signs of being closed in reading, maths and writing, including grammar punctuation and spelling.

Before the visit, I analysed the schools key documents and agreed upon a focus of reading for the visit with the headteacher, as this is where the gaps were the widest and it is a whole school issue. During the visit, I met with the headteacher to discuss the development state of the school. We discussed the school's past performance and current development state. We also discussed attainment, progress, and learning and teaching across the school. I was unable to meet with the chair of governors but did meet with a co-opted governor, who was also a staff member and parent in the school. I took part in a learning walk with the headteacher, and I interviewed some children from KS2 about their reading.

Looking at the data that was presented to me, in addition to the raise online report, I concluded that the school has a good understanding of where improvements need to be made. The school is planning to take measures to implement new, more collaborative, systems and strategies, which will help to facilitate these improvements. For example, the headteacher has identified the need for more consistency of practice across the school and has reviewed some key policies with the staff to ensure a whole school approach.

The data analysis for children in receipt of PP shows that these pupils' achievement is consistently lower than the other pupils in the school and other pupils nationally. The data analysis also showed that there are particular issues with reading and grammar, punctuation and spelling. The school's own opinions of why this may be, is that it is for a variety of reasons.

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The headteacher has identified that the interventions need to be tracked, monitored and evaluated to ensure high quality and high impact. The headteacher recognised that the quality of teaching and the quality of provision across the school requires improvement and that the quality of teaching of those in receipt of PP needs the most urgent attention, particularly in reading. In addition, the headteacher identified that they need to hold teachers to account for the progress of the pupils and that this need to be linked to their appraisal.

Raise online PP data shows that:

In KS1: There are attainment gaps in all subjects between disadvantaged pupils and other pupils in the school and nationally. The widest gap compared to national figures is reading (-2.6 aps). The widest gap in school is writing (-4.4 aps). The gap has widened over the last 3 years. Reading is also the below national for all pupils at levels 2b and 3 (sig below at 2b).

In KS2: There are attainment gaps in all subjects between disadvantaged pupils and other pupils in the school and nationally. The widest gap compared to national figures is in Grammar, Punctuation and Spelling (-5.0). The widest gap in school is in reading (-3.1) This is mainly due to the Level 5 results. The gap has been variable in the last 3 years. EGPS is an issue as all pupils and the disadvantaged pupils are below national at Level 4 and 5 (sig below at L5). Disadvantaged pupils did not achieve well at level 5 in reading compared to other children in the school or other children nationally.

Current PP progress data shows that:

There are gaps in the progress of pupils in receipt of PP in all subjects in KS1 and KS2. This picture will become clearer at the end of the Spring Term when the headteacher analyses the data and speaks to each teacher during the pupil achievement meetings. The headteacher will report this back to governors in the next governors' meeting.

Strengths:

KS1 Phonics results for children in receipt of PP 2014 were in line with National 75% (NA 74%) and were similar to the other pupils in the school.

KS2 Reading and Writing results for children in receipt of PP 2014 were in line with National at level 4 and were similar to other pupils in the school.

The Headteacher has a good grasp of the school's current position and demonstrated a determination to improve the outcomes for children in receipt of PP.

The governing body have had recent training on raise online which will help them to ask critical questions enabling them to hold the school to account.

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An urgent self-evaluation of the school's use of the pupil premium funding needs to be carried out. Following this, the headteacher and governors need to continue to work on the action plan which has been sent with this letter.

A provision map of pupils in receipt of pupil premium needs to be formulated, shared and monitored by the headteacher and governors.

The achievement of pupils in receipt of PP in all Key Stages, in all subjects, requires improvement.

The quality of teaching for children in receipt of PP requires improvement.

The use and quality of interventions needs reviewing, including using evidenced based approaches (I shared the Sutton Trust toolkit with the headteacher and governor). These interventions need to be carefully tracked, monitored and reviewed.

The headteacher and senior teachers need to ensure that there is a rigorous assessment, tracking and monitoring system, so that there is more collaborative responsibility for the achievement of pupils in receipt of PP in the core subjects.

The headteacher needs to ensure that they meet termly to carry out pupil achievement meetings with teachers, who are held to account for the progress of the children receiving PP. This needs to be linked to the appraisal of teachers.

The school needs to continue to develop involvement of parents/carers in order to support the pupils in receipt of PP. This includes ensuring that children read at home and are sent home regular homework.

The governors need to ensure that they fulfil their monitoring role by holding the Headteacher and Leadership team to account during governors' meetings (advice/resources to support this were shared).

Other advice/recommendations:

There needs to be a clear understanding of baseline assessments, in relation to age expectation, as these are the starting points for showing progress. Therefore, it is important to ensure that assessments are accurate and moderated throughout the year and particularly in the summer term.

The expectation regarding children's progress needs to be raised at all levels. Teachers need to ensure that the vast majority (95%+) of their children make expected progress and that a substantial proportion (35%+) make better than expected progress.

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High quality first teaching is vital. Therefore, consider moving teachers/teaching assistants into positions where they are best suited. For example, move a teacher/teaching assistant who has proved that they can accelerate learning of a specific group into a position where they are accelerating learning for the children in receipt of PP.

There needs to be a whole school approach to raising the profile of reading and improving the provision in reading both at school and at home.

When writing the annual pupil premium report to parents, ensure that the information on the effectiveness of the interventions is clear and easy to understand and that it articulates the impact of the interventions.



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