

## **PP Review: 22/6/18 Geraldine Tidy GT (SIA) and Helen Pretty HP (Babcock)**

### **Purpose of Visit:**

- To evaluate how far has the school has gone to respond to the recommendations made in the External Review (Nov 17)
- To assess what has been the impact of the actions the school has taken

### **Meeting 1: Year 7 Catch Up**

- Head of Learning Year 7 outlined the impact from the creation in Sept 17 of an extra teaching group in Year 7 to support the progress of 16 underperforming students, identified from English and/or Maths underperformance in their SATs
- 9/16 PP, 5 SEND, 3 were both PP and SEND
- The group had received a range of interventions
- Interventions included: Equipment and uniform support; HOL and SIT have mentored them all personally, meeting once per term; Homework Club and Tutor Time literacy interventions through the Inclusion Team, plus close attendance monitoring
- We recognised that these students need to experience success in different ways
- On Friday mornings, they experience life-long learning activities at an adventure park, looking at budgeting and creating menus; DT taking things apart and putting them back together; Arts and Crafts and Team building work

### **Impact:**

- Attitude Towards Learning has improved from 2.05 at the end of Year 6 to 1.74, a highly significant improvement
- Detentions have fallen from an average of 10 last year to currently on 3
- Fixed Term Exclusions have improved from 5 to zero this year

### **Advice**

- For students functioning at KS1, evaluate their progress against Year 1 objectives and then plan to address the gaps identified
- Look at the new pre-key stage standards and at what is appropriate for KS3

## **Meeting 2: Case Studies - Senior Intervention Tutors (SITs).**

- SIT role: Non-contact staff supporting two year groups each and working with HOL
- Much more day to day interaction, some of the proportion of the PP spending has been allocated to ensure we can maintain this provision
- Case Studies illustrate how SITs support students' welfare on a broad perspective, such as: attendance, equipment, home life, options, GCSEs, accessing the curriculum, exam breakfasts, 1:1 meetings with the Head; transportation via school minibus
- SITs have daily contact with those students that really need it
- It's about them knowing that there is that key person they can go to
- Without this support, these students would not have made the progress they need
- There is a real sense of passion and caring which comes across from the SITs

### **Advice**

- Capture the fantastic work and the obvious impact (provision and outcomes), in a single document
- Be able to demonstrate where the students were when we started, the work undertaken and, as a result, where they are now in terms of their learning.
- Have Baseline Data for any intervention, then run it for 6 weeks and then measure its success
- Students should have their own intervention maps
- Explore joint home visits with EWO as the SIT already has the relationship with the child
- Really focus on the capturing and the linking of all the interventions together to be able to assess the impact and filter down to assess individual interventions

### **Meeting 3: PP Strategy (DHT and AHT Progress & Standards)**

- HP - Reviewing is now much more regular, and the strategy much better informed. SITs are working well. There is definitely a sense of better evaluation and monitoring
- The open process for PP bids has strengths and endorses ownership. However, it doesn't ensure that all the students who have the entitlement get the money they should be getting
- Going forward each P8 element will have projects developed within the faculty/year group. HOFs will have their own PP Action Plan using the EEF Toolkit
- Faculties did an overview of their classroom strategies for each individual child, to highlight the additionality the students receive. We are trying to establish what is happening routinely to support their progress
- HOL are clear on progress and are aware of the interventions from the SITs
- AHT Is having key discussions with the HOF having looked at the data. Asking: Is the gap PP/Non PP down to resourcing or down to T & L and what solution have you identified to overcome the barriers?
- HP - Feedback we know is low cost and high impact

### **Advice**

- Pull together the disseminated individualised strategies, so HOF and HOL can evidence that this strategy is being implemented for that child and is having an impact
- Have somewhere that documents the process; a flow chart. Leaders can then see a series of events, and see it as a cycle of improvement. As part of a bigger picture, everyone has something they can hang onto. This would facilitate a summary to staff and governors, so there is a real purpose underpinning the various roles
- Revisit our tracking. We currently use breakthrough grades and GCSE 1-9 to track at a linear rate from KS2 outcomes to get to the Year 11 outcomes

### **Heads of Learning**

- Must be able to articulate how the funding has been spent on their year
- They must be able to talk about the numbers of PP students; their progress. They must be able to answer: Who is pure PP? What are the barriers for individual students? How are their interventions addressing the barriers? What difference has it made? As a leader of learning, during your non-contact time, how are you triangulating progress in terms of the books?
- Must be able to say: Here are my headlines from my learning Walks and my student conferences, and this is what I am doing about it
- Need training so they are fully empowered to be able to support T & L, partnering with HOF would be a good way to start

### **Heads of Faculty**

- Continue conversations with AHT to really drill down on the interventions
- Must have looked at the data for each year group; looked at the underperforming students and then placed bids to target these students; something that is going to impact their learning in the classroom
- Must recognise that it is Quality First Teaching which is at the core, we should only really look to utilise the PP Funding where we have a specific need for specific students

## **Meeting 4: Attendance and Exclusions (DHT & Senior AHT Inclusion)**

- GT - There have been a lot of actions and interventions
- Pastoral tracking, we focus on trying to get the right person for that child at the right time.
- Four Levels from Tutor right up to SLT MS/SW as the complexity of interventions increase
- Two Isolation Managers, very capable and work extremely well as a team
- Historic plans - 46% are PP, with more PP at Level 2, this is down to the importance of having SITs to support those students at that level
- Parental communication is key to try to find out causes of poor attendance and punctuality
- Examples of Individual Plans from Level 1 to Level 4 were presented
- We are extending the system used for behaviour to include attendance
- We have more issues with accessing work rather than challenge
- We will put more detail into the PSPs going forward
- The current support rota has worked pretty well

### **Tutoring and PSHE**

- Moving to the start of the day, will help address concerns quickly
- Tutors will monitor and set sanctions/intervene as necessary
- Streamlining the data tutors receive is going to help, then their time is spent making a difference
- New SE lesson scheduled each week will support relationships, ensure the quality of provision, with clear objectives and strong monitoring

### **Impact**

#### Behaviour

- Detentions: Other than Year 8 all year groups have improved significantly
- The detentions gap PP/Non PP has diminished significantly from 5.9 to 3.99
- This is down to a much greater understanding of the needs of the PP students being spread to the members of staff, principally from the SITs
- Also a result of improved and increased communication strategies, for example our daily Inclusion update
- Having the right students on the right level
- A concentration on solutions rather than just identifying the problems
- Plans have now had a chance to have an effect
- Fixed Term Exclusions: A significant improvement

#### Attendance

- We are on track to achieve 94%; above last year's outcome, PP Attendance has improved and the gap PP/Non PP has fallen from 4.2% to 2.6%
- PA Status: Improved from 17% to 14% (Nat 2016 was 14%)
- Parents: Engagement is critical, we have run the Triple P, but not all parents attended
- EAL: A key concern (holidays etc) and here we have taken a tough line

#### Punctuality

- Between lessons good. But to address our bus issue we are shifting the times of the day

## Advice

- Include the SIT with the EWO home visit.as it is the knowledge of the student that it is key
- EAL: Identify students in Year 9 and get the parents in with the TA and speak to ex-EAL students to gather a greater insight. Use sixth formers to mentor
- Identify PSPs and levels against Pure PP and Non Pure PP
- Create a whole school provision map and then be able to fill down by year groups and ultimately to individuals
- Itemise spending per child against interventions
- Revisit the KS3 curriculum to identify cause of Year 8 higher detentions
- Tutoring: Be really specific about the expectations of the tutor, actually getting into the class. 10 minutes drop ins. Their mandate is: I'm coming in so, together, we can improve the outcomes for these students
- Tutors need to feel free to be able to visit those students in a given class where things have not been working out and support staff in gauging whether the work in lessons accurately matched to their needs?
- Measure the impact of the change in tutor time through attendance, behaviour/student voice
- Track detentions by ability, so can more easily identify whether it is access or challenge that is the barrier for that given child Document that the EHCP provides X but this is what our provision is actually costing us (SENCO/SLT) etc
- SW/Counsellor to look at how we can most effectively demonstrate her success
- Ensure we link emotional resilience and the findings from the counsellor into our PSHE SE lesson provision