



Education Durham
Interim Head of Education: Phil Hodgson



NOTE OF VISIT

Tanfield School

Review of Pupil Premium 20 February 2018

B Clark, Educational Consultant

Main focus of visit	Review of the impact of the Pupil Premium across the school.
Staff involved:	Bernard Clark
Activities undertaken	<ul style="list-style-type: none"> • Analysis of school website and documents relating to Pupil Premium. • Meeting with senior leaders to discuss impact of actions in 2016-2017 and review the current plan for 2017-2018. • Discussion with senior leaders on new tracking systems and on the outcomes of current Pupil Premium students. • Discussion on Pupil Premium students with leaders responsible for attendance and behaviour. • Discussion on Pupil Premium students with leaders responsible for curriculum, including SMSC, CEIAG and transition. • Discussion with chair of governors around the impact of the Pupil Premium. • Two joint part lesson observations of year 10 classes with high proportions of Pupil Premium students (one with a majority of boys) followed by discussion with 6 Pupil Premium students from the lessons together with scrutiny of their work. • Feedback to the senior leader on the joint observation. • Brief discussion with the headteacher and senior leader responsible for teaching and learning on initial findings and possible next steps.
Main Findings	<p><u>Main findings</u></p> <ul style="list-style-type: none"> • The headteacher, supported by the Chair of Governors and the governing body has a very clear picture of what needs to be improved to ensure that the Pupil Premium can improve the outcomes for disadvantaged students in the school. • The headteacher is clearly aware of the need to measure the impact of the Pupil Premium by evaluating the outcomes for disadvantaged students across the school against their prior attainment. The headteacher has tight control of the budget although this detail is not yet apparent in the draft Pupil Premium plan for 2017-2018. This plan and evaluation of the impact of the Pupil Premium in the previous year are not yet available on the school website. • School leaders have introduced a robust assessment system which allows them to rank all of their students so that they can efficiently measure how well their Pupil Premium students are doing compared to their peers over time. This assessment system is based on a set of standardised assessments across the curriculum. In mathematics in year 7, for example, it is clear from the first of these standardised assessments that disadvantaged students have not fallen behind their peers and are starting to close the gap. All teachers and middle leaders will follow up these standardised assessments with an evaluation of

how different groups of pupils are making progress, including the disadvantaged students. This is followed up by a session to ensure that all students know what they have done well and what they need to do to improve. However, it is not yet clear that all departments have implemented this system fully. Senior leaders are not yet certain that all departments have set standards for their assessments which allow students in the school to make progress comparable to other students regionally and nationally.

- The school has identified groups of students in the current year 11 cohort for whom intervention is place. It is not yet, however, clear how the Pupil Premium is having an impact on the performance of disadvantaged students in year 11 and current measurements suggest that the performance of disadvantaged students in year 11 will continue to be significantly lower than that of other students nationally.
- Although the assessment of the progress of disadvantaged pupils is in place and effectively measures their current outcomes, the school does not yet identify how the Pupil Premium is used for the different sub-groups of disadvantaged students across the school. The headteacher accepts that all staff need to keep the current attainment of all the different groups of disadvantaged students in the forefront of their planning and assessment.
- The school has introduced across the curriculum a system of reading frames to support the development of literacy for all pupils including those who are disadvantaged. This introduction has met with some success in subjects, including in English and mathematics, but departments have not yet achieved consistency in its application. It is not evident yet that leaders have carried out any specific evaluation of the impact of this system on disadvantaged pupils.
- New systems of behaviour management and monitoring of attendance are in place. These systems, together with a restructure of leadership of personal development, behaviour and welfare, are starting to have an impact. Teachers feel better supported and students interviewed confirmed that behaviour is better in the school. There has been an increase in sanctions as behaviour and attendance habits are being challenged but the headteacher is closely monitoring the impact of these changes. The school is also experimenting with a range of rewards to encourage improvements in behaviour and attendance. However, school leaders are not fully exploiting new monitoring systems. They do not yet evaluate explicitly their impact on the attendance and behaviour of disadvantaged pupils.
- The curriculum, including CEIAG, PHSE and SMSC, provides good support to ensure that students are well prepared for the next stages in their education. The school now monitors the destinations of school leavers much more closely and the numbers of students not in education, employment or training has significantly dropped. However, once again, school leaders do not yet evaluate the specific impact of the curriculum on outcomes for their disadvantaged pupils.
- The chair of governors, supported by the governing body, clearly understands the challenges facing the school, particularly the issues raised by students, many of whom are disadvantaged, who join the school late, particularly in Key Stage 4. It is clear from governing body documentation that governors have challenged and will continue to challenge school leaders about the lack of impact of the Pupil Premium. Governors receive the information they need to formulate pertinent questions on the progress and attendance of disadvantaged students and have the skills and understanding to make the most of this information. Governors are aware of the new monitoring systems being introduced at Key Stage 3 and their challenges have led to positive adjustments to these systems. Headteacher performance management is used to drive a greater challenge for targets for all groups of students, including the disadvantaged.
- It is evident from observing teaching and from talking to students that the newly introduced systems of using reading frames and providing recap questions are being used across the curriculum and that students can see their value. Teachers are clear about what they are attempting to teach and are challenging all students with more difficult texts to read. However, in the work scrutinised, it

is evident that individual students are receiving limited feedback. Students appreciate the whole class recap sessions but are not clear about what they have done well or need to improve individually. This has a particular impact on students who may need more intervention and support, particularly the disadvantaged. Although the school has raised the level of challenge around reading, supported by some acceleration in reading ages, it is not clear that there has yet been a corresponding increase in the quality of extended writing. Teachers do not consistently challenge the misspelling of key technical language. The students interviewed receive little homework which requires longer pieces of writing. This means that there are fewer opportunities for precise personal feedback and will have a negative impact on the progress made by disadvantaged students, particularly those with higher prior attainment as they seek to close the gap with their non-disadvantaged peers.

Main areas for improvement

- Ensure that leaders, when evaluating all systems of monitoring and improving the quality of education, look specifically at the impact of these systems on disadvantaged students. Make sure that such specific evaluation around the disadvantaged is explicitly built into all self-evaluation and planning.
- Ensure that planning for improvements in outcomes for disadvantaged students is focussed clearly on the different groups of students that come under the disadvantaged umbrella. Use these different groups to inform planning for the use of the Pupil Premium.
- Continue to raise the challenge around reading and check the specific impact of literacy schemes on disadvantaged students in comparison with their peers.
- Ensure that systems of feedback are consistently applied across the curriculum and that all teachers know what gaps exist in the skills and knowledge of all groups of students in their subject. Make sure that all students, and particularly the disadvantaged, have more opportunities to write independently at greater length and that they receive specific individual feedback on this writing.



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