



School:	Butler's Hill Infants	Headteacher:	Rachel Hallam
Focus	Pupil Premium (PP) package	Education Improvement Adviser:	Koni Rakhit
Date:	14.12.22	Report Number:	02
Participants:	Rachel Hallam (Head teacher) and Jo Castle (PP lead)		
Onsite/Remote:	Onsite		

Main Focus of Meeting
To hold a professional dialogue to: <ul style="list-style-type: none">• quality assure the monitoring and evaluation undertaken by leaders and others within school• review the school's evidence base against the PP package impact measures

Report on the impact of the school's work and the progress made
<p>The PP lead delivered an effective 10-minute presentation at group webinar 2 on 18.11.22. Approaches were shared where monitoring and evaluation had demonstrated positive impact on disadvantaged pupils' (DPs) outcomes. The approaches linked tightly to the school improvement plan and focused on how effective monitoring and accurate assessments improve class teaching and targeted interventions.</p> <p>Leaders had prepared well for the onsite meeting and a wide range of relevant monitoring and assessment information was provided.</p> <p>An attainment overview document identified that more DPs were reaching national standards in reading and maths than at the beginning of term. In writing, however, percentages of DPs working at national standards remain the same as those at the beginning of term in all year groups, apart from F2. Leaders highlighted the attainment of DPs who are boys on the overview, as historically this group's achievement is lower than that of the whole cohort. Leaders use the attainment overview document to inform small group interventions in class.</p> <p>Leaders introduced a new way of holding pupil progress meetings last term and report that bringing teachers together as a year group has been a positive change. The allocation of teaching assistant (TA) support is now based on whole year group outcomes, with allocations revisited every 6 weeks. Leaders feel the scrutiny of children's books during the meetings supports discussion and brings a level of accountability and expectation around effective provision. Discussions also take place around whether teacher judgements are secure, and leaders use part of the meetings as informal moderation sessions.</p> <p>Leaders took the strategic decision to re-deploy the TAs this term so that more of their time was spent supporting in the classroom rather than withdrawing small groups of children. Targets for individual DPs are shared and leaders feel this has increased TAs awareness when working in the classroom and allowed more specific support to be provided. Leaders shared their expectations around non negotiables in quality first teaching at an INSET day and introduced the monitoring and evaluation timetable to give staff the clarity</p>

needed about what leaders were expecting to see in each classroom. The deployment of TAs is commented on during the monitoring of lessons.

Effective monitoring reports were shared which included learning walks, pupil voice, lesson observations and work scrutiny. Leaders had taken on board the recommendation from the last PP meeting (12.10.22) and now include follow up monitoring comments on whether areas for development at previous monitoring have been addressed.

- The analysis of pupil questionnaires showed minimal difference in responses given by DPs and non-DPs to questions related to teaching and learning. Comparisons were also made to the previous year's questionnaire; all DPs indicated they had access to the internet at home compared to 83% the previous year.
- The focus for every lesson observation includes "how are DPs being supported" and "deployment of TA". Strengths were captured as well as key issues and actions leaders will take and by when.
- Leaders looked at books from DPs and non-DPs from similar prior attainment points. Books from children at low, middle and high ability were compared across year 1 and year 2. Comments were made around progress, misconceptions, handwriting and phonics application/spelling. The evaluation showed minimal differences between books with summary points included on "what worked well" and "even better if/ action points."
- Poor attendance impacted on children during school led tutoring support. Although most children made progress, 50% of the targeted children had below 96% school attendance.
- Poor attendance also impacted during reading and phonics interventions. Although all children made progress, 71% of targeted DPs in year 1 had below 96% attendance and 33% had below 90%. In year 2, 66% of targeted DPs had below 96% attendance and 40% had below 90%.

Joint monitoring has taken place with some subject leads and summary reports (SEF on a page) shared in staff meetings. Leaders noted that some reports were more effective than others. A stronger report was shared where links to other curriculum areas had been made, comments were included on the school's growth mindset approach and children's retention of knowledge had been checked. Areas for development had been identified and follow up monitoring planned. Leaders acknowledged that some subject leaders were new to monitoring and would need continued support and coaching to make the improvements needed.

A new approach, Well Comm, is being trialled this year with the aim of improving children's language and communication skills. The diagnostic screening has taken longer than anticipated and so the roll out of the programme will start in the Spring Term. The screening revealed that 82% of disadvantaged children in one reception class are working below in terms of national expectations. All of these children will receive targeted small group interventions based on their areas of weakness. 2 TAs will deliver the scripted programme and regular review points are built in, so impact can be evaluated.

Leaders shared that there is increased governor engagement this year. Some governors are involved in monitoring activities and have completed lesson visits with subject leads. Leaders regularly report back to the governing board and the PP lead recently delivered a Power Point presentation at a meeting. Governors asked questions, including the impact of poor attendance on DPs outcomes.

Improving attendance and reducing persistent absence continues to be a focus for the school. Currently 64% of DPs are below 96% school attendance and 39% of DPs below 90% meaning they are persistently absent. Although systems and processes for improving attendance are in place, and are managed well, they have a huge impact on increasing the workload for senior leaders. Last summer, leaders attended 22 attendance panel meetings. A decision has therefore been taken to employ an attendance officer from January across neighbouring schools. Each school will receive a day's support from the officer, who will work closely with senior leaders.

A joint book look took place during the onsite visit. Books from DPs and non-DPs from year 1 (low and middle ability prior attainers) and year 2 (previous high attainers) were scrutinised. There was agreement that teacher judgements were secure, and progress was evidenced in all books from starting points. There were minimal differences between the books of DPs and non-DPs working at the same level.

Evaluative Summary

Leaders were able to evidence that all 3 impact measures of the PP package had been met.

- A strategic Pupil Premium Plan is in place which:
 - is well matched to the needs of the disadvantaged cohort
 - effectively guides the school's work across the autumn term
- Evidence from monitoring and evaluation demonstrates that the school's approach is having a positive impact on outcomes for disadvantaged children
- Leaders use performance information well to evaluate progress and identify next steps

Focus of any future support

N/A

Actions to be taken as a result of the meeting

Action	Who	By when
Continue to support targeted subject leaders through joint monitoring and coaching	SLT	In line with M&E calendar
Review impact of Well Comm approach	SLT	In line with guidance
Review impact of the Attendance Officer	SLT	In line with attendance reviews