

Pupil Premium Review – Jan 31st The Kimberley School. Summary Report.

What is going well?

“Leaders are succeeding in improving the life chances of disadvantaged pupils. This success stretches beyond examination success and is well focused on developing cultural capital and pupil’s wider personal development.”

The two groups of pupils who met the reviewer spoke positively about school life. It was evident that pupils appreciate the good quality of education which they receive. One pupil said, “teachers are always on hand if we need anything”.

“Pupils were asked about their involvement in extra-curricular activities. Interestingly, more of the disadvantaged group said that they usually attend at least one club.”

“Pupils in all of the classes visited were predominantly working hard and trying their best, including disadvantaged pupils. Most pupils were demonstrating good attitudes to learning and, in mathematics, a good level of resilience and determination to succeed.”

“Many disadvantaged pupils who are currently in the school are making strong progress in many subjects. All year groups are now benefitting from the impact of the multiple strategies that have been implemented over the past few years. Work in the books of disadvantaged pupils that was sampled showed little difference compared to the books of pupils with similar ability. The large majority of books contained a high quantity of work, well presented and completed in appropriate depth”

“There were consistent approaches in all the lessons to prioritising the support for disadvantaged pupils. This ensured that pupils remained focused and were making strong progress, most of the time. All the teachers knew who the disadvantaged pupils were in their respective classes. Some were able to identify the pupils without referring to their seating plans.”

“All of the teachers visited demonstrated very strong subject and examination specification knowledge. For example, in an English lesson the teacher skillfully guided pupils to understand new vocabulary and apply this understanding in context. The teacher also ensured that pupils were clear about how to improve in relation to the examination mark scheme.”

“The books in each of the lessons visited suggested that the short visits were indicative of wider typicality. Research shows that good quality teaching has a proportionally higher impact on disadvantaged pupils than others. This triangulates with the work in the books of disadvantaged pupils, school tracking data and the focus leaders have given to staff development.”

“The behaviour of disadvantaged pupils is improving, though it is not as good as other pupils proportionally. Leaders have good analysis in place which tells them about any patterns or trends. They are, therefore, able to target resources and preventative actions where they are most needed. During the lesson visits no poor behaviour was observed. “

“A crucially important dimension of the improvement journey has been the deliberate creation of a culture of positive discrimination towards disadvantaged pupils. This is now embedded in the school and it is the single most important reason why disadvantaged pupils are catching up quickly with their peers. Positive discrimination is threaded through all aspects of the school’s work. This ranges from systems and structures which prioritise support for disadvantaged pupils through to practical classroom strategies which increasingly ensure that no disadvantaged pupil is left behind. Many of the strategies which this very experienced reviewer often recommends to schools are fully in place at the Kimberley school”

“The core subject leaders who met the reviewer communicated a clear and consistent commitment to the culture of positive discrimination”

“The ‘closing the gap’ group is a good approach which ensures that key disadvantaged pupils who are underachieving are kept under close review. Membership of the group is well coordinated to ensure that all aspects of provision for individual pupils can be evaluated and linked”

“Leaders have rightly identified that many disadvantaged pupils have weaker literacy skills than others. As a result, there are various interventions in place to support improvements in this area. For example, learning mentors support pupils in Year’s 8 to 11 and the deputy learning support leader coordinates a team who support Year 7 pupils.”

Suggested strategies for next steps

“The recommendations in this report are offered very much as a ‘menu’ of options which leaders could adopt. Several of the recommendations represent some of the marginal gains which could further enhance the very good work the school is doing on behalf of disadvantaged pupils”

1. *Improve the attendance of disadvantaged pupils and reduce persistent absence*
2. *Review the report on the website to include targets and termly milestones to ensure that governors can hold leaders more effectively to account*
3. *Introduce a PP governor role and ensure visits are focussed on monitoring progress with the PP strategy plan*
4. *Share good practice across subjects so that there is a consistent approach to helping disadvantaged pupils to catch up on any gaps in knowledge and skills due to higher absence rates than others*
5. *Develop a more robust approach to evaluating the impact of learning mentors*
6. *Consider the six-lesson challenge approach for particular pupils or teachers*
7. *Explore talk for writing to further develop literacy skills*
8. *Continue to work on strategies to improve outcomes for the most-able disadvantaged pupils*
9. *Consider how to further develop cultural capital by including explicitly planned opportunities in schemes of work for pupils to close any gaps in prior vocabulary and knowledge*
10. *Make pupils more aware of positions of responsibility they can take on and monitor any disproportionality between disadvantaged pupils and others.*
11. *Monitor any disproportionality between disadvantaged pupils and others with respect to involvement in extra-curricular activities.*

What will happen next:

- Helen Frost-Briggs will continue the work with pastoral teams that she has already started on point 1 – particularly in Year 10. I have asked Helen to discuss point 10 at the next YPL Forum
- I have asked Kirsty Andrews to consider how we can collect the information we need for point 11
- Chris Wharmby will continue the work that he has already started on points 2 and point 5.
- Governors will identify a PP governor at their next meeting in March.

The other suggested actions will be discussed by Senior Leaders and Middle Leaders and we will identify any that we want to implement either immediately or incorporate into the school improvement plan for 2020-2021

Andrew
Feb 2020