



## Lady Manners School Pupil Premium Review

Lady Manners School's Pupil Premium Profile June 2019	
<b>Total number of pupils in the school</b>	1308
<b>Number of PP- eligible pupils</b>	131
<b>Proportion of PP- eligible pupils</b>	10%
<b>Total pupil premium budget</b>	£130,235

School performance evidence	
<p><b>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</b></p>	<p>The school's most recent Ofsted report from the inspection conducted in May 2018 contained the following key statements relating to the performance of disadvantaged pupils:</p> <p>'Disadvantaged pupils make particularly slow progress. They do not catch up with their peers and leave the school with levels of attainment well below the national average. The last inspection identified the need to improve the quality of teaching by providing consistent challenge for pupils and ensuring good and targeted support for disadvantaged pupils. Leaders have not taken sufficiently effective action to address teaching on occasions when it is less than good and, as a result, its quality is too variable.'</p> <p>'Too often teaching is not well targeted to meet the needs of different groups of pupils. In addition, the school's feedback policy is not applied consistently. The pupil premium strategy lacks detail and clear success criteria. The spending of the pupil premium funding is not clearly targeted to benefit disadvantaged pupils and, as a result, has a limited impact on accelerating their progress. Although leaders point to a range of strategies, leaders do not evaluate the impact of these sufficiently. Improving the outcomes for this group of pupils remains a key priority for the school.'</p> <p>'Inconsistency in the quality of teaching and low levels of challenge in too many lessons, hamper the ability of disadvantaged pupils to make good progress. Individual support for disadvantaged pupils, although well</p>

	<p>intentioned, has not enabled enough of them to catch up with their peers.</p> <p>As a group, disadvantaged pupils' attendance has been consistently low in recent years. In 2017, it was well below the national average. The proportion of disadvantaged pupils who are persistently absent from school is considerably higher than the national average. Leaders have not taken sufficiently effective action to tackle this significant weakness.'</p> <p>'Next steps for the school. Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> <li>• they develop a strategic approach to improving the school, with clear and ambitious targets;</li> <li>• the quality of provision, including the use of the pupil premium funding, is accurately and systematically evaluated, and swift action is taken to adjust this where disadvantaged pupils are not making enough progress;</li> <li>• leaders monitor the quality of teaching to ensure that it consistently meets the needs of all groups of pupils, particularly those who are disadvantaged;</li> <li>• disadvantaged pupils attend regularly.'</li> </ul>
<p><b>Summary of school's performance data:</b></p>	<p>Senior leaders report that the school's performance data indicates that <b>attainment</b> and <b>progress</b> for disadvantaged pupils has improved, and that <b>gaps</b> are expected to have closed, both within the school and compared to the national average in the results for 2019.</p>
<p><b>School's pupil premium statement (pupil premium strategy statement from 2018-19):</b></p>	<p>The school's published Pupil Premium Statement Strategy for 2018/19 clearly describes how the school is planning to allocate funding to raise attainment and progress for disadvantaged pupils and close gaps using the template recommended by the Teaching Schools Council.</p>

Topic (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p><b>Pupil characteristics</b></p> <ul style="list-style-type: none"> <li>• Interview with Pupil Premium Co-ordinator (Deputy Headteacher)</li> </ul>	<p>How are pupil premium pupils spread throughout the school? Does the number / proportion vary significantly from year to year? Is this likely to have an effect on pupil progress data?</p> <p>Are there any patterns within pupil premium cohort data? E.g. Are girls eligible for pupil premium making better progress than boys? Why? Do any of your pupil premium pupils have additional barriers to learning which may make it even harder for them to attain expected levels? E.g. SEN, EAL, Safeguarding factors.</p>	<p>Pupil Premium pupils are spread fairly evenly throughout the school. The number does not vary significantly from year to year.</p> <p>Senior leaders have identified that a significant proportion of pupils have additional barriers to learning which make it even harder for them to attain expected levels.</p>	
<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Published data</li> <li>• Current progress data</li> <li>• Lesson observation and work scrutiny</li> <li>• Interview with Pupil Premium Coordinator</li> </ul>	<p>How much has the school considered evidence, such as the EEF toolkit?</p>	<p>The school has given consideration to evidence such as the EEF toolkit when identifying how to spend the funding. (Marc Rowland's 'An Updated Practical Guide to the Pupil Premium' may prove to be a further point of reference.)</p> <p>The newly appointed Headteacher Gary Peat has a proven track record in narrowing the pupil premium gap in his previous school, and has trained senior leaders as pupil premium reviewers and supported other schools through conducting pupil premium reviews in his role as a National Leader of Education.</p>	<p>It is recommended that senior leaders carefully review the impact of the individual intervention strategies in relation to their overall cost when planning how to spend their pupil premium funding during 2019/20.</p>

<p><b>Achievement, cont'd</b></p>	<p>Do senior leaders liaise with colleagues from feeder schools to find out what has proved successful for pupils in the past?</p> <p>Do senior leaders liaise with colleagues from within their own development group and / or Teaching School to discuss what has proved un/ successful for them?</p> <p>What assessment system/s does the school use to evaluate the impact of interventions?</p> <p>Does the school evaluate the impact of interventions regularly? E.g. half-termly, termly. Are the gaps closing in all subjects / aspects? How quickly?</p>	<p>The Assistant Head and her team visit all of the primary schools from which students join Lady Manners School (usually more than 40 schools), and discuss what has proved un/successful for individual pupil premium pupils in the past.</p> <p>Senior leaders report that they regularly liaise with colleagues from within their local PEAK 11 development group of schools to discuss what has proved un/successful in similar settings.</p> <p>The school uses their own in-house assessment systems to evaluate the impact of interventions. During the week of my visit, the school was implementing a new system to monitor the various intervention strategies being used with individual students. This will enable senior leaders to ensure that they are able to better track the allocation of the pupil premium funding and its impact going forward.</p> <p>The school has begun to evaluate the impact of interventions more regularly than has been evident in previous years, on at least a half-termly basis. This will enable senior leaders to adapt and change interventions more swiftly to ensure their effectiveness and impact.</p>	
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<p><b>Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>• Interview with Head Teacher (HT) and Pupil Premium Governor</li> <li>• Interview with Pupil Premium Coordinator (Deputy Headteacher)</li> <li>• Scrutiny of pupil premium policy documents</li> <li>• Scrutiny of Action Plans</li> <li>• Most recent Ofsted report</li> <li>• Published and current data</li> </ul>	<p>Do senior leaders observe out of classroom interventions to ensure that pupils are receiving the same quality of teaching they would expect within whole class sessions?</p> <p>Do senior leaders focus on the quality of teaching and learning of particular groups of pupils when conducting lesson observations? E.g. pupil premium pupils</p> <p>Do senior leaders monitor target tracking sheets to ensure that pupils are being appropriately challenged?</p> <p>Do senior leaders carry out work sampling regularly? Does this have a focus on specific groups?</p> <p>How much do senior leaders consider evidence, such as the EEF toolkit, when making decisions?</p>	<p>All senior leaders now have an accurate picture of provision and are working closely together to ensure that the quality of provision for their disadvantaged students is accurately and systematically evaluated.</p> <p>Senior leaders report that they have recently introduced a more rigorous programme of lesson observations.</p> <p>A range of senior leaders now conduct rigorous monitoring of pupil premium students to ensure that they are being suitably challenged.</p> <p>Senior leaders regularly carry out work sampling with a focus on pupil premium students as part of the school's recently introduced more rigorous lesson observation programme.</p> <p>Senior leaders have given careful consideration to the EEF toolkit when making decisions about how to spend the pupil premium funding (including the average impact in months interventions are expected to have on disadvantaged students).</p>	<p>We discussed the importance of senior leaders continuing to observe all out of classroom pupil premium interventions to ensure that pupils receive the same quality of teaching they would expect within whole class interventions.</p> <p>It is recommended that senior leaders carefully review the impact of the individual intervention strategies in relation to their overall cost and the number / proportion of disadvantaged students supported when planning how to spend their pupil premium funding during 2019/20.</p>
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<p><b>Leadership &amp; Management, cont'd</b></p>	<p>Does the school audit participation? How could the school increase the proportion of pupil premium pupils who attend? E.g. provide transport, telephone parents</p> <p>How well does the range of clubs on offer reflect pupil interest? Does the school provide a mentoring / buddying service for its pupils? Do pupils feel confident about who to ask for help?</p> <p>Does the school provide emotional and social support for its pupil premium pupils to ensure that they feel happy and safe and ready to learn?</p> <p>Do governors understand pupil premium funding? Are governors presented with a summary of pupil premium spending and its impact at full governor and curriculum meetings? Is there a named governor who takes lead responsibility for championing pupil premium pupils?</p>	<p>Senior leaders now carefully audit participation (as evidenced by the school's Extra-Curricular Activities – Analysis of Student Survey), phoning parents and arranging transport where appropriate to maximize parental engagement at parents' events.</p> <p>There is a wide range of clubs on offer and these seem to reflect pupil interest. Feedback from pupils on the day of the visit was very positive. The school audits participation and actively encourages participation from disadvantaged students</p> <p>The school employs a multi-agency worker and two counsellors to provide students with emotional and social support, and pupil premium students are made a priority for this service wherever possible.</p> <p>The school has recently identified a named Pupil Premium Link Governor with lead responsibility for championing the pupil premium, who meets frequently with the Deputy Headteacher in their role as Pupil Premium Coordinator throughout the year – they had already met at least five times this academic year at the time of writing this report. All governors are kept well informed about the school's use of pupil premium funding and its intended and actual impact by being presented with a formal written summary of the spending at curriculum committee meetings which is then shared with all governors and summarised at the full governor meetings. The link governor reported that she is kept fully involved from the stage that the Pupil Premium Strategy Statement is being planned and written up</p>	
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<p><b>Leadership &amp; Management, cont'd</b></p>	<p>Do governors have a specific focus during monitoring visits? E.g. Impact and effectiveness of interventions on pupil premium pupils.</p>	<p>for the following year, and that she is given the opportunity to critically challenge the intended spending and its impact.</p>	<p>It is recommended that governors consider focusing on the quality of delivery and the impact of pupil premium intervention strategies during their next governor monitoring visit. This would give them first-hand experience of how the pupil premium funding is being spent across the school.</p>
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<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Lesson observation/ learning walks, to include work scrutiny and discussion with teachers</li> <li>• Observation of out of class interventions</li> <li>• Current progress data</li> </ul>	<p>How often do pupils receive high quality constructive verbal feedback and marking?</p> <p>How does the teacher divide their time within the classroom to enable them to target key groups, such as pupil premium pupils?</p> <p>Do all staff – leaders, teachers and support staffs – know which pupils are eligible for pupil premium and understand their barriers to learning?</p> <p>What do class teachers do to invisibly target pupil premium pupils within the classroom? Are pupil premium pupils and specialist provision identified on lesson plans / seating plans?</p>	<p>High quality constructive verbal feedback and marking was evident in all of the sessions during the course of my visit. It was clear that senior leaders have made this a key focus since the school's most recent inspection.</p> <p>Senior leaders reported that teachers divide their time well within the classroom to focus on pupil premium pupils. This was evidenced during the course of our learning walk.</p> <p>Teachers all appeared to know who the pupil premium students were within their classes – they were identified on teachers' seating plans – and so were able to provide targeted support to this group within class.</p> <p>Heads of English, Maths and Science reported that all staff are now aware of who the pupil premium students within their class are, and consequently target these pupils with questioning to draw out their learning and ensure that these students receive the very best quality feedback and marking.</p> <p>The school has implemented pupil profiles for all of their pupil premium students which include detailed summaries of their background information; attendance; intervention strategies the student accesses; and their academic and personal achievements.</p>	
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<p><b>Teaching, cont'd</b></p>	<p>Are pupils regularly set meaningful homework which extends their learning within the classroom?</p> <p>How much research have teachers done to understand the evidence on pupil premium impact on individuals and groups of pupils?</p> <p>Do the school's strategies for spending specifically match the perceived barriers for learning for its disadvantaged pupils? For example, do interventions designed to raise attainment in English target the right aspect / skills? How does the school target pupil progress in particular subjects / aspects?</p> <p>Are targets for pupil premium pupils truly aspirational?</p>	<p>Senior leaders report that pupils are regularly set meaningful homework. There is now an emphasis on all departments being expected to provide revision homework for all subject areas. Class teachers take copies of the best revision notes and make these available to all pupil premium pupils.</p> <p>Senior leaders closely monitor the impact of individual intervention programmes on individuals and groups of pupils, and continue to share this with teachers through training and development opportunities and meetings.</p> <p>The school's strategies for spending appear to match the perceived barriers for learning of its disadvantaged pupils well. Moreover, senior leaders acknowledge in the school's Pupil Premium Strategy Statement that, despite the implementation of appropriate interventions, ineffective tracking was a major reason for the pupil premium funding not having the impact it could have had in previous years. Consequently, senior leaders should be well placed in future to take swift action to adjust pupil premium spending where disadvantaged pupils are not making enough progress.</p> <p>Targets for pupil premium pupils appear to be appropriately challenging, and senior leaders now closely track the progress made by individual pupil premium students.</p>	
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<p><b>Teaching, cont'd</b></p>	<p>Do all staff 'buy in' to the reason behind pupil premium funding?</p> <p>How does the school provide its pupil premium pupils with wider opportunities and how many take them up? Are breakfast clubs and lunch time and / or after school clubs targeted at pupil premium pupils? What proportion of pupil premium pupils access these wider opportunities?</p>	<p>All staff spoken with during the course of the review visit appeared to 'buy in' to the importance of the pupil premium funding in ensuring that the school's disadvantaged students were enabled to do even better.</p> <p>The school offers an extremely wide and varied range of extra-curricular opportunities for all of its students. Senior leaders' analysis of the school's most recent student survey demonstrates more than 80% of pupil premium students participate in at least one extra-curricular activity. This is comparable with other groups of pupils and represents more than a 7% increase on data collected during the previous year.</p>	
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<p><b>Behaviour &amp; safety</b></p> <ul style="list-style-type: none"> <li>• Learning walk and discussion with Pupil Premium Coordinator</li> <li>• Scrutiny of behaviour records</li> <li>• Student Voice (meeting with 10 students from a range of year groups)</li> </ul>		<p>Students were exceptionally well behaved across all of the sessions observed, and whilst walking around the school, throughout the day of the visit.</p> <p>As a group, disadvantaged pupils' attendance has been consistently low in recent years (well below the national average in 2017). The proportion of disadvantaged students who are persistently absent from school is considerably higher than the national average. However, senior leaders are now much more analytical in their approach to monitoring attendance, and have implemented systems which allow them to identify patterns in students' attendance and so take action in a more timely manner. A senior teacher holds regular meetings with persistent absentees, working alongside the pastoral team and Heads of Year. During the visit, senior leaders shared case studies of specific students whose attendance they had been able to improve through targeted individualised support.</p> <p>The group of students that I met with during the visit were all extremely complimentary of the school. They all reported that they felt happy and safe at this school, and that they made good personal progress because lessons were taught well. They reported that they felt that behavior was generally very good across the school, that sanction and reward systems were delivered consistently and fairly, and that as a result any potentially disruptive behaviour was</p>	<p>We discussed the importance of continuing to monitor students' attendance on a regular basis, and comparing patterns in individual students' attendance on at least a term by term basis to demonstrate the impact that pupil premium funding has had in ensuring that disadvantaged students' attendance continues to improve.</p>
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<b>Behaviour &amp; safety, cont'd</b>		<p>well managed. They all took part in some form of extra-curricular activity and reported that they felt that the school offered a good range of choices.</p>	
<p><b>Evaluation of impact, drafting action plan and next steps</b></p> <ul style="list-style-type: none"> <li>• Discussion with Headteacher / Chair of Governor / Pupil Premium Coordinator</li> </ul>	<p>How well is pupil premium funding used to:</p> <ul style="list-style-type: none"> <li>• Ensure quality first teaching and above expected progress?</li> <li>• Support effective interventions?</li> <li>• Widen opportunity?</li> </ul> <p>What support can the reviewer offer for action planning and ongoing monitoring of the plan?</p>	<p>The school now has a much more detailed Pupil Premium Strategy Statement and supporting disadvantaged students action / improvement plan in place, and senior leaders are much more rigorous in their monitoring and evaluation of the effectiveness of the interventions being used and their impact.</p> <p>The delivery of quality first teaching for all, particularly its disadvantaged students, is now a key priority for the school with the aim of increasing pupil outcomes and narrowing the gap.</p> <p>This is supported by a range of extra-curricular activities designed to widen the opportunities for all students, but particularly those who are disadvantaged.</p> <p>Pastoral support and the frequent, systematic evaluation of attendance should result in disadvantaged students attending more regularly and improved student outcomes.</p> <p>Further support, including ongoing monitoring of the action plan, are available from the reviewer on request.</p>	

## Action plan template (1 of 2)

An action plan will help to provide a refreshed focus on the school's pupil premium strategy. The Headteacher and governors need to commit to owning the plan; co-creating the plan with the reviewer is a good way to achieve this. Some schools may wish to update the 'planned expenditure' section of the pupil premium strategy statement rather than maintain both a strategy and action plan.

Lady Manners School's Pupil Premium Action Plan June 2019			
Headteacher name	Gary Peat	Signature	
Chair of Governors name	David Coe	Signature	
Reviewer name	David Deacon	Signature	
Pupil Premium Profile 2018/19			
Number of eligible pupils	131		
Proportion of pupil population	10%		
Total pupil premium budget	£130,235		

### Executive summary

Senior leaders within the school have taken considerable action since the school's most recent Ofsted inspection to ensure that they now have an accurate picture of provision and that this is shared well with all leaders, teachers and support staff across the school.

Governors and senior leaders meet together frequently to ensure that the quality of provision, particularly for its disadvantaged students, is accurately and systematically evaluated.

Senior leaders have now put into place more rigorous lesson observation and quality assurance procedures to ensure that the quality of teaching consistently meets the needs of all groups of pupils, particularly those who are disadvantaged. Consequently, senior leaders report that the quality of student engagement and teacher questioning and the level of challenge has improved, as evidenced during our learning walk.

The school's pupil premium strategy statement is now supported by a robust action / improvement plan, which had already been drawn up by senior leaders and was being worked towards prior to this pupil premium review taking place.

The school's recent appointment of Headteacher Gary Peat, who has a proven track record in narrowing the pupil premium gap in his previous school and those schools that he has supported as a National Leader of Education, will no doubt ensure that improving the outcomes for disadvantaged students remains a key priority for the school going forward.

- Date of review and agreed date for the follow up visit next / review:

To be arranged following the release of the school's 2018/19 student progress and achievement data.

## Action plan template (2 of 2)

Approach	Outcomes and success criteria	Owner	Milestones	Completed	Review date		Total cost
Senior leaders should continue to carefully review the impact of individual intervention strategies in relation to their overall cost and the number of disadvantaged students targeted when planning how to spend their pupil premium funding during 2019/20.	Improvement in attendance and pupil progress outcomes will be maximised.	Pupil Premium Coordinator					
Senior leaders to continue to observe all out of classroom pupil premium interventions to ensure that pupils receive the same quality of teaching they would expect within whole class interventions.	Quality of teaching will be maintained / continue to improve leading to increased pupil outcomes.						
Governors to focus on the quality of delivery and the impact of pupil premium intervention strategies during their	Governors will have an even better knowledge and understanding of how the pupil premium funding is being spent						

next governor monitoring visit.	and its impact.						
Senior leaders to review the most effective ways of raising and monitoring the attendance of disadvantaged students, and to consider the impact of current staffing within this area. Patterns in individual students' attendance should be compared on a term by term basis to demonstrate the impact that pupil premium funding has had in ensuring that disadvantaged students' attendance continues to improve.	Disadvantaged students' attendance will improve which should lead to an improvement in pupil outcomes.						
<b>Pupil premium expenditure:</b>							

<b>Agreed date for follow-up visit</b>	TBC	
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