



# Pupil Premium Review

## Ellenborough and Ewanrigg Infant School



# Contents

Please send *all* completed templates to  
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- **Pre-review audit** –to be completed by the school and by the reviewer before the review in order to identify current practice and relevant evidence gathering activities.
- **Summary Findings**–completed following the review to collate findings and evaluate effective and less effective practice with recommendations for improvement
- **Action Plan**- template for school pupil premium actions to meet the recommendations from the review.
- **Post Review Evaluation** – 3-6 months after the review, the school (with or without the help of the reviewer) reflection on the impact of the review. What has been achieved?
- **Appendices:**
  - Website detail
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### Pre-Review Audit

Name of School---Ellenborough and Ewanrigg Infant School

Name and position of reviewer-Dawn F.V.Watson HT @ Eaglesfield Paddle CE Primary Academy & SLE Pupil Premium Reviewer

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Area of Focus	Evidence in School/comments	Evidence to check during review/comments	Key actions identified by review
<p><b>Website</b>            * Meets DFE requirements ie.            -current funding allocation            PP strategy that includes:            -main barriers faced by disadvantaged pupils            -How you will spend the PP to overcome barriers            -how you will monitor the impact of spend            -When you will review the strategy</p>	<p>18-19 is available on the website            £25,040</p> <p>Headline clearly outlines the barriers to learning and the strategies that are employed and development undergoing on research to under pin why the strategies are in place.</p> <p>Pupils are tracked individually and PP pupils are also compared with non-PP pupils to monitor the gap</p> <p>Strategy is reviewed on a termly basis, but monitoring of interventions is ongoing throughout the year.</p> <p>No evidence yet, but it is early in the year</p> <p>.</p>	<p>Strategy on website</p> <p>Data evidence provided by DHT and discussed with teachers and HT</p> <p>DHT lesson drop ins –focus in on PP pupils, progress in lessons, in books and data</p> <p>Pupil progress meetings with intervention leaders</p> <p>Detailed and progressive individual plans are in place for disadvantage pupils.</p> <p>DHT has a spread sheet outlining the provision accessed by individual PP children as a whole school overview with itemised spending.</p>	<p>Collate evidence in one place</p>

<p>-evaluation and impact of spend from previous year for PP and other pupils</p> <p>-links to current research (EEF, NFER)</p> <p>-costed individual strategies</p> <p>-rationale for spend</p> <p>-clear evaluation of each aspect</p>	<p>4/5 disadvantage children 17-18 achieved the expected standard in writing</p> <p>5/5 disadvantage children achieved the expected standard in maths and reading</p> <p>Mostly linked to EEF, also research gathered from Lancaster University.</p> <p>School based research is based around successful phonic &amp; maths interventions</p>		<p>Complete gathering of school based research evidence and publish research on-line</p>
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<p><b>Disadvantaged Pupil Outcomes (identifying gaps)</b></p> <p>*How does the attainment and progress of disadvantaged pupils compare with other pupils nationally (non-disadvantaged) at the end of all Key Stages (KS3 compare with other pupils in school)?</p> <p>*How does the attainment and progress of disadvantaged pupils compare with other pupils in your school in core subjects across all year groups at this point in the year?</p> <p>*Which (if any) groups of disadvantaged (boys/girls/summer born/high, middle/low ability/SEN/LAC)</p> <p>*Does your data show subject specific or Key Stage specific gaps?</p> <p>*Are gaps closing over time generally and for groups or subjects?</p> <p>*How well do more able disadvantaged pupils do – what proportion attain higher attainment/grades?</p>	<p>What is your data telling you?</p> <p>Data is saying that PP pupils were well-above National in R, W &amp; M.</p> <p>The attainment of disadvantage pupils is in line with non-disadvantage pupils in R &amp; M, but not in writing for one pupil.</p> <p>Disadvantage pupils are performing better than non-disadvantage pupils</p> <p>*15% more disadvantage pupils expected in R, 23% higher in writing and 53% higher in maths</p> <p>Focus on boys, low ability.</p> <p>maths &amp; writing</p> <p>Disadvantaged pupils are achieving above non-disadvantages</p> <p>Only 1 boy higher ability and he is still working above ARED</p>	<p>Data is available in FFT and EYFS data</p> <p>SEF identifies that PP are working above national</p> <p>In school tracking identifies disadvantage progress and attainment and compares with non-disadvantage.</p>	<p>Update register to demonstrate movement</p> <p>Further unpick groups are there any issues to target?</p>
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<p><b>Effectiveness of Leadership in closing the gap</b></p> <p>*Does the person with responsibility for Pupil Premium have enough authority to influence whole school actions (sufficiently senior)?</p> <p>*Is there a detailed action plan or section on the SDP with measurable outcomes?</p> <p>*Is there a provision map which identifies barriers to learning and strategies to reduce these?</p> <p>*Are strategies monitored and evaluated regularly (more than annually) and methods abandoned when they do not work?</p> <p>*Is there regular CPD for staff on what works to help disadvantaged pupils accelerate their progress?</p> <p>*Is there an appropriate balance between personal and academic intervention?</p> <p>*Are the parents and carers of disadvantaged pupils included in the strategy to close gaps?</p> <p>*Are the strategies chosen to close gaps based on research of what works?</p> <p>*How effectively do Pupil progress meetings impact on the progress of disadvantaged pupils?</p>	<p>Yes, the DHT leads PP throughout the school</p> <p>Yes- identified in the SEF and SDP</p> <p>Headline on website and spreadsheet and further outlined in strategy document.</p> <p>Yes, there is – Spread sheet with notes- this details the interventions the child has had and measurable impact included and also carefully tracked with individual plans.</p> <p>Lead attends LAC meetings and training provided by the virtual school. PP lead is also organising training around ACEs. Internal training provided in house for intervention lead. PP lead also aware of support and training by Specialist teachers.</p> <p>Yes, evidenced in individual plans and spreadsheet.</p> <p>All strategies and plans are shared and parental input during the planning stage</p> <p>Yes, EEF and school based research has been used to identify relevant interventions.</p> <p>Formal termly meetings identify gaps in learning to enable intervention to plug the</p>	<p>SEF and SDP</p> <p>Website</p>	<p>Collate evidence of termly meetings</p>
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<p>*How do you work with your cluster/other schools to close gaps?</p> <p><b>Governors</b>  *Do you have a named governor with responsibility for pupil premium?  *What information is given to governors to enable them to effectively challenge on PP spend?</p> <p>*How often do governors discuss the impact of spend?</p> <p>*Can governors demonstrate their knowledge of spend, how much money the school receives and how effectively it is used to close attainment gaps?</p>	<p>gaps rather than just following the programme. Informal week meetings.</p> <p>Good practice and CPD is shared amongst the cluster</p> <p>There is a named dedicated governor.</p> <p>Strategy, Spreadsheet, funding, how pupils are supported. He understands that interventions are based on research. Named governor plays an active role in monitoring progress of PP pupils and checking the website.</p> <p>Included in the HT report. Named governor reports back to FGB during meetings. PP Lead reports to FGB and explains the strategy, how the money is spent and the impact.</p> <p>YES!!!!</p>	<p>Minutes of meetings</p>	<p>Put minutes of meeting if PP file</p>
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<p><b>Teaching, Learning and Assessment</b></p> <p>*Is there a relentless focus in school on the quality of teaching, learning and assessment?</p> <p>*What strategies are teachers using in the classroom to focus on disadvantaged pupils? (eg. collaboration, metacognition, peer tutoring, pre-teaching, high quality homework particularly in secondary)</p> <p>*Do all teachers know who their disadvantaged children are and do they make decisions about what additional intervention they require?</p> <p>*Are TAs well trained and used effectively to support disadvantaged children?</p> <p>* Is intervention delivered by high quality staff (including teachers) and monitored closely?</p> <p>* Are the strongest teachers used where there is a preponderance of disadvantaged children in any cohort/group?</p> <p>*Is feedback to disadvantaged children high quality (clear next-steps, peer, self) and leads to improvements in learning.</p> <p>*Is setting used carefully to ensure disadvantaged children are not grouped in bottom sets?</p> <p>*Are pre-tutoring and overlearning used to ensure that children do not fall behind?</p>	<p>YES!!! Overview for DHT &amp; HT, book looks in staff meetings, staff training, DHT pop ins, talk to children &amp; parents. Tracking meetings &amp; professional dialogue</p> <p>Talk for writing, enhancing the role of vocab in maths and use of language in reading and writing.</p> <p>Focus on collaboration in maths with problem solving.</p> <p>KWL What do I want to know, How will I know what have I learned</p> <p>Teacher are very clear through all the strategies outlined above</p> <p>See above</p> <p>See above</p> <p>Evenly spread throughout the year groups. First quality teaching targeting all groups.</p> <p>Verbal feedback is most accessible to children. All children receive high quality feedback.</p> <p>Children's groups are fluid dependent on what is being taught. Pre-assessment supports target teaching</p> <p>Same day intervention used to build foundations to support higher level concept</p>	<p>SDP &amp; SEF and data</p> <p>Evidenced in plans, lesson obs</p> <p>Plans, spread sheet, progress meetings.</p>	
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<p>*Are there high expectations for all disadvantaged children including the most able and SEN?</p>	<p>Evidence in data, quality first teaching, expectations are high for everyone.</p>		
<p><b>Personal Development, Behaviour and Welfare</b></p> <p>*Are barriers to learning identified with strategies to overcome these?</p> <p>*What use is made of behaviour data for disadvantaged pupils to improve engagement in school and learning?</p> <p>*Are behaviour interventions carefully planned to meet the specific needs of the pupils?</p> <p>*Is external support for disadvantaged pupils fully used where there are safeguarding/SEN issues?</p> <p>*How effective are strategies to address attendance, punctuality and exclusions for disadvantaged pupils?</p> <p>*Is there a difference in unauthorised absence between disadvantaged and other pupils and how is this being addressed?</p>	<p>Yes, clearly and spread sheet and strategy</p> <p>Attitudes to learning and building self-regulation to support self-esteem and well-being. Staff have been trained on interpreting behaviour as communication</p> <p>Use to plan the intervention groups and implement different strategies to support.</p> <p>Yes, back by research and access outside services eg Barnados</p> <p>Close links with the children centre and specialist teachers</p> <p>No exclusions: Attendance is slightly above national. Closely monitored attendance and identified on individual PP plan. Meet with parents to discuss attendance. Keeping in touch meetings</p>		<p>PP lead to explore this aspect</p>

<p>*Is pupil voice regularly consulted and acted upon for disadvantaged pupils?</p> <p>*How are parents involved in improving behaviour for disadvantaged pupils?</p>	<p>All children involved in pupil questionnaire, school council and PP pupils are invited to input to meetings</p> <p>Regular reviews and meetings. Detailed reporting is shared with parents termly.</p>		<p>Include Pupil and parent comment box on individual plan to make contribution explicit.</p>
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**SCHOOL: Ellenborough and Ewanrigg Infant School**

**Pupil Premium Review**

**SUMMARY FINDINGS**

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Area of Focus	Evidence of Effective Practice	Less Effective Practice	Recommendations for improvement
<b>Website</b>	<p>18-19 strategy based on EEF and school based research</p> <p>Clear head line outlining barriers, strategies &amp; impact</p> <p>Detailed, multi-layers of monitoring</p> <p>A variety of evidence to prove success of strategies employed</p>	<p>None was identified. Information on the website was very detailed and clear to understand for a variety of audiences</p>	<p>Collate all evidence in one place</p>
<b>Disadvantaged Pupil Outcomes</b>	<p>Data for PP pupils above national average showing impact of strategy</p> <p>In school progress outstanding for PP pupils</p> <p>A number of PP pupils have exceeded ARE at the end of Y2</p> <p>Evidence in data that children at the end of KS1 and in line with and above their non-pupil premium peers.</p>	<p>Non -identified.</p> <p>Good practice &amp; effective communication throughout the LST, teachers, TAs and parents to support pupil progress</p>	<p>Update register</p> <p>Unpick further any group trends</p>

<p><b>Leadership of Closing Gaps</b></p>	<p>Strong Leadership – DHT lead PP in school, therefore have driving influence on teaching and learning</p> <p>Leaders have a clear overview of individual children, strategies access and their progress</p> <p>Information highlighted in SEF and this triangulates with the SDP</p> <p>The named Governor is very proactive and knowledgeable of the different aspects of PP strategies in school, monitoring, progress and areas the school are research &amp; implementing throughout school. The named Governor confidently feeds back to Governors during Full Governors’ Meeting.</p>		
<p><b>Teaching, Learning and Assessment</b></p>	<p>Secure moderation in school and cluster</p> <p>Leadership are constantly reflecting and reviewing their practice. They have used their knowledge of PP barriers and continue to research and implement a training programme for teachers; focus on speaking &amp; developing knowledge of vocabulary to meet the needs of their pupils.</p> <p>Clear and multi-layers of tracking and monitoring impact, termly and more frequently</p> <p>Talk for writing implemented</p>	<p>All areas very strong</p>	<p>Think about how you evidence conversations</p>

	<p>Regular conversation at different levels – focus on learning rather than activities</p> <p>Teachers are very clear about who the PP children are- clear and instant of any changes.</p>		
<p><b>Personal development, Behaviour and Welfare of disadvantaged pupils</b></p>	<p>Strong evidence of PDBW in 18-19 strategy</p> <p>Strong links with children’s centre to support behaviour and emotional well-being</p> <p>Pupils are targeted for nurture self-esteem and personal development</p> <p>Effective use of outside agencies to support welfare</p> <p>Effective use of attendance monitoring to support families</p>		<p>Incorporate written evidence of parent view and child views in individual plans</p>



### Pupil Premium Review Action Plan

School – ELLENBOROUGH AND EWANRIGG INFANT SCHOOL

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Priority area/objectives	Actions	Person responsible	Resources	Milestones (interim Measures)	Success Criteria/performance measures
<b>Website</b>	Collate all evidence in one place  Update Register	PP Lead		March 2019	<ul style="list-style-type: none"> <li>✓ All data will be readily available and accessible</li> <li>✓ Information will be kept up-to date swiftly (rather than termly)</li> </ul>
<b>Disadvantaged Pupil Outcomes</b>	Unpick further any group trends	PP Lead		March 2019	<ul style="list-style-type: none"> <li>✓ Data analysis will indicate specific groups of children and their particular area of weakness (e.g. low attaining boys writing).</li> </ul>
<b>Teaching, Learning and Assessment</b>	Think about how you evidence conversations	PP Lead		March 2019	<ul style="list-style-type: none"> <li>✓ Records of conversation will evident changes to provision in light of pupil outcomes</li> <li>✓ Records will be held centrally with other PP information</li> </ul>
<b>Personal development, Behaviour and Welfare of disadvantaged pupils</b>	Incorporate written evidence of parent view and child views in individual plans	PP Lead		January 2019	<ul style="list-style-type: none"> <li>✓ Individual plans will contain section to enable pupils and parents to evidence their feedback on plans</li> <li>✓ Feedback will be fed into provision in order to fully meet the needs of the child</li> </ul>



**Pupil Premium Review**

**Post Review Evaluation**

To be completed by the school (with or without Reviewer support) 3-6 months after review

Revisit some of the original evidence base relating to key priorities

Area of priority identified in Review	Measurable impact following actions

### Website –detail

- Meets DFE requirements
  - current funding allocation
  - PP strategy that includes:
    - main barriers faced by disadvantaged pupils
    - How you will spend the PP to overcome barriers
    - how you will monitor the impact of spend
    - When you will review the strategy
    - evaluation and impact of spend from previous year for PP and other pupils
- Clear and accessible on website. Differentiate between review of spend and action planning for future by including clear labels/files

### Evaluation of the previous year

- Specific reference to data
- PP / attendance if that has been identified as an issues
- PP/ behaviour, exclusions if an issue
- Phonics if an issue (primary/infant)
- Data – having key statements about PP attainment and progress linked to performance data / benchmarked against national non-disadvantaged pupils
- Outcomes (linked to data)
- Evaluation of effectiveness and next steps

### Strategy Plan (YEAR AHEAD)

- How much funding-, for which groups and how many children in the setting?
- Clarity of objectives –ie what is the purpose of the spend
- Rationale (linked to research / EEF) (no longer called Sutton Trust)
- People responsible
- Monitoring and evaluation – strategies to be used to measure outcomes
- Success criteria
- **Costings**

The Heath School has a good example for secondary–[www.heathschool.org.uk](http://www.heathschool.org.uk)

[Pennine Way, Carlisle has a good example for primary www.pennineway.cumbria.sch.uk](http://www.pennineway.cumbria.sch.uk)



## **Pupil Premium Review**

### **Effective Practice Checklist**

All schools will vary in the detail of how they spend the Pupil Premium because of the nature and size of their cohorts but you may expect to see many of the features outlined below (if they are making a difference).

#### **Leadership and management**

- ✓ A dedicated senior leader (or head teacher) who is leading the strategy for closing the gaps
- ✓ An action plan/detailed section of the school development plan on closing the gaps – with measurable outcomes
- ✓ A strong focus on high quality teaching –not bolt-on extras
- ✓ A section on the website that meets DFE requirements (amount of money allocated for current year, details of how the money is to be spent, an evaluation of how the money made a difference to attainment gaps for last year)
- ✓ A line in the budget identifying Pupil Premium
- ✓ Termly tracking data that identifies Pupil Premium children (including CLA) across each year group and compares their progress and attainment to other children
- ✓ Detailed analysis of the complexity in the data to show the overlap of SEN and PP
- ✓ A Provision map documenting how the money has been spent for each child to reduce barriers or accelerate attainment
- ✓ Rigorous evaluation of each strategy (on a regular basis – not just at the end of an academic year)
- ✓ Appropriate balance of spend between academic (attainment and progress) with boosting personal well-being and pastoral care (eg reducing exclusions/improving attendance)
- ✓ High expectations that gaps can be closed (not excuses)
- ✓ CLA –high quality PEPs, identifying within school support, named key worker, support for extra-curricular activities
- ✓ SENCo who understands the needs of SEN pupils who are also disadvantaged
- ✓ Regular CPD for staff and TAs
- ✓ A focus on parent inclusion
- ✓ A “Pupil Premium Champion” on the governing body who regularly meets with the data manager to check on impact of strategies and provides challenge
- ✓ Regular discussion in Governing Body meetings on the impact of the Pupil Premium (with challenge documented)
- ✓ Attention to the attendance of disadvantaged children

## Teaching and Learning

- ✓ Teachers have been trained on the EEF- what works to close gaps:
- ✓ Teachers pay close attention to effective feedback for disadvantaged pupils
- ✓ Collaborative learning is used to good effect
- ✓ Peer tutoring is embedded
- ✓ Teachers encourage children to use metacognition (reflecting on what helps them learn)
- ✓ Pre-tutoring and post-tutoring are used to increase confidence
- ✓ TAs are well trained and effectively used to support disadvantaged pupils
- ✓ Where intervention is used it is well planned and delivered by highly qualified staff
- ✓ Setting is used carefully (if at all) – and disadvantaged children are not put in lower sets that limit their potential
- ✓ Teachers know who all the disadvantaged children are and plan additional support/focus into regular lessons
- ✓ Teachers know that more able disadvantaged children need additional attention because without it they will drop back.
- ✓ The strongest teachers are used where there is a preponderance of disadvantaged pupils

## Helpful Websites and list of Pupil Premium Reviewers in Cumbria

### How well schools use pupil premium funding

- Links are provided in the pupil premium briefing notes earlier in this workbook.
- Ofsted’s analysis and challenge tools for schools can be found at <http://www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools>.
- Ofsted’s February 2013 and July 2014 surveys on the use of the pupil premium can be found at <http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement> and <http://www.ofsted.gov.uk/resources/pupil-premium-update>.
- Information for schools about pupil premium reviews can be found at <https://www.gov.uk/pupil-premium-reviews>.
- The DfE’s pupil premium information for schools and alternative provision settings can be found at <https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>.
- The DfE sets out the [responsibilities for virtual school heads](#).
- The Pupil Premium Awards website can be found at <http://www.pupilpremiumawards.co.uk/>.
- The Education Endowment Foundation Toolkit provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. It can be found at <http://educationendowmentfoundation.org.uk/toolkit/>.

<b>Pupil Premium Reviewers based in Cumbria</b>	<b>Pupil Premium Reviewers based in Cumbria</b>
<b>Primary</b>	<b>Secondary</b>
Sue Blair, Pennine Way School, Carlisle	Ellen Mothersdale, William Howard
P Telford, Monkway	Yvonne Norden, Caldew
Nick Page, Beaconside Penrith	Helen Gaunt, SLF
Penny Lavery, Cambridge	Stephen Houghton , SLF
Claire Little, Thursby,	
Mike Poole/Kerrie Bumby, Stramongate	
Janet Dixon, Barrow Island	
Rachel Pearson, Appleby Primary	
Stephanie Pearson, Dalton St Marys	
Mark Ashton, Warwick Bridge	