

Pupil Premium Practice Review

Report MINSTHORPE COMMUNITY COLLEGE

West Yorkshire

Targeting the funding from the outset—responsibilities of the Leadership Team

Minsthorpe Community College is much larger than the average secondary school. The Raise On Line Report (December 2014) shows that the percentage of students known to be eligible for Free School Meals (FSM) is 34.5 which is above the national average of 28.5. The college is currently forming a Multi Academy Trust (MAT) with two local primary schools converting to academies under the Minsthorpe Multi Academy Trust (MMAT).

It is an inclusive college which promotes equal opportunities well and offers a wide range of extra-curricular opportunities which makes a strong contribution to students' spiritual, moral, social and cultural development.

The Principal recognises and places focus on the achievement of those for whom the Academy receives additional funding through the Pupil Premium and it is an identified focus on the College Strategic Plan. He has ensured that there are lines of responsibility for Pupil Premium which were evident in meetings with key senior and middle leaders. The Principal ensures that he and the Senior Leadership Team (SLT) communicate and model their vision and determination to secure continued improvement in outcomes for disadvantaged students.

The attainment and progress of disadvantaged (PP) students does not yet match that of others in the college and nationally. Over three years the gap has closed faster against national levels but the within college gap remains an area for development. The Principal has commissioned a Pupil Premium Review to confirm that what they are already doing is working and what other actions they could take to secure faster "closing of the gap".

The college has produced a clear Pupil Premium Policy, Profile and Impact statement which sets out the strategies for supporting students who are eligible for the Pupil Premium funding. It provides a reasonable level of detail about expenditure and outcomes but does not provide enough analysis about how the college monitors and evaluates the quality and impact of its work and interventions on both students' academic achievement and wider outcomes.

A considerable amount of the Pupil Premium funding is allocated to the salaries of staff across the college at all levels including the recruitment of additional staff in mathematics and English to facilitate smaller class sizes, subject specific mentoring, intervention and tutoring for disadvantaged (PP) students. A proportion of the funding is also allocated to the salaries of senior leaders who are responsible for planning, coordinating, managing and overseeing the support available for disadvantaged (PP) students in order that it is targeted and effective. Funding has also been used to enhance and develop support staff provision at whole college level to support all students including disadvantaged (PP). This includes an Educational Welfare Officer (EWO) who leads a team responsible for improving the attendance of all students, including disadvantaged (PP) who are most likely to become persistent absentees (PA) and who are from the most vulnerable and hard to reach families.

Pupil Premium funding is also used to support alternative curriculum provision and is aimed specifically at those students, most of whom are from disadvantaged backgrounds, who are at risk of becoming persistent absentees. The college uses a number of external organisations which provide alternative curriculum packages based on the needs of individual students.

The college is aware that this provision will have to be reviewed in the light of the new curriculum and Progress 8 measures and they are developing learning pathways which will ensure that the disadvantaged (PP) students who are currently attending alternative provision will not be left behind in their learning and progress.

Target setting and tracking and monitoring of student progress has been a strength of the college and over time this has contributed to rising attainment and progress of students at the end of Key Stage 4 (KS4). Accurate information ensures that the college is able to reliably predict results year on year. The college has used a proportion of the Pupil Premium funding to enhance the quality and capacity of the data team. The Data Manager has made some improvements to the management information system (MIS) and is producing some very detailed profiles of individuals and groups of students which will support staff in classrooms well. His commitment, enthusiasm and ability are very clear to see but it is essential that he does not become the "gatekeeper" to a college data system which as it develops becomes too complex for staff to understand. Nationally, many teachers still find it difficult to extract useful information from numerical spreadsheets/documents.

The challenge here is to ensure that the college tracking systems clearly show which students including disadvantaged (PP) students are working at or below expected levels in order to target intervention strategies and ultimately funding to the right students, in the right place at the right time. Tracking systems are only as good as the ability and skill of staff to accurately and reliably assess the 'current working at' levels of students in their classes at any point in time. A system which provides clear visual representation of complex data and which enables all staff to see at a glance where there are groups and individual students underachieving and who require support may well be worth considering as part of tracking and monitoring developments.

Strategies and interventions have been chosen based on what the college knows works well for different groups of students and individuals, but they are not "mapped" into a single intervention plan for monitoring purposes. The Strategic College Plan refers to a multi-faceted approach to their focus on closing the gaps and this was evident by the variety of ways in which key staff discuss and present the evidence to show the strategies and interventions they use to endeavour to close the gap between disadvantaged (PP) students and others in the college.

In order to bring together the multi-faceted approach the college would benefit from having a Pupil Premium Action Plan which sets out how they will continue to close the gap against national indicators and eliminate in college variation. The plan would also benefit from being time-limited with clear intended outcomes and regular milestones to check the quality of interventions, how they are followed up and reinforced through class work and ultimately the impact they are having on students' learning, progress and achievement.

Senior Leaders place a strong emphasis on transition processes and are committed to working with their primary feeder schools and have done so successfully over many years. They plan the Year 5 and 6 transitions processes with feeder schools and run many joint ventures such as sports days, carnivals, theatre performances and summer schools which are targeted at disadvantaged (PP) students and paid for with the Pupil Premium funding.

In 2014 the Quest for Success Summer programme saw the college being turned into Minsthorpe Island where 23 Year 6 disadvantaged (PP) students descended on the island to complete a set of 23 tasks to enhance literacy, numeracy and creative skills whilst also encouraging them to build new friendships ready for their transition in September.

The college considers that the formal partnerships which will be formed under the Multi-Academy Trust (MAT) will enable children from Year 1 through to Year 13 to enjoy long term educational benefits and social mobility as well as raising the aspirations of all students regardless of their backgrounds so that they achieve their full potential.

The lead person for transition works closely with staff at the feeder schools to enhance and secure more effective transition processes to help students adjust more easily and quickly to life in a large secondary college.

Leadership Recommendations:

- Because a large proportion of funding has been spent on staffing you must ensure that this spend is tightly aligned to the intended focus of Pupil Premium progress and that impact is clearly defined and identified as resulting from these staff roles and responsibilities.
- Firm up the percentage of salary proportions for these staff roles where there are students other than disadvantaged (PP) benefiting from their teaching and support and continue to ensure Pupil Premium allocation and spending is identified separately in the college budget.
- Produce a Pupil Premium action plan with specific objectives, clear timescales and robust tracking with provision being regularly reviewed to check impact on student progress, making amendments and adjustments as necessary to increase impact.
- As the college data system is further enhanced, consider how to present data in a more visual way through Venn diagram analysis, student "pen pictures" or similar to include all disadvantaged (PP) students.
- Increase the robustness of Pupil Premium Impact statements and make sure that you publish one for each academic year. Ensure that the statements provide a detailed summary of the progress students have made (including any small individual gains made by students) and the evidence collected about your Pupil Premium spend. Include a clear key progress/key indicator summary on 2 sides of A4 paper ready for immediate scrutiny which includes headline data but also covers other indicators. Some possible indicators for you to consider are:-
 - APS in English and maths
 - APS best 8 GCSEs (including recognised equivalents)
 - % of disadvantaged students exceeding expected progress (individual examples are important)
 - Value Added Score (best 8 GCSEs)
 - Improvements in attendance and punctuality for disadvantaged (PP) students
 - Reductions in absences including Persistent Absence for disadvantaged (PP) students
 - Fixed Term Exclusions
 - % of disadvantaged students (PP) attending extra-curricular and college holiday provision
 - % of disadvantaged (PP) students successfully completing homework on a regular basis
 - % of disadvantaged (PP) students who have successfully moved into further education and training or employment Post 16.
 - % of parents of disadvantaged (PP) students who engage with College regularly through the events and occasions the college offers.
 - Year Group progress data (including evidence from the Foundation Learning Programme) to show progress towards the college strategy of students making more than expected progress from their starting points
 - Include some anonymised case studies which demonstrate the efficacy of your Pupil Premium spend and its impact on individual students

Intervention to improve achievement in English/Maths

The Closing the Gap co-ordinator in the English Department scrutinises the progress of disadvantaged (PP) students every half term and highlights strengths and weaknesses. During "intelligent accountability" meetings staff are asked to make comment on the progress of disadvantaged (PP) students and are challenged as to how they cater for and promote their progress. From these discussions the department has compiled a selection of effective teaching strategies to help target disadvantaged (PP) students.

The College has recently been awarded a grant from 'SHINE' a charity whose aim is to change the lives of disadvantaged young people through providing them with extra support in English and maths and opportunities to develop their creative potential. The College was 1 of 155 schools who entered

the competition. After initially being on the final shortlist of 30, they were then advised that their bid had been chosen as the winning entry and that the grant would be awarded to them to implement a project called "Caught in the Act" which is aimed improving the literacy and oracy skills of a group of Year 8 boys who will use state of the art technology to develop their creative writing and reporting skills.

Coded seating plans are used to identify disadvantaged (PP) students to ensure that they are pushed and targeted throughout the lesson to contribute and participate.

A wide range of home learning activities which are available to the students on the college Learning Platform "Firefly" also provide targeted learning opportunities for disadvantaged students.

The department regularly reviews these and is continuing to develop further resources for the platform.

Specific interventions are used to help disadvantaged (PP) students who are not making sufficient progress at each assessment point. First wave booklets and resources are given to students to work on at home and are then marked back in college. Wave 2 intervention includes after college sessions. A Breakfast Club is provided for those disadvantaged (PP) students who are underachieving because of lack of effort. A project based assignment is given to them to complete with certificates being awarded for those whose effort, attitude and progress improve. College data show that attitudes to learning improve as a result of being involved in the breakfast club project and the reward of a certificate is valued by the students. The most recent monitoring data shows that only 3 students out of 29 students need to further improve their effort in English.

More able disadvantaged (PP) students in Year 8 are targeted to improve their confidence and enjoyment of English and there are strategies to support these students through giving them a central role in lessons, boosting confidence through questioning and encouraging achievement through discussions with parents and one to one tuition to help them improve assessments and draft work.

Many Year 10 and 11 disadvantaged (PP) students receive intervention through one to one and small group work and a specialist English teacher and Higher Level Teaching Assistant (HLTA) provides one to one and small group intervention.

In mathematics disadvantaged (PP) students who are studying for foundation tier mathematics receive 1 extra lesson per week in Year 11 and 2 extra groups have been set up so that classes are smaller in size to allow for small group and one to one teaching. The Closing the Gap co-ordinator in the maths team is responsible for the tracking and monitoring of disadvantaged (PP) students and also undertakes quality assurance procedures to make sure that disadvantaged (PP) students are highlighted on seating plans to ensure that they are targeted and stretched in lessons.

As in English, the Closing the Gap Co-ordinator analyses the data after assessment points to ensure that disadvantaged (PP) students are making sufficient progress and a list of those who are not is given to teachers who then have to identify the strategies they will use to support the students.

The "intelligent accountability" process encourages staff to look back at how they have targeted groups of students and what they are going to do to support them further.

Pupil Premium funding is used to purchase revision guides for all Year 11 disadvantaged (PP) students to encourage them to work independently and at home to improve their learning and progress. Extra maths sessions are held at the end of each college day with a strong focus on targeting disadvantaged (PP) students through letters, phone calls, text messages to parents and carers to maximise attendance.

All foundation tier disadvantaged (PP) students attend maths intervention sessions. These are held weekly and students work in small groups with two teachers who are specialists in English and maths. Higher Learning Teaching Assistants (HLTA) work with students focusing on examination techniques. Some maths intervention work is also undertaken by Support for Achievement Mentors (SFAs) although this is not a formal part of their role.

Maths breakfast clubs are held throughout the year and are targeted at underperforming students and involve disadvantaged (PP) students. Students are provided with breakfast to support their wellbeing and these sessions are popular and well attended.

Revision resources are also available to students on the college Learning Platform – Firefly and Easter Revision Colleges are well attended.

Support is provided for disadvantaged (PP) students to develop their literacy and numeracy skills through the work of the Specialist Support Team which is led by the Special Education Needs Co-ordinator (SENCO) who is ably supported by an Assistant SENCO. Their overriding principle is to support all students regardless of their backgrounds, with their individual learning needs. Many students at the college are both disadvantaged and have special learning needs.

A full range of provision is in place to meet the identified needs of individual students for example modifications to class teaching, group and guided work, targeted intervention and one to one support to help with the development of literacy, numeracy, reading, spelling, life skills etc. The SENCO is very clear about the need to monitor and evaluate the quality and impact of new interventions and ways of working. She also has taken into consideration the professional development needed to support the work of staff in her team who are involved in intervention both in and out of classes.

The quality of intervention is regularly reviewed by the Leaders of maths and English through the use of a variety of strategies: observing sessions, weekly meetings, one to one meetings with staff, work scrutiny and analysing data. As with whole college processes however, this could be further enhanced by ensuring that interventions are time limited with clear intended outcomes and regular milestones to check on student progress. Using student voice to evaluate and further improve the quality of provision would also be something for them to consider.

As the Closing the Gap Co-ordinator posts are being removed from the college staffing structure from September 2015 it will be essential that classroom teachers themselves identify particular gaps in learning, areas of difficulty and possible reasons for lack of progress of disadvantaged (PP) students and take more responsibility for monitoring and evaluating their progress, including the work of other adults who support them.

Leadership Recommendations:

- Continue to ensure that ongoing tracking and monitoring processes are in place to monitor the progress of all disadvantaged (PP) students receiving English/maths interventions during and beyond their period of support
- Continue to regularly monitor the quality of interventions in English and maths in order to review, refine and disseminate effective practice to staff who teach or support these strategies
- Ensure that staff delivering intervention have the appropriate skills and subject knowledge and that consideration is given to appropriate match of students and adults delivering sessions and that professional development opportunities are identified to develop their expertise
- Ensure interventions are time limited with clear intended outcomes and regular milestones to check impact on student progress
- Ensure that classroom teachers take full responsibility for monitoring and evaluating the progress of disadvantaged (PP) students and that they build on and secure the progress that is being made through intervention

Impact of assistance in class (enlisting support staff to raise standards)

The college employs a number of support staff who work with disadvantaged (PP) students in a variety of ways both in and out of class. A number of Higher Level Teaching Assistants (HLTAs) provide enhanced curriculum based support in maths, English and science to ensure that disadvantaged (PP) students have the support they need to enable them to achieve their potential.

The Specialist Support Team HLTAs work with the Assistant SENCO to provide extra support and intervention for disadvantaged (PP) students with more complex needs.

A further team of TAs are involved in a variety of interventions including in class support and the SENCO is looking at how they can continue to develop extra capacity within the team to deliver innovative ways to support disadvantaged (PP) students.

Leadership Recommendations:

- Evaluate the impact of existing TA provision to check that it is providing the impact you want by developing a more robust centralised tracking system for recording milestone progression in relation to intervention for each lesson in each topic area
- Continue to develop the effectiveness of Teaching Assistants and other adults who support disadvantaged (PP) students in lessons
- Identify the professional development opportunities available to strengthen current practice in addressing disadvantaged (PP) students' barriers to learning
- Ensure that there are opportunities for teachers to liaise with support staff who deliver additional support whether it takes place in or out of the classroom so that there is effective planning and discussion to ensure the clarity of intervention strategies

Examination, analysis and removal of barriers

Many students who attend the college face a range of barriers to access and achievement. The college serves an area which suffers from deprivation and disadvantage.

In making provision for disadvantaged (PP) students the college recognises that there are families who are on low income but who do not qualify for or indeed do not apply for Free School Meals (FSM) but need just as much support, intervention and encouragement as those who are supported through the additional funding.

The college quite rightly prides itself on the commitment to ensuring that all students regardless of their social backgrounds are provided with access to opportunities which enable them to achieve to the best of their ability. Senior Leaders are aware that from their below average starting points many students need to make more than expected progress in English and maths from their KS2 starting points. This strategy is crucial as there are a significant number of students who, given their KS2 starting points, would not achieve GCSE Grade C in English and mathematics without making more than expected progress. This principle is also applicable to other subjects they study across the curriculum.

Many examples were given by staff on how the college personalises their approach to remove barriers for the most vulnerable as well as targeting students for intervention on an individual basis showing it is a truly inclusive college.

Whole college systems for monitoring and tracking the performance of students is robust and assessment information is being used regularly to identify any underperformance. Teachers, middle leaders and senior leaders review the progress of students regularly and frequently and information is used to identify strategies and intervention needed to move students on at whole class, group and individual student level. The Closing the Gap Co-ordinators in maths, English and science are responsible for ensuring that all teachers know which students they have to target and what needs to be done to support them. From September 2015 when these posts are no longer on the college structure there will be the need to ensure that all staff are offered the support and guidance they need to make the best use of data to inform their teaching and improved outcomes for disadvantaged (PP) students.

In 2012 for 5 A* to C En/Ma the gap between disadvantaged (PP) and other students in college was -29 and the difference nationally between PP and others was -32. In 2013 the gap closed and the difference between disadvantaged (PP) in college reduced to -24 and -13 against other students

nationally. In 2014 the gap widened between disadvantaged and other students in college to -38 and against others nationally it was -26. The gap has widened over the past two years by 14% although over 3 years this is lower at 9%.

In 2014, for the Basics (the percentage of students who achieve a Grade C in both English and maths) the gap is -35% between disadvantaged (PP) and non-disadvantaged (PP). The capped total point score with the equivalent qualifications for PP students was significantly below their peers in college and nationally as well as the KS2 to KS4 value added.

In 2014, for the percentage of students achieving expected progress in English, the gap between PP and non PP in college was -24%. In 2013 and 2012 the gap was -17% in both years. When comparing students eligible for the PP at the college and others nationally the gap over the past three years has closed: -18% in 2012, -17% in 2013 and -10% in 2014. 22% of PP students in receipt of the PP in the College make more than expected progress whilst 40% of non PP make more than expected progress which is significantly above national average. The percentage of students eligible for the PP making more than expected progress in English is lower for those students whose attainment on entry at KS2 is L4C/B

In 2014 for the percentage of students achieving expected progress in maths, the gap between PP and non PP in college was -28%.

In 2013 and 2012 the gap was -2% in 2012 and in line with national in 2013. When PP students eligible for the PP in the College are compared with other students nationally in 2012 the gap was -33% reducing to -21% in 2013 and increasing very slightly again in 2014 to -22%. 8% of students in receipt of the PP make more than expected progress whereas 27% of others make more than expected progress.

Historical data therefore indicates that over three years in relation to attainment and progression, students eligible for the PP are performing below other students in college and those nationally. The gap however over this time has closed in English progress, significantly in 2014. In mathematics the gap has closed by 11% since 2012.

Forty three percent of disadvantaged (PP) students are predicted to achieve the 5 A* to C with English and maths threshold in 2015 which is a 7% increase on 2014. However, data also suggests that non pupil premium attainment at this measure will drop by 5% from 63% to 58%. The Senior Leadership Team are aware that they need to ensure that as the in college gap continues to close it is because the attainment and progress of disadvantaged (PP) students is rising and not because the attainment and progress of those who are not identified as disadvantaged to be falling.

Historical data indicates the impact of the Pupil Premium additional funding has contributed to closing the attainment and progress gaps between disadvantaged (PP) and non-disadvantaged over the past three years for 5 A*-C (inc EM) and expected progress in English and maths .

The college's Year 11 internal attainment and progression data for 2014/15 indicates that the gap will close which may be a result of students having access to more targeted programmes of intervention, which have been refined as well as additional ones being added based on students' needs.

SUMMARY OF DATA

CATEGORY	2012 %	2013 %	2014 %	2015 %
5 A* to C EN/MA all students	50	70	63	58
5 A* to C EN/MA PP	32	54	36	43
A* to C English non PP	68	89	83	84
A* to C English PP	41	66	49	61
3+LP English all students	64	85	79	90
3+LP English PP	54	73	62	85
3+LP English non PP	71	90	85	93
Within college gap for En	-17	-17	-23	-8
A* to C Maths non PP	74	78	80	70
A* to C Maths PP	42	58	49	60
3+ LP Maths all students	59	69	69	69
3+LP Maths PP	40	55	49	60
3+LP Maths non PP	71	76	77	73
Within College Gap for Maths	-31	-21	-28	-10
KS4 APS non PP Y11	343	365.8	318	319
KS4 APS PP	284	304.7	234	235

WIDER OUTCOMES

The college understands the close relationship between achievement, attainment, student behaviour, attendance and social and emotional skills. A coherent and holistic approach is adopted to ensure that these issues are systematically considered in every aspect of college life.

Students' well-being is very strong at the college and key staff have been appointed to ensure that there is sufficient support for all students including disadvantaged (PP).

The Minsthorpe Access Point (MAP) an in college centre provides information, guidance and support over a range of issues which affect students' lives and prevent them from learning and achieving. A team of specialist support staff, some of whom are funded through the Pupil Premium (a Guidance Adviser, A Transition and Aspiration Co-ordinator and Support for Achievement Mentors) work with students who experience a wide range of barriers to learning. The college also works in partnership with relevant support agencies to access provision, expertise and resources.

Since 2012 the overall attendance of all students at the college has improved but is still below national averages. The overall absence and persistent absence rates of students eligible for Free School Meals (FSM) at the college are significantly higher than other students in college and others nationally.

A Senior Leader with responsibility for this aspect works with a team of staff, including Assistant Cross Curriculum Team Leaders, an Educational Welfare Officer (EWO) who has experience of

working in the Police Force, a Persistent Absence Administrator and two Campus Supervisors. All of these staff collaborate to form a cohesive team with the purpose of improving student attendance and other wider outcomes such as behaviour, punctuality etc.

The Educational Welfare Officer (EWO) monitors individual student attendance and carries out home visits to the homes of all students including disadvantaged (PP) who are hard to reach and vulnerable. The ESW meets weekly with the Assistant Curriculum Team Leaders to discuss, analyse and review attendance and other issues in each Year Group.

A Persistent Absence (PA) Co-ordinator works with the Educational Welfare Officer (EWO) to ensure that attendance data is analysed and that individual and group patterns of absence are identified in order to set up appropriate intervention and support. Campus Supervisors are also engaged every day in checking that students are in lessons.

The impact of the work of the Educational Welfare Officer (EWO) and the attendance team can be evidenced by the fact that current college data demonstrate that the systems implemented are resulting in small improvements in the attendance of students who are at risk of becoming persistent absentees, although the college recognises that there is still much work to be done to improve the situation.

The college Attendance policy is not accessible via their website so it is not clear how attendance is promoted and absence is discouraged.

Leadership Recommendations:

- Continue to ensure that student progress in relation to ambitious targets is monitored and tracked across time and compared between specific groups of students including disadvantaged (PP) and that teaching, intervention and revision programmes are adjusted in light of individual student needs
- Ensure that staff at all levels are offered the support and guidance they require to make the best use of student data to inform their teaching and improve outcomes for their students.
- Ensure that all staff work collaboratively to gather, share and use information about disadvantaged (PP) students, comparing rates of progress in all subjects to enable early, rapid and accurate identification of students' underperformance and reduce in college variation – war walls, newsletters, staff briefings etc
- Ensure that the attainment and progress of disadvantaged (PP) students is a standing item for discussion on line management, department and year group meeting agenda.
- Through academic mentoring discuss progress with students so that they are aware of targets and data relating to their own position and progress and are more able to address their own underperformance with the support of their teachers
- Ensure that systems for using data to provide a clear profile of absence and identification of vulnerable students have clear actions taken as a result of the findings.
- Ensure that the college Absence Policy is on your website and that it conveys clear messages about the place of attendance in the college ethos and identifies clear links between attendance, attainment and student well-being. The Policy should also outline the role that all members of the college community play in promoting good attendance and discouraging absence

Personalisation - how does Quality First Teaching meet pupil needs?

Teaching is good. Students are effectively challenged and engaged in developing their knowledge skills and understanding (Ofsted Section 5 Report March 2014)

The Senior Leadership Team (SLT) identifies Quality First Teaching (QTF) as good overall. The leadership of teaching across the college is well organised and led by the Vice Principal who implements strategies to ensure that professional development and training is tailored to meet the needs of individual staff.

The college also employs a team of Leading Practitioners. Their work is focused on securing consistently good teaching through coaching, mentoring and sharing good practice across the college. They are also responsible for ensuring that there are high quality teaching resources on the college learning platform for staff to use to improve their own practice.

Planning of lessons makes use of class level data to personalise learning opportunities and identify when intervention may be necessary. The quality of the Student and Class Information File (SCIF) which staff are expected to use to plan their lessons continues to develop in order to ensure that learning is personalised for individual students.

Each teacher has their own personal (SCIF) file which contains data for all students so that those who are under-performing can be easily identified to enable teachers to focus on planning for their needs

The expectation is that all teachers plan lessons following a checklist which includes the need to highlight the provision in place for disadvantaged (PP) students based on their ability. This was clearly seen in a maths lesson observed during the review where the planning pro-forma had been used well to highlight the "pupil premium focus", although it was difficult to see how this differentiation worked in practice and the Vice Principal feels that differentiation and oracy will continue to be an area for improvement. There is continuous monitoring of teaching through lesson observations, work scrutiny and student voice surveys.

Information on the quality of teaching derived from lesson observations is maintained by the Vice Principal in the form of a planning and intervention tracking system which uses The Teachers Standards Framework as a benchmark for judging the overall quality of teacher performance.

Currently work is continuing to ensure that observations of teaching correlate and triangulate with other quality assurance processes such as student outcomes, work scrutiny and student voice. From September teachers will be observed once formally through the academic year with a series of "lesson visits" planned throughout the year.

Work on developing student literacy and a particular focus on oracy is a key focus as is ensuring that there is better differentiation in teaching across the curriculum to ensure that it meets students' learning needs.

Leadership Recommendations:

- Continue to challenge and improve teaching across all classes and subjects through the college QA processes, CPD, peer coaching and sharing good practice as over time this should reduce the need for stand-alone interventions
- Continue to drive forward the high expectations you have in relation to the planning and personalisation of learning especially in ensuring that learning meets the needs of all identified groups/individual students.
- Continue to ensure that all teachers are using student data to inform their planning so that students are clear about their targets, current levels and what they need to do to improve further
- Identify teachers who in addition to Leading Practitioners consistently demonstrate quality first teaching and use them to share good practice with weaker teachers through CPD sessions and 1:1 coaching. This will help build capacity across the college
- Ensure that when designing the new "lesson visits" programme that each one focuses on a particular theme (eg oracy, marking etc) of teaching and learning and sets out what you expect to see teachers doing in lessons in relation to the targeted theme
- Research and use best practice for developing students' oracy skills. Programmes such as Unlocking the World – an Australian Literacy for Learning package

Encouraging active Governor involvement

The college has an established and defined approach to Governance but it does not currently have a Governor with responsibility for Pupil Premium. Governors are kept informed about the use and

impact of Pupil Premium through an annual report and staff presentations and discussions at their meetings. Link Governors visit Departments and report back to the Governing Body through their committees. They ask challenging questions and hold Senior Leaders to account for the progress of students in the college. A recent focus has been on finding out more about the achievement of high ability students as they are aware that an aspect of the Pupil Premium is ensuring that disadvantaged bright students have the chance to go to the best universities.

Three Governors, including the Chair took part in this Pupil Premium Practice Review and during discussions they highlighted that in order to develop and enhance their skills and knowledge further they would benefit from having more detailed knowledge and clarity around what the Pupil Premium is invested in, the reasons behind the decisions and how impact is monitored and measured.

Leadership Recommendations:

- The Governing Body to appoint a lead person for Pupil Premium to represent the Governors and to ensure that the Pupil Premium funding is used to support eligible students, to clarify what the money is spent on and why and how the impact is being monitored and measured across the college. High spend demands high impact.
- The Governing Body to further develop further their quality of Governance through ensuring they have a full working knowledge of:
 - How Pupil Premium Funding is being used
 - Whether the premium is being used effectively
 - Are the success criteria for interventions measurable where possible?
 - What historical data reflects in relation to attainment and progression and what the present college data show in all year groups across the college (not just those at the end of key stages) for disadvantaged (PP) students in comparison to other students in relation to attainment and progress
 - If there are gaps in the attainment of students who are eligible for Pupil Premium and those who are not, are eligible students making accelerated progress – are they progressing faster than the accelerated rate – in order to allow the gaps to close?
 - Are Governors clear about attendance, punctuality and behaviour (particularly exclusion) of this group and taking action to address any differences?
 - Overall, will Governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?
- Ensure that student progress including that of disadvantaged (PP) students is a permanent fixture at Governing Body Meetings and on agenda and minutes

Monitoring and evaluation - impact of spend and performance management of staff

The Section 5 Ofsted Report of 2014 stated that *there is a very effective system of analysis of the progress of both individual students and groups and that accurate information is the backbone that drives teachers' planning for delivering lessons and that the college is very good at accurately predicting its results.*

Pupil Premium Funding has been invested in providing assessment and data support for staff on the data team so that they are able to design and prepare data which is accessible to staff so that they can identify, monitor and support disadvantaged (PP) students. The Assistant Principal who has responsibility for Pupil Premium is working in partnership with the Data Manager to further enhance and refine data systems to make sure that the college continues to have a high quality management information system which will allow all staff to have full access to a system that they understand fully and can use effectively to track and monitor the progress of their students.

Class profiles are now used by all staff which contain both quantitative and qualitative data covering progress, attainment, groups of students, strategies and support, attendance and effort. There are plans in place to link progress made by students to the interventions that they have received. In recent years there has been a strong focus on tracking and monitoring at Key Stage 4 (KS4) but the college is strengthening this at Key Stage 3 (KS3) so that they are tracking and monitoring students from their entry into college all the way through to Post 16. Their "Catch them Early" philosophy has yet to embed fully, but when it does they will be less reliant on stand-alone intervention.

Support for Achievement Trackers are being used by the Support for Achievement Mentors (SFAs) to analyse data for disadvantaged (PP) students they work with to see whether they are above or below expectations, passing this information on to the Curriculum and Year Leaders for further processes to be activated.

The impact of Pupil Premium Spending is identified on the Policy and Impact Statement. However, the college recognises that this could be more detailed and explicit by ensuring that the hard evidence they have about the difference it is making to eligible students is clearly evaluated and reviewed against objectives set for each item of investment.

Performance Management processes are rigorous and robust and based on the Teacher Standards.

The college will need to ensure that the impact of the work of members of the Senior Leadership Team (SLT) whose salaries include a proportion of the Pupil Premium funding is measured against the outcomes for disadvantaged (PP) students because of the large amount of funding used to pay them.

Similarly, there are other new posts which are financed through the Pupil Premium Funding which will require the same analysis in relation to impact.

Continuing Professional Development opportunities for staff are wide and varied with a calendar of opportunities produced at the beginning of each academic year which are linked to whole College priorities. Teachers I spoke to during my visit spoke very positively about the opportunities the college offers them.

Leadership Recommendations:

- Monitor the performance of disadvantaged (PP) students from year to year as they go through the college to maximise the number who make more than expected progress from their low starting points. Some of these students will have to make more than expected progress to secure GCSE Grades in English and maths and all other subjects they study.
- Use your data to evaluate existing provision and check whether perceived impact is actually happening and intervene quickly if any chosen strategy or intervention fails to show impact – analyse data carefully and put measures into place to improve the effectiveness of the strategy or intervention
- Increase the robustness of impact statements as outlined in the Leadership and Management section of this report
- Ensure that Performance Management processes measure the impact made on student progress by staff whose full or part salaries are paid for from the Pupil Premium Funding

Holiday provision with a clear purpose and attendance at extra curriculum activities

The Extra Curricular programme offers all students an extensive variety of opportunities and is overseen by an Assistant Principal. The college produces a very engaging 24 page booklet which explains the benefits of taking part in after and out of College activities. Bright and colourful it gives every possible detail about activities, days, times venues etc. Activities are offered in all areas of the curriculum ranging from breakfast clubs, Stem Clubs, intervention sessions, revision clubs, more able programmes, holiday clubs, booster classes and individual support sessions. Some activities are designed to ensure that students develop an active and healthy life style: Fishing club, boxing,

Zumba, cheerleading, air cadets, singing, dancing (it truly is an all singing and dancing programme!).

The Pupil Premium funding is used to support the incentives and rewards system to encourage disadvantaged (PP) students to attend extra catch up, revision and booster sessions and well as actually offering extra holiday sessions in order to maximise their achievement. Free music lessons are also provided to disadvantaged (PP) students to ensure that they have equal access to opportunities that they would not normally be in a position to access because of financial constraints.

Specific tailored opportunities are available for students across all years groups such as Raising Aspirations Workshops and disadvantaged (PP) students who are identified as being in this cohort are also offered the opportunity to attend events such as "Discover Us" at Sheffield University, "Shine" programme and residential at York University and Introduction to University Days at Leeds University. The Transition Co-ordinator keeps a detailed log of which students attend which event and works alongside the More Able Co-ordinator to track and monitor impact.

A monthly report is produced for each Year Group to show which activities and interventions disadvantaged (PP) students have attended with numbers of students involved in each one. The Gifted and Talented Co-ordinator also creates, tracks and monitors aspiration raising programmes for the most able disadvantaged (PP) students.

These two data sources provide a good basis from which the measuring of the impact of individual interventions could be measured to show impact.

Leadership Recommendations:

- Continue to offer the wide range of holiday and extra-curricular provision and promote the aspirational Academies provision
- Consider how you can measure the impact it is having on raising achievement and students' physical and emotional well-being

What does parental engagement look like for these pupils?

The college provides parents with very high quality information. The guides which are designed and published for each year group contain a wealth of information which informs parents of all aspects of college life and how things change from year to year. These guides are impressive, clear, well thought out and easy to read.

The college also supports parents to access information through the college website and regular newsletters. The Progress and Achievement framework explains clearly and includes parents in the target setting weeks and progress and achievement sessions which are held at the college and sets out how they can become more involved. A confidential email address is available to parents should they wish to make direct contact with staff at the Minsthorpe Access Point (MAP) to discuss any concerns or worries they have about their children.

The college holds regular parent consultation events where there is a clear focus on attainment, progress, attendance and wider outcomes. Attendance at meetings is variable by year group but the college uses a variety of strategies to remind parents of when they are happening and are well aware that many parents are happy to engage with them on a one to one basis.

The college also runs parent workshops covering things such as how to support sons/daughters with maths, on line safety and celebrations of work undertaken through Family Sports Festivals and showcases of work.

The college uses the Kirkland Rowell survey to gauge the views of parents. The Ofsted Parent View survey shows that parents are generally very positive about the college and the work it does.

Leadership Recommendations:

- Continue the already good work you do in providing parents and carers with high quality information about the college's work and their sons/daughters progress
- Track the impact of any strategies and interventions you introduce by linking measures of parents' participation in workshops and meetings etc. to data on student progress.
- Review the current learning at home resources you have on Firefly to see whether they include simple "take home" activities for students to undertake with family members, particularly during the transition years
- Use your data on parental involvement, for example participation in surveys, attendance at parents' evenings and wider activities. Are there any parents of disadvantaged (PP) students who engage less and what strategies might you use to draw them in?
- Ensure that parents are fully aware of the potential for the college to receive additional funding and the impact this could have by raising the profile on the college website, in college booklets/prospectus and in initial meetings with parents when students join the college

What is good practice?

- The Student and Class Information file (SCIF) is a very useful toolkit and supports teachers with accurate identification of students who may be underachieving in order to help teachers to plan their lessons to meet the needs of all students. The college does recognise however that teaching that meets the needs of all students will continue to be an area for development.
- A wide range of support from the Specialist Support and Minsthorpe Access Point (MAP) Team ensures that students have a wide range of support from appropriately qualified individuals and agencies.
- An Imaginative and alternative extra-curricular programme is used well to increase student participation and engagement in learning, build confidence, raise self-esteem and promote health and well-being.

College MINSTHORPE COMMUNITY COLLEGE

Coach Janet Pruchniewicz

Date June 2015
