Castleford Park Junior Academy Pupil Premium Profile January 2017	
Total number of pupils in the school	393
Number of PP-eligible pupils:	94
Amount per pupil:	£1300, with 3 LAC at £1900
Total pupil premium budget:	£120,120

Structure of the review

The review was undertaken by:

Name - Ian Clennan Lead Reviewer Headteacher and National Leader for Education

Evidence Base:

* School Development Plan prior to inspection.

* School Development Plan post inspection

* School tracking and pupil premium strategy statement for 2016/2017

* Interviews with parents, governors, pupils and staff.

* Learning walk through all classes.

Context:

- The school has undergone several changes of leadership over the last few years. The head of the Glasshoughton Infants academy was appointed Executive headteacher in March 2014. The headteacher resigned in April 2014. Another substantive headteacher took up post in September 2014 and resigned part-way through the academic year. The deputy headteacher became the acting headteacher in September 2015 and was given the substantive post in September May 2016. Currently, both headteachers are involved in leading and managing the school. A new deputy headteacher was appointed for September 2016 with a specific remit around disadvantaged pupils and funding with part of her role being linked to ensuring vulnerable pupils (including SEND and disadvantaged) have access to effective provision.
- The school was inspected in October 2014 and judged as Requires Improvement for overall effectiveness. In September 2016, week 3 of the new term, the school was re-visited by Ofsted and judged as Requires Improvement for overall effectiveness.
- School tends to feed from two main providers, Glasshoughton Infants Academy and Wheldon. The admission limit is 105 and school reports a difference in moderation and baselines from the different providers. They have strong, secure relationships with Glasshoughton Infants Academy and moderation is accurate, whereas pupils from Wheldon and neighbouring schools further afield tend to be less consistent in moderation and also provide the school with a greater proportion of disadvantaged pupils. A small number of parents are choosing to send their children from Airedale schools to CPJA in a range of year groups.

Evidence of school performance

| **Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils – September 2016:** | • The proportion of disadvantaged pupils is above the national average.
• Governors do not hold leaders to account rigorously enough about the progress made by different groups of pupils, particularly for pupils who are disadvantaged and those who have special educational needs and/or disabilities.
• Additional funding is not used effectively to rapidly reduce the difference in the progress made by disadvantaged pupils of all abilities when compared with similar pupils nationally.
• Improving the quality of support and challenge for pupils who have special educational needs and/or disabilities and for disadvantaged pupils needs to improve.
• Ensuring that governors hold leaders to account more rigorously about the progress made by different groups of pupils, particularly those who are disadvantaged or who have special educational needs and/or disabilities needs to improve.
• The leadership of the school requires improvement because leaders' work to improve teaching and raise standards has not had sufficient impact on the progress of all pupils since the time of the last inspection. Leaders have not yet closed the achievement gaps between disadvantaged pupils and other pupils nationally. Gaps currently remain too wide between the progress of those who have special educational needs and/or disabilities and their peers.
• Additional money for supporting disadvantaged pupils is used effectively to enable mentors to provide regular social, behavioural and emotional support. This has contributed to the increase in attendance and improvement in the behaviour of some disadvantaged pupils. There is good use of this funding to provide one-to-one and small-group sessions with teaching assistants for specific pupils, which is contributing to the recent improvement in the attainment of disadvantaged pupils. However, this additional funding is not used as effectively as it could be to rapidly reduce the difference in the progress made by disadvantaged pupils of all abilities when compared with similar pupils nationally. Governors do not hold leaders to account rigorously enough about the progress made by all disadvantaged pupils.
• Governors visit the school regularly and they use this first-hand information to ask some insightful and challenging questions of leaders. However, governors come to |

	share leaders' overly positive impression of the school's performance because they do not probe the information they receive in enough depth. The lack of clarity about the precise progress of disadvantaged pupils compared to other pupils nationally impedes the level of governors' challenge of the school to ensure that pupil premium funding leads to improved outcomes for this group of pupils.
	• Improvements in the quality of teaching, learning and assessment have yet to have a big enough impact on closing the gap between the achievement of disadvantaged pupils and that of others by the end of key stage 2, or the gaps in progress between pupils who have special educational needs and/or disabilities and their peers.
	• In 2015, higher-attaining pupils made significant progress. Overall, pupils' progress in writing and mathematics continued to be below that seen nationally. Few disadvantaged pupils made the required progress in reading, writing or mathematics. Significantly fewer boys and middle-attaining pupils than in most schools achieved the higher Level 5 in English grammar, punctuation and spelling.
	• Pupils who have special educational needs and/or disabilities did not make the progress expected of them in reading and writing in 2015. Too few disadvantaged pupils reached the higher standards expected of them, given their entry capabilities. Until now, the school has not accurately monitored the impact of the extra support given to these pupils and has not determined precisely what works well and what is less effective.
	• The recent appointment of an experienced and well-qualified senior leader for pupils who have special educational needs and/or disabilities, disadvantaged pupils and the most able is rapidly improving the tracking of pupils' progress and raising awareness of the inconsistency in the quality of support and interventions.
	• Inspectors' scrutiny of current progress information and pupils' work, particularly that of higher-attaining and disadvantaged pupils, indicates variable rates of progress and a variable quality of work over time being produced in different classes. Teachers' monitoring does not yet accurately identify all pupils who are not achieving as well as expected.

Summary of school's performance data:	Performance data provided before the visit gave detailed information as to the outcomes for PP pupils in all areas of school. School has clearly identified the issues in the 2016 data set, particularly around maths and middle attainers at Key Stage 1. They were able to provide case studies, which highlighted progress but became a little too long. These could be quickly improved by clearly explaining progress in year and over time so that they celebrate interventions and strategies being used by the school. School has a range of tracking systems in place and are able to quickly generate data for all areas of analysis. They now need to decide which information provides the key headline information and use this to hold teachers and teaching assistants to account for pupil performance in year and over time.
School's pupil premium statement:	The school has written a new Pupil Premium Strategy document and this is ready to go on the website after the review. The school is using the Teaching School Council materials in their work and this is providing a useful scaffold for the new senior leaders. Following discussions the school should now update the Pupil Premium Strategy document so that it removes day to day interventions, adds clarity to things that need extra information such as 'pupil premium mentors' and can look at progress over time rather than comparing to in school non-pupil premium pupils. This document can then be uploaded onto the site to ensure website compliance.

Below summarises the key areas covered by the review and also provides some recommendations to be considered by the school.

Area (including sources of evidence)	Strengths	Areas for development
Interview with parents/carers **Three parents / carers agreed to meet the reviewers**	• School is 'amazing'. Lots of multi-agency work takes place which has aided the diagnosis of specific conditions such as ASD and ADHD. Parents/carers talked about their children going from hating school to loving school.	• The website information around the Pupil Premium Strategy needs a further update, but documents are ready to be uploaded.

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	• Lego and fit to learn interventions have resulted in a love of school, while parents were aware they were still below expectations they were happy levels of engagement for their children had returned. • School is consistent for the pupils. Parents value the support in place and discussions that happen around a child. They also commented on the improved communication and how they perceive staff morale to have massively improved over their time as a parent of the school. • Pupils get help when needed, whether through interventions, diagnosis, transition days or specific issues that come from home. • Small things make a difference at both home and school. Things are sorted immediately, while understanding that sometimes school has to deliver 'harsh' messages. • This group of parents/carers are a real asset to the school and could capture interventions, a range of clubs available and the pastoral support available to pupils.	
Learning Walk – in most classes.	• Pupils can track their own learning through embedded AfL strategies being used within classrooms. • Pupils could clearly talk about their learning and link this back to previous learning in both maths and English.	• While there is a clear policy for marking and feedback, this is not yet consistent across all classes due to the different ways the teachers have interpreted the policy, which presents the idea that Years 3/4 have a different

Area (including sources of evidence)	Strengths	Areas for development
	- Teachers were able to talk confidently about the changes in maths and how this is making them more aware of the new tougher expectations in the National Curriculum. - Pupils collaborate well in lessons. They are able to articulate their learning and understand that through this close working together it helps them to learn and to become more independent during other tasks set by the teacher. - A range of interventions are used during the afternoon. Pupils were not distracted by a large number of groups happening in some rooms and were responding well to carefully targeted questions by teachers and teaching assistants. - Teaching assistants are clear of their role during lessons and understand the expectations set by the teachers for each session.	approach to 5/6 - Improvements have recently begun around maths planning through using the White Rose hub materials; however, the most challenging work set is not always challenging enough for some more able pupils. Equally, there are some opportunities during the hero and legend sections of the lesson where pupils would benefit from an opportunity to consolidate their learning rather than moving swiftly on. - The innovation and invent parts of Talk4Writing are too scaffolded. If these stages are taught successfully pupils should be able to generate their own success criteria as well as creating their own word banks etc. Only the most severe SEN pupils may still need a scaffold and this will result in more independent writing at the innovate and invent stages which will be evidence that can be used against the interim framework.

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Pupil Discussion	• 6 pupils (plus 1 TA) were chosen at random from the list supplied by the school. They were all polite, kind to one another and really listened to all the questions asked. • Children spoke confidently about the systems they used in classes to help them become better learners such as the green for growth, purple pen and clear behaviour consequences in place. • They talked about everyone always being kind, always smiling and giving help when they are stuck. • Wonder assemblies were enjoyed by all the pupils. They could talk confidently about the questions set and enjoyed the challenge of coming up with new and interesting answers. • Children really valued the clubs provided by the school, they spoke confidently about the impact that rugby, dance, ICT homework and other clubs had on their enjoyment of school. • Pupils valued the trips and other opportunities provided by the school such as Eden Camp, Cober Hill etc. They were also able to link these visits back to learning in the classroom. • Pupils talk positively about the good relationships in school and that their community had a real sense of belonging.	• Pupils understanding of different cultures is limited. While school has this planned within the curriculum and work is being done, all pupils found it difficult to articulate their understanding of different cultures in their local, wider, national and international community.

Area (including sources of evidence)	Strengths	Areas for development
Governor • Meeting with the Chair of Governors and governor with new responsibility around Pupil Premium.	• Governors have quite rightly highlighted that they have received too much detail around data at meetings, resulting in them not have the opportunity to ask the challenging and strategic questions needed. • Governors have recently received Raiseonline training so that they can now access the school data and start to ask the right questions of senior leaders within school. • A Pupil Premium governor has been appointed and will act as the strategic lead on the governing body.	• Governors are now well placed to start digging into the data and hold senior leaders to account. • Creating a common approach to data presentation and analysis will aid governors in respect that they can spend more time on writing questions than analysing different looking data sets. • Develop a plan on how best the new Pupil Premium governor can add value to the full meetings. There are real opportunities for the governor to act on behalf of the full governors and meet more in depth and look at the positives/negatives around data presented at meetings and then feedback findings in subsequent sessions, rather than always relying upon senior leaders.
Senior Leaders • Meeting with Headteacher and Deputy Headteacher (SENCO / PP Lead).	• Senior leaders have a clear understanding of the issues around their pupil characteristics at school and the issues they face from the different feeders in Year 3. • Leaders carefully track mobility and SEN needs into both Year 3 and across the school.	• There are opportunities to sharpen the pupil progress meetings. At present the system is perhaps not as efficient as it could be and a sharper focus for individual

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	• Analysis of 2016 data by the senior leaders is clear they understand the issues around disadvantaged, middle attainers at KS1 and maths compared to reading and writing. • Pupil progress meetings take place every 6 weeks and these are held in different teams and have a disadvantaged focus, although it is not clear whether this is the most efficient system for the school. • Senior leaders have an accurate view of where the strongest teaching and learning is currently happening. They are supporting colleagues to become stronger, more reflective practitioners but are equally aware that in future classroom organisation that shares good practice will result in less of their time being needed to support weaker colleagues in Year 3 /4 • Leaders have been quick to identify teaching strategies that have been less successful and stopped these as soon as possible. As a results school has now made the decision to progress with the White Rose maths hub as this develops mastery through fluency, problem solving and reasoning, something lacking from the previous	teachers with leaders drilling into the data will help provide a commentary to the data overview, as well as plan future intervention mapping. • Develop a consistent data tracking format that can be completed by the class teacher, middle leaders and senior leaders. This document can then be presented to governors so that everyone is using the same format. • Ensure that progress can be compared to previous years and terms so that discussions can take place around improvements in attainment and progress. • Senior leaders to write a short summary on their expectations around assessment at Castleford Park Junior Academy that captures

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	maths curriculum. School has recently started to use Talk4writing to develop the same mastery approach to teaching writing across school. • Interventions are carefully considered and adults trained to deliver a range of interventions with assessments taking place pre and post intervention. • Same day intervention in maths is having an impact that is reducing additional time needed for maths intervention and this model is being explored across wider areas of the school.	expectations around both progress and attainment. • On data sheets and summaries to provide the number of children in the calculation so that middle, senior leaders and governors can see where the most significant areas to be addressed are rather than just a simple percentage.

Recommendations:

- Add a clear context section to the SEF which highlights those varying behaviour expectations of the different feeder schools arriving in Year 3, as well as unpicking the ethnicity of the pupil premium group within school and for how many pupils are they always in receipt of free school meals. This will sharpen behaviour understanding in September but also allow school to track the most vulnerable White British cohorts within school.
- Work with feeders at both infant and secondary level to create more opportunities for transition so that new Year 3 pupils have an opportunity to embed and understand the behaviour strategies of the school before starting in September, so that issues around early inspection and behaviour not being 'where the school would like' can be addressed before the summer term ends.
- Look at the sharpening of pupil progress meetings so that time is being used well and meetings are efficient and create swift future intervention plans.
- Write an assessment summary for school that captures expectations within each year group for attainment, progress and progress over time.
- Continue to embed cultural opportunities for pupils so they can articulate their place within the local, national and international communities.
- Further improve the consistency around marking and feedback so that the policy is interpreted in the same way across school.
- Maths – examine whether the most able are being sufficiently challenged to reach new high standards. Ensure that there are opportunities to consolidate, as well as ensuring staff are encouraging pupils to tackle the appropriate level of challenge for their prior attainment as a starting point.
- Writing – Use good planning examples around innovation and invention to ensure that writing in these stages of Talk4writing is developing an evidence bank of independent writing and that the imitation stage contains the scaffolds that are developed as toolkits throughout the next 2 week teaching sequence.
- Senior leaders to consider the wider curriculum for pupils who could attend lots of afternoon interventions and look at reducing these over time as pupils catch up on previously missed learning.

- Governors to receive clearer data summaries which they can use to challenge senior leaders. The new pupil premium leader can act on behalf of the governors to visit school to challenge and support data, seeing detailed examples and reporting back on the detail behind the data at future meetings.
- Pupil Premium Strategy document to be updated to include:
  - ❖ numbers of pupils,
  - ❖ progress over time,
  - ❖ less about day-to-day interventions being run by the school
  - ❖ removing the non-pupil premium and gap data as this is no longer needed within the strategy.

  This will result in a document that can be understood and evaluated at the end of the year looking at the impact of the work around the barriers identified by the school.