

School	Headteacher	Date	Review Team
Matthew Arnold School	Mr T Byrne	26/04/2018	A .Allen SSIO (Lead) N. Carroll (Consultant Headteacher) M. Huyton (School LSIP)

School Context

School & Community Context

The school is located in the mixed highly deprived socio economic Toxteth area of Liverpool. Deprivation is twice the national average. The school is smaller than average with a predominately white British intake, however non WB admissions are rising and are currently at 25.7%. EAL pupils make up 14.1% of the current school community which is below national average but accounts for over 20% on average in Y3 and Y6. This is a popular school with most year groups full to the PAN. There are only 4 available new admission places. The school population is relatively stable with a higher than average SEND 26.2%. The number eligible for PP funding is currently 100 pupils (approximately 48% of NOR) and a high percentage are also on the SEND register and 1 is CLA.

School offers a breakfast facility for all pupils and a range of after school clubs.

The new Headteacher took up post in January 2016 and has led the school through a number of turbulent changes including staffing, governance, budget and realigning the relationship with a local ASD special school. There is a busy children's centre on site and a 2 year old provision before/after school care company who use the school facilities.

Ofsted Status

The school was inspected in November 2017 and judged to be requiring improvement overall with personal development, behaviour and welfare judged to be good.

Key statements from Ofsted report relating to the performance of disadvantaged pupils

- Disadvantaged pupils do not make enough progress compared to other pupils nationally
- The need to ensure lessons take full account of starting points for disadvantaged pupils
- Increase the challenge in lessons for disadvantaged pupils
- Develop an effective approach to improving outcomes for disadvantaged pupils and ensure the impact on attainment and progress is measured precisely across the school
- Governors to ensure that the PPG is used fully effectively in improving pupil outcomes and diminishing the differences with other pupils nationally
- Rates of progress for disadvantaged pupils from their individual starting points on entry to Reception vary and this group do not always make the progress they should

Purpose and Focus of the Review

NOTE: throughout this report PP (Pupil Premium) and disadvantaged apply to the same group of pupils for whom the DfE provide additional funding

The main aims of this review agreed between SLT, SIL and Governing Body were to conduct an evidential based review of PP funding for 2016-17 in terms of impact on pupil outcomes, offer advice on the school's new plan for 2017-18 and suggest, if possible, additional proven strategies for school leaders and effective approaches in raising outcomes for PP funded pupils.

Review activities included:

Current in school data meeting with SLT
 Attendance and behaviour discussion
 PP impact statement for 16-17 on school website
 PP planned spend for 17-18 on school website
 Book scrutiny
 Review of case studies
 Visit to Breakfast facility
 Learning walks with pupils
 Pupil pursuits (KS1 and KS2)
 Meeting with English and maths leads
 Discussion with EYFS Lead
 Discussion with Sports Coach
 Meeting with Governor representatives
 Meeting with Business Manager
 Discussion with 5 PP children Yr2-6
 Discussions with PP parents
 Verbal feedback to Headteacher

Other Information

The review was structured and conducted in full and open partnership with the leaders and managers of the school.

Thanks to all at Matthew Arnold Primary School for their friendly welcome, engagement and total cooperation during the review.

Main Findings & Recommendations**Data historical and 2017/18 targets**

Overall, the review found that: In 2016 KS2 PP pupil outcomes were as follows. 14 PP pupils (52%), cohort number 27. **NB there were 2 pupils identified as more able, both girls and whilst only 1 attained combined at GDS each attained at least EXS in all 3 core subjects.**

KS2	EXS+ %	GDS %	Progress all PP	Progress More able
Reading	35.7	7.1	-3.8	-2.92
Writing	64.3	14.3	-0.4	-3.06
maths	35.7	0	-4.1	-7.10
combined	28.6	0		
GPS	57.1	0		

In 2016 KS1 PP outcomes were as follows 19 pupils , cohort number 32

KS1	EXS+ %	GDS %
Reading	42.1	5.3
Writing	42.1	5.3
Maths	42.1	10.5
Combined	31.6	5.3

Yr1 Phonics Outcomes 2016/17 cohort number = 32 pupils

	2015/16 – 17 pupils	2016/17 – 10 pupils
Yr1	47%	28.7%

EYFS Outcomes 10 PP pupils in 2016-17

	2015/16 %	2016/17 %
GLD	12.5	50
Reading EXP+	13	60
Writing EXP+	13	50
Number EXP+	38	60
SSM EXP+	13	70
CLL	50	80

2017/18 targets

	EXS+ in Yr2 (11 pupils 38%)	EXS+ in Yr6 (16 pupils 55%)
Reading	55%	71%
Writing	45%	71%
maths	45%	71%
combined	45%	71%
Yr 1 Phonics (16 pupils)	63%	
Yr2 Phonics cumulative (11 pupils)	90%	
GLD	38%	

Leadership and governance

Leaders have a clear and insightful view of the attainment and progress of all PPG funded pupils in every year group. Pupil progress meetings are focused on those individual PP pupils who are not meeting their termly targets and clear next steps, targets and actions are agreed. Teachers are in charge of delivering/organising focused interventions and at each progress meeting the impact of these actions is rigorously followed up. Evidence presented to the review team clearly demonstrates the rigour and impact of these meetings. SLT's approach to a personalised support programme for every PP pupil is impacting positively on their educational outcomes, attendance and engagement with learning.

Data presented to the review team demonstrates clearly that concerns raised in the December data set have been quickly addressed and on the whole, outcomes have improved in the new Spring data set. There remain some vulnerable groups in certain year groups whose attainment is falling short of that hoped but clear actions have been put in place to address these.

In terms of expected progress school is using the commercial Target Tracker system, as are a number of Liverpool schools, and have adopted the aspirational 6 points per year criteria for all pupils which takes into account prior key stage attainment across all phases. This allows school to have a clear comparative view of progress for PP pupils. SLT do not accept PP pupils should make less progress than their non-disadvantaged peers which is evident through data tracking and pupil progress meeting records. SLT are ambitious for ALL their pupils despite any disadvantage.

PUPILS

Pupil pursuit and pupil lead learning walks clearly demonstrated that teachers and TAs know who the PP pupils are. PP pupils are fully included, challenged appropriately according to ability and enjoy the opportunities school offers them. In a Yr1 English lesson for example, the targeted PP child was highly articulate, enthralled and challenged. She commented that she loves school, her favourite subject is English and she would like to be an Author or teacher when she grows up. Informal observations of the rest of the class highlighted that planning is clearly focused on individual pupil needs and differentiation was appropriate for all abilities yet also included challenge. It was a privilege to share the active engaging learning taking place.

Learning walks with a review team member took place in both KS1 and KS2. PP children led both learning walks. All the children displayed exemplary manners throughout the learning walk and were articulate and highly engaging.

The pupils from Key Stage 1 were keen to show off the library and the books available to them. They were happy and relaxed in their school and were very proud to show a visitor around. They pointed out work on display that they were involved in and explained how Key Stage 1 was organised and worked. They said they enjoy their lessons and they love reading.

The KS2 pupils were enthusiastic about and extremely proud of their school. They directed the reviewer to look at the displays of work in the communal areas and in each classroom. They both said the focus on reading for pleasure brought in by the new Headteacher had made huge changes. They showed the reviewer the reading area "pods" attached to each classroom and explained how they are used. They did make some suggestions regarding how these could be further developed. During the learning walk the reviewer asked the children about the wider curriculum. They enthused about visits, visitors and practical craft based activities linked to the learning topic. For example the Yr4 pupil directed the reviewer to the topographical maps his class had recently made linked to the study of European countries.

It is clearly obvious that there is a renewed love of reading in this school. For example during the KS2 learning walk the pupils enthused about the changes in the library area and the range of new books and magazines now available to them. They told the reviewer they can choose any book to read but that adults would also direct them to books they may enjoy reading. They love the reading chair and enjoy listening to an adult reading to them, one child said "I close my eyes and I just hear the words and it takes me into the book!" Both pupils also said they could read books they don't have at home and that they can now take books home to read and then discuss with adults in school. They also shared that they don't have many books at home.

During a larger meeting with a number of PP pupils, they were all very polite, helpful and good natured. They said they are proud of their school. They say they enjoy coming to school and are very clear that they are safe and that there is no bullying. They felt if they had a problem then they could go to a teacher or other trusted adult.

They were able to identify some trips they had been on such as to the Philharmonic Hall and the Everyman Theatre. They also talked about the opportunities they enjoyed to attend after school provision such as sports clubs.

Current in school data

The data tracking system has been expanded to clearly indicate attainment and progress of all PP pupils in each year group. Spring data indicates an acceleration in progress across all year groups and in each core area. However attainment data currently suggests a dip in Yr3 Writing & Maths but contextually 3 pupils left and 2 new starts in Spring 2 are included in the latest data collection. The collection and rigorous analysis of data alongside a focused monitoring cycle ensures individual slippage is identified quickly and actioned. SLT know the current data well, forensically evaluate and use this analysis to challenge teachers and intervention delivery. This was backed up during meetings with the English, Maths, EYFS and phonics leads. SLT and subject leads are fully aware of any current attainment and progress dips in every year group and are addressing these. This school knows its data well, is highly evaluative and rigorous in tackling any underachievement.

Governance

Governors have a clear and increasingly incisive view on how the PPG is distributed and managed. The impact of the PPG is a standing item on Governor meetings and in the standards and curriculum committee meeting. GB minutes demonstrate clear challenge to SLT in regard to improvements in outcomes for this group of pupils and reflects the whole school focus on educational attainment of disadvantaged pupils.

The Governors are aware of the allocated budget and of the number and range of needs of PP pupils in school. Governors knew which strategies were working best for pupils such as breakfast club, additional sessions with the psychologist and initiatives such as gardening club. Governors were not complacent and said they recognised there was still more to be done, for example, on persistent absence.

SLT and Governors are recommended to keep up to date with new developments by reading the following reports and guidance:- Ofsted refs 130016 and 130045 and the EEF Toolkit guidance (newly published) regarding high impact/low cost strategies (Governors have used this document). The Lead also suggests reading the Pupil Premium Practical Guide published by Marc Rowland which offers practical proven strategies which may be useful for Governors.

Finance

The school business manager monitors the PP budget carefully in line with dates set by the Leadership team for review. She keeps a running total of spending in each priority area ensuring that money is well allocated and spent in accordance with the planning of senior leaders. The budget she is currently managing is £140,649 and she keeps records of income as well as allocated spend such as cost centres for trips, training, bought in professional services, English and maths. There is then a further costs breakdown by provision to keep track of specific spending in more detail.

School based interventions and support

Data and discussions with SLT and subject leads clearly highlighted that interventions are timely, have an individual pupil focus which includes addressing any home issues and are rigorously analysed for impact. Data suggests that moving the emphasis to teachers directing specialist intervention has proved highly effective as has individual in class support for pupils at risk rather than out of class intervention.

New breakfast initiative

There has been a new strategy since October 2017 of providing **free** cold and hot food before school from 8.30 – 8.45 for all children delivered via a “hatchery” on good weather days and in the hall when the weather is inclement. The Headteacher introduced this as an alternative to providing a traditional breakfast club provision. Currently up

to 50 pupils per day access the facility. This new approach is highly popular with children and parents. The cook runs this facility and ensures she speaks personally to every child and parent. This is helping develop the children's oracy and also allows her to engage with parents frankly regarding any problems they may be facing.

Parents told the reviewer that, "... this helps with getting the children to school on time as I have 5 kids and a baby; the kids enjoy it and it helps me to get organised in the mornings; I can tell E when I have problems and she gets someone in school to help me; I don't have time for any breakfast and E gives me and the kids toast and cereal bars; when it is pancakes or bacon butties my kid can't wait to get to school; my kids get something to eat every morning when I am struggling ; my benefits keep getting changed and knowing my kids can have food every morning is a lifeline". Recommendations have been made regarding how to possibly further develop this facility.

English, Phonics and Maths Leads

The English lead is the Yr5 teacher and has been working closely with SIOs to develop pupils' vocabulary and accurate spelling. She knows the in school data well and is effectively challenging/supporting identified teachers to raise standards. Her analysis of NFER tests outcomes highlighted the need for pupils to have increased experiences of test questions, build their individual resilience and expand their comprehension and inference skills. This has led to a timetable change across the school since January with an additional 45minute slot each morning to allow teachers to focus on whole class gaps, individual pupil targeting and addressing misconceptions immediately. The impact of this approach can be clearly seen in the improved Spring outcomes. School have recently adopted a clear handwriting and presentation policy which was evident during the book scrutiny. Talk for Writing was introduced across the school in January 2018 and green shoots of improvement and engagement with writing are becoming apparent. She is delighted with the impact of the repurposed library and the pupils' interest in reading the newly purchased books. Her view was confirmed by pupils during pursuits, learning walks and the discussion held with pupils. Reading for pleasure is now evident across the school. There are new lunchtime reading clubs, reading ambassadors in Yrs 5 and 6, new reading journals and books are changed every half term. The sports coach also runs a Premier Readers session weekly with a targeted group of PP boys.

The Maths lead took over this whole school responsibility very recently. She is the Yr1 teacher and also leads Phonics. Once again she has a clear incisive year of the current in school data in all year groups. SIO support has focused on developing individual planning for slippage and increasing the attainment opportunities of the more able PP children. NFER and in school data analysis highlighted basic skills issues with Number in most year groups. This has been addressed by introducing an additional 15 minute morning session in all classes for all pupils. Weekly arithmetic tests indicate improvements in standards. Times table Rockstars has been very recently introduced in Yr4&5 and is very popular with the pupils already. A significant number are increasingly accessing this at home independently.

To improve phonics outcomes, support has been provided by the SIO lead to ensure quality early teaching in YrN and YrR which is impacting positively in Yr1. School has chosen to adopt Letters and Sounds in YrN as it currently suits the school context better. Current data suggest the Yr1 63% voluntary target will be achieved as will the 90% Yr2 cumulative target. Whilst the gap with national for Yr1 will remain, if target is achieved, there will be a significant reduction in the current gap. The close working with Early Years will ensure phonics screening test outcomes continue to demonstrate the current positive upward trend. The Lead monitors delivery of phonics termly and uses her monitoring plus test outcomes to identify children who require additional consolidation/small group additional teaching and phonics homework when appropriate. The lead along with SLT are well aware of the need to possibly adopt a word recognition approach for a group of complex ASD pupils who continue to score extremely low at screening tests.

Attendance

Attendance has improved steadily over the last year. Cumulative attendance is 95.3% in comparison to 94.3% for the same period last year. The cumulative sector average for Liverpool is 95.46% for the same period. The gap between Pupil Premium pupils and other pupils at the school has narrowed by 0.9% over the last year.

Overall persistent absence has decreased slowly from 28 to 20 pupils. 12 of these are PP pupils. These pupils are

known to leaders and both EWO and school continues to engage with the families to address this.

EYFS

The Early Years lead was able to identify how school was responding to the issues outlined in the Ofsted inspection report. She clearly identified the ways in which the setting and adults are supporting the development of language and communication for their pupils. She described a language rich environment, quality adult and child interactions, talk for writing and a focus on story telling.

She knew the pupils well and was able to identify the needs of 4 pupils in detail who will not be at GLD this year. This includes pupils with social and communication difficulties, medical issues, developmental issues and physical difficulties. This information accounts for the gap (-27%) between PP and non PP pupils in GLD this year.

Sports coach

The sports coach delivers PE and has a clear data set of the PPG funded pupils. He works in close co-operation with SLT and class teachers to identify pupils who would benefit from both in and after school health related and exercise activities. He was able to clearly articulate and present a clear breakdown of PPG pupils now taking part in many sporting activities and the impact on their health, wellbeing and confidence. In the past some PPG pupils have been funded to engage in wider after school activities such as darts, Beth Twedell coaching, kits to take part in football teams and golf lessons. Children's views regarding the range of in school and after school sporting activities are canvassed termly to ensure activities not only engage pupils but also address and health issues. For example this year curling has been introduced to engage the least physically active pupils.

Case studies

Case studies are kept for all children where attainment and / or progress is not in line with national or school tracking expectations, or where there are specific circumstances for an individual child, which impact on attainment and progress.

The case studies are detailed in most respects and it is clear that a great amount of work has been put into them. However, there is some variability in quality and content. In addition, each year is detailed separately. Therefore, the review team felt that it would be beneficial for the school to adapt to a single format with regard to the information presented and that an overview / summary of the child's whole school journey should form the first page of each study, with individual year group information sitting behind this. This small adjustment to practice would give a more concise and informative picture of a child's journey through school on transition from class to class.

Parental view

A reviewer met with 2 parents of a LAC child who is under their foster care. These parents requested the change of school place to MAPS in 2016 from another local school. They were effusive in their praise of the school leaders' actions and how fully inclusive the schools is. They stated the improved communications meant they knew exactly what was happening in school and enjoyed hearing about the exciting activities the pupils now enjoy. They cited many examples of how school has supported their son to re-engage with learning, particularly with reading. They said he now reads all the time and discusses books with them. They shared their pleasure at the increased number of out of school trips and in school visitors and how this links clearly to independent homework tasks that their child enjoys. This view was also reflected during learning walks and pupil voice. They did have ideas on how other parents could be encouraged to approach school for help which have been included in the recommendations. They told the reviewer " ...it is hard to get your child in here now because it is now so popular, particularly if the child has ASD as they are so totally inclusive and flexible."

Overall

Leaders have taken swift and effective action to further refine the monitoring cycle and ensure all data is used effectively to target individual PP children and raise outcomes. This individualised approach is proving effective but leaders are fully aware of the need to further raise outcomes for some pupils in certain year groups and have clear plans to address this. Current in school data suggest that disadvantaged pupils are on the whole making better

progress than their peers but attainment gaps with National Other still exist.

Alterations to the morning timetable to address English and maths gaps are on the whole having a positive impact.

Behaviour for learning and behaviour around the school is exemplary. Children are confident, happy and feel secure in school. Relationships between pupils and with adult are highly positive. This is a happy school with a learning buzz.

Committed, knowledgeable subject leaders have been empowered to actively lead their areas and developed in terms of data analysis and effective challenge/support to their peers.

All leaders use the clearly understood monitoring cycle and activities to challenge underperformance and slippage quickly and effectively.

Attendance has improved steadily and PAs are also reducing but leaders accept there is more work to do here.

Governors have a good understanding of the needs of the PP pupils. They recognise the improvements in attendance but are not complacent and keen to explore other strategies that will impact positively on attendance and reduce PAs even further. Governors have a clear overview of the PPG spend and monitor/challenge the impact of this spend through regular Governor meetings.

Main Recommendations:

- Investigate opportunities to provide a register of PP children accessing the free breakfast food facility and how this is linking to their attendance, punctuality and educational outcomes
- A number of pupils suggested they had few quality books to read at home. Perhaps consider contacting Scholastic to purchase low costs texts for PPG pupils to read at home or invite the local library to visit. Some schools have found it beneficial to fund a book per pupil at holiday time. Expand the library to include newspapers and additional magazines. Perhaps create an area that focuses on a particular genre with pupil book reviews and book of the month
- Consider how the reading areas attached to each classroom could be further decluttered, enhanced and focus clearly on reading for pleasure. Whilst the review team agree the need to also use these areas for intervention delivery and records of these interventions, perhaps there is some scope for further development.
- Consider how the current nurture yard facility could be expanded and possibly provide an opportunity for ASD pupils to independently access when necessary whilst the main school yard offers engaging adult lead activities. School could contact the Little Schools coaching for support here. They have proved effective in many Liverpool school so far and develop the skills of MDS to lead active engagement. eamon@littlesportscoaching.co.uk
- Continue to engage with local schools in terms of proven attendance initiatives that work well, such as welfare calls to ascertain when pupils will return; no answerphone to leave messages on; whole school/class rewards as opposed to individual awards. The school might also like to try monitoring the daily attendance rate per class, and reducing if possible, levels of illness through education and work with families/parents and carers. But be aware of the need to constantly re-evaluate approaches for impact. Increase the pace at which attendance improves and set more short term goals for narrowing the gap between PP pupils and other pupils in the school. Target PP persistently absent pupils for rapid improvement before the end of the academic year. Some schools have found it useful to analyse any patterns of absence within the PA group and address the pattern with parents/carers
- Consider if punctuality for some PP pupils is limiting them from accessing the early morning Maths additional support and hence limiting them in addressing basic skills issues
- Further develop the current case studies to ensure they are concise, consistent and clearly focus on education outcomes and attendance throughout a child's school career
- As the planned PPG spend strategies changed slightly in January 2018 following monitoring and data analysis, it is recommended the current plan is updated to reflect this. It is also generally recommended that all schools monitor the impact of the PPG at least termly and that this is a clear milestone within the planned strategy each year
- Adapt the school PP file for external view that includes historic/current data; case studies; current attendance & PA data compared to other local schools if possible; parental and pupil views; external review reports; SLT evaluation ; analysis of impact interventions; breakfast facility ; PPG spend; funding for school trips and out of school sport activities and minutes of GB discussion and challenge re PP pupils