



Pupil Premium Review

School	West Hove Infant and Hove Junior School
Executive Headteacher	Madeline Southern
Reviewer	Tara McVey
Date of review	10/1/23

Context

West Hove Infant and Hove Junior School federated in Jan of 2022. Together, they form a larger than average school from Reception to 11. The six forms of entry work across a split site from Reception to Year 6 with 4 forms on one site and 2 on the other. The federation has worked hard - and continues to work hard - to ensure consistency of provision and experience across the two sites.

There is a high - and increasing - level of SEN need throughout the school. This is a pattern which exists in the local area. In addition, some pupils, post Covid, have needed additional support in play skills and the vocabulary of social interaction.

In addition, the school, which prides itself on its inclusivity and diversity, having achieved IQM centre of excellence status, has a very high level of pupils for whom English is not their first language. There can be between 10 and 13 different home languages in each class. There are frequent new arrivals to the school from other countries - both refugees and also children whose parents arrive to study at the University. There are significant levels of families with involvement from Social Services, as well as many children whose families do not meet the threshold for support but whose home lives are significantly disadvantaged.

The two sites have different catchments and therefore different levels of deprivation. Recent years have seen a slight increase in disadvantage within Infants. Stability is high at the Portland Road site while there are reduced numbers at the Holland Road site, due to a fall in pupil numbers in Brighton and Hove.

Review process

The review comprised of the following activities:

- Meeting with SLT
- Meeting with link Governor
- Conversation with range of staff with various levels of responsibility
- Classroom visits

Strategic review findings

The Senior Leaders approached the review in an open and reflective manner, demonstrating a thorough understanding of the community they serve, its challenges and a real commitment to achieving the highest possible outcomes. The link Governor was extremely well informed, understanding the tiered approach and the work that is done to ensure that all of the Governing body hold the school effectively to account for Pupil Premium strategy and spend.

The school places importance on building nurturing and effective relationships with pupils and their families. Staff at all levels are truly focused on understanding the pupils as individuals with individual needs, looking beyond the label to consider how disadvantage impacts pupils learning. They talked about the importance of getting to know individuals and putting meaningful things in place for them - and how they do this effectively.

In addition, there was a real clarity around the fact that the most powerful school level influence on outcomes for disadvantaged pupils is high quality teaching. The school works hard to ensure collaboration is effective - that staff are able to work together, using an evidence informed approach, and harnessing their collective knowledge of their own context - in order to achieve the best possible outcomes; all staff talked about what they do to support pupil learning from within the school.

The school also understands the need to take a holistic view, ensuring they consider possible barriers and 'give children what they need in order to succeed.' The well embedded 'learning compass' is a key part of this. There is a real focus on consistency everyday and high expectations across both sites both for the staff and also the students to feel safe and secure with a consistent routine for learning.

Classroom visits are only ever a snapshot of what goes on in a school. However, they can offer opportunities for reflection to inform next steps, particularly with regard to in school variation. In all the lessons visited, pupils were engaged, focused and working hard. In one Year 5 English lesson, pupils had been reading a graphic text and were using it as the basis for a piece of writing. Although it was possible to see the difference in attainment levels between pupil books, it was clear that there were high expectations of the work of all pupils who were effectively applying what they had been taught and could talk about it. In Maths lessons from Year 1, who were counting, to Year 4, who were working on multiplication word problems, pupils could articulate and explain the strategies they were using to find the answer. In Maths in Year 6, they were using example problem pairs. Teachers at all levels focus on the use of carefully chosen questions to interleave knowledge. They use visualisers to model their thinking process to support pupils' metacognitive development and scaffold their learning towards independence. The focus on vocabulary development is clear throughout the school. In a Year 2 class, pupils had their own individualised vocabulary development sheets on the desk for support but could also talk confidently about the words they had been learning, giving their own definitions and examples which showed real understanding of how to use the word in context. e.g. 'Onomatopoeia is a word that is also a sound that you write down. For example, bang or crash.' 'Century as in a century is a hundred years or three centuries are three hundred years.'

What is the impact of socio-economic disadvantage on pupil learning in this school?

Issues discussed were:

- Access to life experiences/ opportunities for personal development and the real disparity between the most advantaged and the least advantaged within the school and therefore the need to consider carefully the development needs of all, as staff cannot simply rely on common life experiences as a basis for learning
- Mathematical fluency
- Oracy - particularly as an increasing challenge in Early Years
- Vocabulary and writing - we discussed language acquisition, vocabulary development, resilience within writing and the ability to reflect on and improve a piece of writing
- Relationship building and emotional wellbeing
- Metacognition and self efficacy

How is this being addressed?

	Leadership and governance
<p>What has/is being done to address this?</p>	<ul style="list-style-type: none"> ● The school have a real focus on ensuring the highest quality teaching in the classroom and talked about their effective processes for supporting teacher development including: <ul style="list-style-type: none"> - A model of individualised teacher coaching which has been piloted and is now being rolled out - The consistent, evidence informed learning structure utilised throughout the school which advocates a step-by-step approach with a focus on revisiting and retrieval - CPD sessions focused on using the learning structure effectively ● High quality classroom practice is supported by intervention sessions targeting gaps identified with pinpoint precision by the classroom teacher and considering the curriculum. Intervention sessions rotate when pupils receive them in order to minimise curriculum impact. ● There is a real focus on forensic assessment of need and not assumption. The school has developed class profiles and individual profiles. Every class has a profile for disadvantaged students with the key focus for each child identified by the teacher termly. In addition, individual pupils from each class who may need additional targeting are supported by a child profile. The questions, designed to help teachers reflect on areas for support, are based on potential barriers relevant to the context of the school and its pupils (based on practice seen at another school). Each aspect is RAG rated based on a variety of data including teacher knowledge of the child. This also allows for sharing of this knowledge when pupils transition to the next class. ● Learning Behaviours compass used throughout the school. Each element within the compass is represented by an animal, using narrative to ensure the meaning sticks - the Cooperation bee; the creativity butterfly; the

	<p>independence Polar Bear; the Perseverance Tortoise; the Curiosity Owl. These animals and their stories are introduced in Reception.</p>
<p>What successes has the school had (include evidence)</p>	<ul style="list-style-type: none"> ● Staff talked very positively about the learning compass. They see it as pivotal to what the school does to support students to understand how to be really successful learners. Pupils throughout the school could talk about what they learned from them. ● Learning structure was evident in lessons during lesson visits, talked about positively by staff and referenced by students. ● Staff talked about coaching which empowers and develops teachers and subject leaders to ensure everyone is challenged. ● Staff talked about the fact you can see the impact that coaching and the learning structure is having in lessons. ● Staff are confident in using visualisers to support their 'I do, we do, you do' model. Pupils in every classroom visited were confident and able to apply their learning in the 'you do' stage. ● Discussion with link governor showed a real understanding of the strategy as well as a clarity around the process by which the impact of Pupil Premium spending is evaluated, looking to ensure value for money
<p>What further improvements are required?</p>	<ul style="list-style-type: none"> ● The strategy plans are wide ranging. However, there are moments where greater clarity could be achieved. For example, oracy was cited as a challenge but is not listed on either strategy document. ● Within the Hove Junior School document, the Challenges section could benefit from refining as it starts to focus on actions and even impacts rather than clearly identifying the challenges to achievement that have been identified. School leaders talked clearly about the challenges that exist so it would be good to see the paperwork show this deep level of understanding of the pupils. All activities in the plan are supported by a clear rationale. However, for some, the research evidence that supports the approach being adopted is missing. Again, the school is so evidence informed in its practice that it would be good to show this off within the documentation. Some of the intended outcomes and success criteria in the plan are clear and measurable. For others, it is worth considering the range of 'data' that would be useful in benchmarking and measuring progress.

	<p>Teaching, curriculum and assessment</p>
<p>What has/is being done to address this?</p>	<ul style="list-style-type: none"> ● The school has moved from a Maths intervention model to a mastery model working with the Maths hub and an emphasis on ensuring mathematical fluency from EYFS to Year 6. ● Curriculum - in their work to ensure progression documents run from EYFS to Year 6, the school has working parties across each subject who work together looking at the learning progression and pedagogy of each subject. ● The curriculum incorporates 'Stunning starts' and 'fabulous finishes' as immersive experiences, bringing learning to life for pupils.

	<ul style="list-style-type: none"> ● Core knowledge files for each unit are shared with parents. Two types of homework: Take home tasks (which are around learning through working with family) as well as ‘normal’ homework tasks. These evolve through the school - phonics, reading, maths but also related to foundation knowledge in bite size pieces ● The school uses an effective model of Preteaching vocabulary for targeted pupils to ensure equity of starting points prior to introducing new content ● Reading is a well established strand across the school; the school has rightly focused on the reading attainment of pupils, considering each aspect from decoding and fluency to comprehension. ● Vocabulary and writing are key foci across the school. This incorporates a range of strategies: In Year 6, they use dual coded Science topic vocabulary and word walls which are designed to be used within lessons. Vocabulary in Year 3 is individualised for the child on strips on the desk. In Years 2 and 3, useful words for that lesson are on the edit sheet. Word of the day is taken from from Tier 2 vocabulary. Modelled ‘edit pages’ are used in Juniors, showing pupils how to edit or redraft work properly, thinking deeply about language and sentence choices (rather than writing in neat!) Starts in Year 3 and builds from there.
<p>What successes has the school had (include evidence)</p>	<ul style="list-style-type: none"> ● Reading and vocabulary thread throughout the federation leading to strong outcomes including disadvantaged v non disadvantaged. ‘Better reading support partners intervention used in a bespoke way. The school achieved very positive reading progress scores for disadvantaged pupils in external KS2 data in summer 22 ● Progress in writing over the last 3 years has improved. Covid had an impact on writing resilience. The focus on the edit page supports children to take more risks with their writing. Emphasis on this across the federation. Even in reception, they start teaching the language of the colours - green, orange, purple, thinking about how can I ‘polish’ this? ● In all Maths lessons visited, pupils spoken to could talk confidently about how they had reached their answers and why they were correct. ● English curriculum is hooked on key texts which have been chosen for an appropriate range of challenge. ● Pupils spoken to in lessons are talked enthusiastically about their learning and about the language they can use. ● Positive feedback reported from parents regarding homework support ● Staff talk about the effectiveness of pre teaching vocabulary and the focus on students identifying the words they didn't understand such as the magic words seen in Reception. They also report that dual coding has been amazing for students to support their understanding and the fact that the images are consistent benefits EAL and some specific sen needs particularly.
<p>What further improvements are required?</p>	<ul style="list-style-type: none"> ● To consider the next steps for consistently using dual coding, which has been trialled within specific years and subjects and is planned for further roll out ● Consider pupil cognitive load in evaluating aspects of practice: Eg in classroom word walls. How are these used purposefully in lessons to support pupils’ development of language? Are these all words you would

	<p>expect pupils to know and use? Are they there to choose from? Do they relate to the current learning?</p> <p>Yr 6 stairs display mathematical facts to support fluency. Is it worth exploring limiting these further and changing them as we tend to pay more attention to things which are new and different?</p> <ul style="list-style-type: none"> ● Continue to refine and further develop consistency of practice in editing. For example, the Year 2 edit sheet was used differently to other year groups and was very text heavy. How does this relate to the use of the Edit page in KS2?
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Pupils academic and pastoral needs	
What has/is being done to address this?	<ul style="list-style-type: none"> ● Forest school is linked with the main curriculum ensuring that it is relevant and supports learning as well as providing a range of other experiences ● A range of interventions have been put in place to support Oracy ● Designated Senior Mental health lead is in place and is given time to support both staff and students ● NTP being used for Pre teaching. Very careful diagnostic assessments to identify what is needed. ● Maths intervention and writing intervention are absolutely seen as additional to the main curriculum rather than as a replacement. The school rotate the lessons, changing which lesson is used each week, and choosing what content is being taught in that lesson, so that pupils can go straight back into that lesson sequence and are not additionally disadvantaged <p>All interventions timetabled to have minimal impact on pupil curriculum and with a clear end point. Any interventions are teacher led, pinpointed to the specific gap for that child and linked with the curriculum. HLTAs are used, at times, to run lessons so that teachers are delivering very targeted interventions.</p> <ul style="list-style-type: none"> ● There is a focus on oracy through the school including an ‘Early Talk’ boost group. Previously, the school has used Nuffield Early Language Intervention but has since moved to Talk Boost speech and language following evaluation. Working with the Early Oracy programme in Brighton and Hove, the school has trialled a programme of inviting Early Years families (with a focus on the disadvantaged) to workshops, encouraging talk on a variety of topics. The focus is on what we’re doing at school and what this could look like in the home - supporting parents to know ‘how to play’ increasing parental confidence with key vocabulary etc. ● The school have implemented ‘Little Wandle’ this year as a phonics programme, looking to the evidence and success and impact in other schools to inform their own implementation of the programme.
What successes has the school had	<ul style="list-style-type: none"> ● Evaluation of the Early talk boost group shows very positive feedback. The programme will be run again this term with a plan for how to improve engagement and attendance, using evidence from other schools. One

(include evidence)	<p>powerful aspect was parents sharing learning and ideas they used successfully at home.</p> <ul style="list-style-type: none"> ● Pupils were confident in sharing their ideas and articulate in expressing them ● Little Wandle is already showing an impact on the phonics progress of pupils both for disadvantaged pupils and more widely.
What further improvements are required?	<ul style="list-style-type: none"> ● Ensure that interventions have clear benchmarks within your wider strategy. As we discussed, consider that data can come in a variety of forms and still be relevant, valid and rigorous as an evaluation of the impact.

Final reflections

The school had a truly warm and welcoming atmosphere where pupils were cared for and expected to work hard. The atmosphere in lessons was positive and purposeful. Every member of staff focused on what is within the school's sphere of influence, in terms of supporting every pupil to achieve. The school had a clear understanding of how disadvantaged impacts on pupil learning - and a real strategic focus on what they are doing to mitigate this.

Targets

Targets from current Pupil Premium strategy	Agreed Success Criteria
<p>1. Continue to develop pupil's language use while supporting pupil cognitive load by:</p> <ul style="list-style-type: none"> - planning and implementing the next steps for the school wide focus on vocabulary instruction including the development of consistent use of dual coding and the use of classroom word walls in lessons - continuing to refine and develop consistency of practice in scaffolding the editing process for pupils 	<ul style="list-style-type: none"> ● Disadvantaged pupils' progress in writing continues to improve ● Disadvantaged higher attaining pupils at KS1 maintain trajectory of progress in writing and achieve Greater Depth at the end of KS2 ● Disadvantaged pupils achieve national average attainment and progress scores in KS2 ● The gap between disadvantaged pupils and non disadvantaged in reading and writing at the end of KS1 continues to close
<p>2. Continue to focus on the improvement in mathematical fluency across the school by:</p> <ul style="list-style-type: none"> - continuing the focus on the 'I do, we do, you do' model with clear modelling (eg using the visualiser and example problem pairs) 	<ul style="list-style-type: none"> ● The gap between disadvantaged pupils and non disadvantaged in maths at the end of KS1 continues to close ● Disadvantaged pupil's progress increases over the three year cycle

<ul style="list-style-type: none"> - continuing the work on the Maths mastery approach - continuing to take innovative approaches to supporting retrieval (such as the Yr 6 maths stairs!) 	<p>and is maintained in maths at the end of KS2</p> <ul style="list-style-type: none"> ● 80% of disadvantaged pupils in Y4 pass the Y4 times table check
<p>3. Continue to focus on ensuring opportunity for challenge and greater depth</p> <ul style="list-style-type: none"> - continuing to identify and monitor progress for pupils with potential greater depth - continuing the focus on consistent use of teaching and learning whole school lesson structure - Maintaining whole school high expectations for all pupils and embedding the mastery curriculum for all - Continue to close gaps following Covid which may prevent GD 	<ul style="list-style-type: none"> ● Maintain high levels of greater depth in reading over time ● Disadvantaged higher-attaining pupils at KS1 maintain progress and achieve GD in writing at the end of KS2

Sources of evidence and additional resources to support with these targets

[Improving Mathematics in Key Stages 2 and 3 | EEF](#)

[EEF Guide to Improving Mathematics in EY and KS1](#)

[THE DIY EVALUATION GUIDE](#)

[Deepening knowledge through vocabulary learning](#)

[researchEDHome 2020 Jon Hutchinson: Seven Distinctions Every Subject Leader Should Know About](#)

[EEF blog: Scaffolding High-quality Talk in Maths](#)

<https://anchor.fm/kieran-mackle/episodes/Teaching-Writing-A-Field-Guide-e1unvh2/a-a9ag41c>

[EEF Cognitive Science Review](#)