

Joseph Swan Academy

| Joseph Swan: external review of the Pupil Premium 2018 – 2019 | | | |
|---|--------------------|------------|---------------------|
| Headteacher: | Miss Heather Scott | Signature: | <i>H. Scott</i> |
| Chair of Governors: | Mrs Helen Harold | Signature: | <i>H. Harold</i> |
| Reviewer: | Dr Wendy Ripley | Signature: | <i>Wendy Ripley</i> |
| Senior PP Leader: | Mr Chris Bland | | |
| PP Champion/Coordinator name: | Mrs E McCulloch | | |
| Date of initial review visit: | 15 November 2018 | | |
| Date of final pupil premium review visit: | 17 January 2019 | | |

| Pupil Premium Profile 2018-19 | |
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| Number of eligible pupils: | 426 (out of a school population of 911): 46.7% |
| Amount per pupil: | £935 |
| Total pupil premium budget: | £397,843 |

Executive summary

1. Background information about Joseph Swan Academy

- Joseph Swan is an average-sized mixed, non-selective secondary and 16 to 18 Academy.
- The proportion of disadvantaged pupils at 46.7%, is much higher than the average. 33.2% of the students have an average IDACI decile of 1 meaning they are in the bottom 10% indicator for deprivation nationally. Students at Joseph Swan are drawn from both the affluent Low Fell area and the Teams estate and the Avenues of Bensham; both of which have high levels of social deprivation. Many of these families are in the second or third generation of unemployment, which can lead to low aspirations among students.
- The proportion of pupils who have SEN and/or disabilities is average. The proportion of pupils who have an education, health and care plan is

above average.

- Most pupils are White British.
- Outcomes for Year 11 pupils at the end of the 2017/18 academic year (as reported on the gov.uk webpage for Joseph Swan on 11Mar19)
- the Progress 8 score, at -0.52 was well below average, placing Joseph Swan in the bottom 13% of secondary schools nationally
- the Progress 8 score for disadvantaged pupils declined further when compared to previous years to -0.84; this was well-below the 0.13 national performance measure for this group of pupils (the benchmark group for comparison is England *state-funded school 'other' (non-disadvantaged) pupils*)
- the Attainment 8 score at Joseph Swan was 40.3% compared to 64.2% locally and the 46.5% national average
- the Attainment 8 score for disadvantaged pupils, at 33.9% was below the benchmark measure seen locally (50.6%) and nationally (50.1%).
- the proportion of pupils staying in education or entering employment was 90% compared to the 94% reported seen in the local authority and the England average
- the proportion of pupils entering for The English Baccalaureate (Ebacc) at 26%, was well below the figure seen local (42.9%) and the England average (43.30%); the average points score for Joseph Swan pupils entered for the Ebacc was 3.2, compared to the local authority average of 3.96 and the England average of 4.04
- the last reported information for rates of pupil absence (this is for 2016-17 as found on the gov.uk webpage for Joseph Swan) indicates that the overall rate of absence at 5.2% is broadly average (NAT:5.4%); similarly, at 11.4% the rate of persistent absence is also broadly average (NAT: 13.5%). However, the rate of absence for pupils eligible for free school meals over the past 6 years at 47.4% is well above the 28.6% England average.
- the proportion of Joseph Swan pupils staying in education or entering employment that was last reported was 90% compared to the 94% average seen locally and nationally.
- Following a period of due diligence, and after consideration by the regional Schools Commission, it has been announced that the school is likely to become a sponsored member of the Emmanuel School's Foundation (the trust) at some point during 2019. The trust is supporting the school already by providing expertise in English, mathematics, assessment, and curriculum for example.
- The academy has recently achieved a National Citizen Service Gold Award; this is in recognition of the hard work, dedication and commitment of staff and students in support of volunteering and citizenship activities.
- The academy has a number of partnerships with external providers that make a strong contribution to students' learning, welfare and personal development, including one with Newcastle United Football Club. (NUFC). The Joseph Swan NUFC Enterprise Group have recently won regional heats and are due to represent the North East in a national competition shortly.

2. The use of the pupil premium funding up to and including 2017-18 primarily supported the following:

- a senior leader with a 'pupil premium champion' brief
- development of an academic attainment and achievement team
- life coach support on a weekly basis for Year 11 students
- Yoga lessons on a weekly basis for year 11 students
- an academy counsellor (with referrals to the service made by members of pastoral teams)
- uniform subsidy (access to this aspect of the funding frequently arising from regular uniform checks)
- PE Kit subsidy
- equipment subsidy (access to this aspect of the funding often arising from regular equipment checks)
- teaching some students in smaller classes or groups
- information and intelligence gathering activities such as case studies to investigate overall rates of achievement and the achievement of different groups of students
- providing a range of integrated, targeted and one-to-one support
- mentoring for selected students provided by members of the academy leadership team and the intervention team
- scrutiny of the quality of teaching and learning and students' work, focusing on the quality of delivery in classrooms and students' outcomes
- providing a range of family learning and support opportunities
- coursework completion 'clinics' run in each school holiday
- a range of additional support for maths and English delivered in class, on a 1:1 basis and by withdrawing pupils from their main lesson to be taught in small groups
- social worker/counsellor support
- a breakfast club run in the summer term for Year 11 to ensure students are well 'fuelled' for their exams
- fully subsidised music lessons and instruments
- 'Access for all fund' providing subsidies for trips and visits to ensure all students can access and participate in 'enrichment beyond the curriculum' activities
- alternative pathways and educational opportunities.

3. The pupil premium strategy so far has been driven by the following desired outcomes:

- provide additional educational support to accelerate and improve the rates of attainment and progress made by disadvantaged students
- narrow and close the gap between the achievement of disadvantaged students and their peers
- address any underlying inequalities between children eligible for pupil premium and others
- to ensure that the additional funding reaches the students who need it most and where it is most likely to have a significant impact on their education and life chances.

The ethos and vision of Joseph Swan is to be an academy 'where everyone can shine'. To achieve this, leaders aim to ensure students are well supported and provided with every opportunity to participate fully in academy life. Pupil premium funding has been used in a wide range of ways such as to subsidise uniform expenses and provide access to extra-curricular visits and events where students experiencing financial hardship would not usually be able to participate.

4. How successful the pupil premium strategy has been to date (up to the end of the 2017-18 academic year):

What has worked well and resulted in improvements?

- All revision and exam workshops were well attended by PP students; 94% of pupil premium (55/59 students) participated.
- Student feedback activities including evidence gained through an evaluation questionnaire, showed that 98% of Year 11 students felt they were better prepared for revision and exams following their participation in exam resilience workshops.
- *'Pupils respond positively to their experiences in school and are keen to participate in the wide range of extra-curricular opportunities offered. Almost all pupils take advantage of the extra-curricular programme'* (Joseph Swan section 5 inspection report: Ofsted April 2018). There are more than 20 different clubs at Joseph Swan. In 2017-18, 47% of PP across years 7 to 11 participated in a wide range of enrichment activities broken down by year group as follows: year 7, 48%; year 8, 44%; year 9, 17%; Year 10, 52%; Year 11, 85%.
- The impact of the BTEC Enterprise curriculum on year 9 students; this contributed to the improvement of 20.6% seen the proportion of students achieving all of their targets across the curriculum by the end of Year 9.
- *'In key stage 3, pupils are engaged in the school's own 'Thrive' programme, which allows pupils to explore global topics in more detail. Through this programme, pupils take advantage of home-learning opportunities to write creatively and extensively.'* (Joseph Swan section 5 inspection

report: Ofsted April 2018). Feedback from student voice activities about the 'thrive' programme involving the 420 year 7 and 8 students, has been 95% positive.

- Holiday revision sessions for year 11 PP students. 52% (31 students) attended 112 sessions across the Easter weeks. 42% (25 students) attended sessions across the Feb half term week.
- Team Talk/Mentoring programme(s) for LAC students have made a strong contribution to the learning and progress of this group of students. In year 7, 72.7% on/above track; year 8, 82.9% on/above track; year 10, P8 -0.09; year 1, P8 0.11.
- Subsidies for PP/DS students to attend trips and visits have made an effective contribution to access: *'The range of visits, trips, events and activities further enrich pupils' experiences. As a result, pupils broaden their horizons beyond their own local community, which supports their spiritual, moral, social and cultural development.'* (Joseph Swan section 5 inspection report: Ofsted April 2018).
- The minimum entitlement for PP students in each year group to access two opportunities for careers advice and guidance: *'Careers information, advice and guidance are very effective. The school has been creative with local community links to encourage those pupils at risk of being disengaged from education and training to think positively about their next steps.'*
- Embedding of the SISRA package (online analytics programme) to focus on the attainment and progress of PP students - 100% (41 individuals) of senior and middle leaders and TLR post-holders have been trained to use SISRA so that tracking and assessment systems are more rigorous
- Launch of Duke of Edinburgh Award to give further opportunities to PP students; 100% of the year 10 student cohort to achieve Bronze award in 2018
- 'In Year 7, pupils who need to catch up with their reading and number skills benefit from additional support through reading programmes and a curriculum which provides focused lessons designed to improve their understanding.' (Joseph Swan section 5 inspection report: Ofsted April 2018). The additional resources for literacy and numeracy interventions have had a positive impact; 40% of students in year 7 accessed literacy support and all of the cohort improved their reading age as a result.

What has not worked so well or not resulted in the desired outcomes?

Analysis took place against students' initial targets and the end of year P8 score, to see where the largest gaps existed. Leaders' review of end of year information showed that the following actions did not have the desired impact:

- Subsidised revision materials in English and Maths for all Year 11 PP students. 2018 PP student P8 score of -0.82 compared to -0.77 in 2017

- Purchase of Maths problem solving books for all Year 11 PP students. Grade 5+ in Maths: 19.4% (2017 27.1%), 2018 PP P8 Maths score -1.17 (2017 -0.75).
- Purchase of individual copies of Charles Dickens book 'Christmas Carol' for all Year 11 PP students. 2018 PP P8 English score -0.77 (2017 -0.78)
- Appointment of an additional Maths teacher from April 2018; the appointment did not have sufficient time to have an impact: 2018 PP P8 Maths score -1.17 (2017 -0.75).
- Appointment of a life coach and yoga instructor: limited engagement; on average only 10 PP students in Year 11 accessed the sessions.
- Strategies to Improve the attendance of PP Students: 2016-17 – **92.7%**, 2017-18 – **91.6%**.
- Breakfast Club: lower attendance than anticipated: 30% (40% target) of students attended across the academic year.

The pupil premium position at the end of the 2017-18 academic year.

- The Progress 8 score for PP students in 2018-19, was slightly worse than the 2017-18 outcomes (-0.78)
- PP boys (P8 -0.82) performed slightly worse than girls (P8 -0.78)
- Outcomes for PP student in Maths were a huge concern with a P8 score of -1.17, over a full grade worse than the national average for all students
- Middle ability PP students performed worse in all key measures than the lower or higher ability groups
- Students attending alternative provision, performed on average, a grade worse than those who did not.

5. The Joseph Swan approach to pupil premium for 2018/19

Note: see section '9', for a summary of the progress and improvements leaders have made since the section 5 inspection in April 2018 as reported in the section 8 monitoring inspection conducted in November 2018 and details of how the evidence has been collated during the course of this external review.

The core approaches that are currently being implemented to ensure students' needs are met and outcomes improve

Immediately following the section 5 inspection in April 2018, leaders simplified their pupil premium strategy and focused their actions on three main areas for the remainder of 2017-18. These three areas of focus have been carried through to the 2018-19 academic year and are:

- Ensuring there is a consistently high quality of teaching and learning throughout the academy that demonstrably results in the vast majority of

students making good progress over time.

- Improving overall rates of attendance for all students including pupil premium students by reducing rates of persistent absence and an increased focus on engagement with parents/carers.
- Raising the aspirations of all students especially pupil premium students, by engaging with individuals and providers in order to offer more learning and development opportunities outside of the classroom.

The overall aims of the plan

- Quality First Teaching approaches are in place and leaders monitoring shows that this is having a positive impact on the quality of teaching and learning throughout the academy.
- Sharply focused continuous development and staff training opportunities to share and embed best practice effectively throughout the academy.
- Effective induction, support and coaching for teachers new to the school – especially in the Maths and English Departments.
- Improved outcomes for disadvantaged students in Key Stage 4; the differences between pupil premium and other students are reducing.
- Improved attainment and progress made by pupil premium middle ability students at the end of Key Stage 4. Effective strategies are adopted and implemented right across the academy, in order to meet the needs of the increasing number of middle ability students the academy is now catering for.
- The progress made by pupil premium students in all subjects, in both key stages and especially in Maths and English accelerates.
- In both key stages the rates of progress made by pupil premium students with special educational needs improves
- Ensuring disadvantaged students in Year 7, whose starting points are below age-related expectation (23% of the 18-19 cohort), make accelerated progress from their starting points so as to order diminish the differences to their peers
- Improve the overall attendance and reduce the rates of persistent absence of all pupil premium students towards the national average rates for 'all students' (longer term aim); matching the national average rate for pupil premium students at the end of 2018-19 (the in-year aim).
- Improve the attendance of current Year 9 and 10 students who have historically presented well below school norms.
- Motivate and raise the aspirations of Year 11 pupil premium students.
- Increase the offer of additional enrichment and experiences for all pupil premium students across all year's groups

What is working well so far?

- PP 'champions' are now in place in each department.
- A new governor has taken up the pupil premium champion role within the governing body.
- A range of pupil premium related projects and case studies are being conducted. This is garnering interest and creating opportunities for engagement with the pupil premium strategy more widely among the staff at the same time as gathering vital information about what works and what is not working so well at Joseph Swan and elsewhere.
- There is significant improvement in the quality of intelligence gathering and the interrogation and analysis of pupil performance information by senior and middle leaders. This is ensuring the wider leadership team is better informed, better placed to keep students' learning and progress on track, and better equipped to challenge and monitor the impact of actions and make timely 'tweaks' to actions and strategies where needed.
- Leaders are scrutinising outcomes for pupils more comprehensively; tracking, assessing and analysing the attainment and progress across year groups and subjects routinely and importantly, across and between a wider range of target student groups (see the table at the end of section 9; this is an example of the types of information and intelligence gathering and interrogation being developed by the deputy headteacher and others as a result of discussions and developments as part of this review). One outcome of this is that leaders are better placed to provide appropriate challenge and/or support where tracking and assessment information and other activities such as learning walks and scrutiny of students' work suggests learning and progress targets are not on track/ being met.
- The confidence of the wider leadership team - in particular newer members of the team, including the pupil premium champion governor - is growing quickly. Some lively, energetic and well-informed discussions around the learning and progress of all pupils and different groups of pupils – including pupil premium students are being held among leaders. Consequently, senior and middle leaders are better placed to reflect on their progress and review and evaluate their use of pupil premium funding at the end of 2018-19 than has previously been the case.
- As part of the overarching overhaul of school systems and procedures that have taken place since the section 5 inspection in April 2018, senior leaders have also implemented more effective systems and strategies to support teachers' planning. For instance, pupil group codes (such as PP/DS for pupil premium students) and coded seating plans have been introduced. These ensure teachers are being provided with the information they need in order to identify their target group(s) of pupils and know who their pupil premium students are from the outset
- Middle leaders, including heads of department and PP champions are routinely checking that teachers' planning accounts for the needs of all students in their class and that learning activities are designed to ensure most pupils made as much progress as they possibly can.
- Following feedback from students who said that they did not like being withdrawn from lessons to receive support, as many support activities

and interventions as possible are now being provided within the 'whole class' environment.

- Continual professional development activities/staff training opportunities and the departmental PP 'champions' are playing an increasingly crucial role in supporting the work of classroom teachers and monitoring the learning and progress of pupil premium students. For instance, the latest pupil premium project within P.E, has helped to ensure 82% of students have already achieved or exceeded their target grade within their formal BTEC Sport examination.
- Leaders recognise that they cannot tackle all of the areas for improvement needed at once. Consequently, they are rightly prioritising their actions and the focus of their pupil premium strategy on the year groups where evidence currently suggests their actions can make the biggest difference. Improvements in years 10 and 11 are crucial to the outcomes of the academy over the next two years. A focus on year 7 allows leaders to embed good practice as soon as students join Joseph Swan and ensure this continues as they move through the Academy; it also enables leaders to implement catch up funding for those students deemed not secondary ready.
- In 2017-18, the attendance team began to run 'attendance matters' events. Parents were invited to attend these events based on information provided by pastoral teams. While successful in engaging a number of parents, especially through community outreach events, the impact on attendance rates was disappointing. As a result, the attendance focusses for 2018-19 has been sharpened; the main aim is to support and challenge the attendance of disadvantaged students, particularly those who had fallen into the persistent absence category the previous year. For those students who do not attend the academy regularly, leaders are acutely aware of the potential safeguarding concerns they need to keep at the forefront of their thinking. To this end, the deputy headteacher and safeguarding lead for the academy, now have joint responsibility for line management of the attendance team. Engaging with families is crucial and therefore home visits and 'hard to reach' events are now a regular feature of the attendance strategy, driven through by the attendance team. The attendance team have a clear pupil premium focus to all of their work and this pupil group is currently being prioritised for all home visits. The attendance team are allocated a strategic and highly visible location at all parent's evenings in order to facilitate conversations with parents as they pass by the attendance team table.
- There is an increase in the range of activities to promote the importance of good attendance to students. This includes activities such as attendance challenges throughout the year and rewards for improvements in rates of attendance and 100% attendance.
- Joseph Swan is a partner school with both the FutureMe programme and Newcastle United Foundation educational programmes. An increased programme of mentoring is being made available to a number of pupil students, from both Joseph Swan Academy staff and outside agency support. There are calendared opportunities each half term for pupil premium students to access a range of support and aspiration raising activities; these include trip and visits to local Universities. The aim is that each disadvantaged student access a minimum of 3 of these

opportunities across the year.

- A 'More Able' programme is being run by the 'Brilliant Club', to raise the aspirations of disadvantaged students and encourage applications to University. Students work with PhD mentors and lecturers over a term, producing a dissertation at the end of the programme.
- All Year 11 students' access a number of revision and support sessions throughout the year entitled, 'exam busters' and 'study skills'; these are led by the nationally recognised 'Positively MAD' training provider.
- Revision skills sessions in every half and end of term holidays, allow pupil premium pupils to access additional training and support from a range of staff.

What is not working so well yet?

- At the time of the final visit in January 2019, there was too little quantitative information available to assess the impact of the actions implemented on students' learning and progress or make any predictions regarding performance at the end of the academic year. Even so, there were some promising early signs of improvement as was noted in the section 8 inspection of November 2018.
- The new governor who has volunteered for the pupil champion brief has already undertaken some independent research about the pupil premium and is booked on governor induction training. He has formed good working relationships with the deputy headteacher and is compiling a file of key information. It is clearly too early for him to demonstrate any impact or real ownership in respect of the use of pupil premium funding, but he is very keen to do so. Leaders can help support a speedy rate of development and engagement by ensuring they are mindful of explaining any jargon and abbreviations thoroughly (the glossary helps too) and include the governor in opportunities to edit and revise the strategy and action plan, review pupil performance information and include him in some student voice activities and academy walks as appropriate.
- Attendance is not improving as swiftly or strongly expected. Determined and well thought through actions are being taken to improve rates of attendance and in particular to re-engage persistent absentees by leaders and staff. The attendance team is committed, dedicated and know the pupils and their families extremely well. In depth discussions with a range of staff during both visits confirm that the right students and groups of students are being identified and targeted. Given limited resources, leaders are prioritising their actions and use of resources extremely well; they are directing staff thoughtfully and carefully; channelling these to good effect and gathering substantial information about their students and the impact of their actions on attendance in the process. There are some strong individual cases and areas where attendance and engagement with school has improved in response to the actions taken so far. For example, persistent absence in year 11 dropped from 24% to

14% in the last half term and there was a reduction from 33 non-attenders to 20. However, leaders are disappointed because the evidence shows that the rate of persistent absence seen for pupil premium pupils while improving from 31% to 29% clearly did not reduce as strongly; and further, the most recent overall attendance rates did not look as positive as leaders and the attendance team had hoped for given their concerted efforts. Leaders know there are a number of contributing factors at play here and should steer a steady and consistent course. All the evidence indicates they are employing the right strategies to bring about improvement, but it will take time and persistent before this is consistently reflected in the attendance data.

6. Engagement with the review process and key findings

Discussions and document scrutiny during the course of this review clearly show that:

- Academy leaders have engaged fully in the review process from the outset. They have been open and honest, worked very closely with the external reviewer and taken on board the suggestions and recommendations made during the on-site visits in November and throughout the process swiftly. The quality of the professional dialogue with senior and middle leaders at the second visit in January was high. Leaders have improved their understanding of pupil premium issues and their use and understanding of performance information significantly since the previous visit. All of the leaders met with were keen and committed; they demonstrated the changes implemented since November effectively and in doing so ably showed the extent to which they are increasing their knowledge, impact and understanding.
- The pupil premium strategy and plan for 2018-19 that leaders have been developing since the initial meeting is carefully thought through; it demonstrates a more comprehensive understanding of what needs to improve and why, what actions need to be taken to bring about improvement and what strategies are most likely to have an impact and work with - and for - the staff and students at Joseph Swan.
- Academy leaders know their students well, care for them, and have a strong moral purpose and intent to meet their needs.
- The personal development, well-being and safety of all students including those eligible for pupil premium funding is of paramount importance and underpins all that the academy does.
- Academy leaders (and all of the staff) place a high priority on improving outcomes, raising aspirations and ensuring that students continue into education, training and employment when they leave Joseph Swan.
- The leaders improved the ways in which they monitor, review and evaluate the impact of actions taken substantially over the course of the review. Strategies are more systematic and methodical and there is a stronger sense of a 'team' crystallising around pupil premium/outcomes for

a wider range of target pupil groups. This is resulting in the emergence of a richer seam of student performance information that is underpinning informed discussion and debate; all of which is making a stronger contribution to the development of success criteria, baselines and benchmarks with which to monitor impact as the new academic year progresses.

- Academy leaders are passionate about the work that they do. Discussions and documentation seen confirm that they are reflective, responsive and decisive. They are increasingly able to implement well-considered strategies and actions where any area for development is identified. As a result, the wider leadership team is clearly building up their track record for timely and effective academy improvement as the section 8 inspection clearly attests. The external reviewer has no hesitation in expressing greater confidence in the leaders' capacity to bring about the improvements for students set out in their 2018-19 pupil premium action plan and strategy.

7. Recommended next steps arising for the academy following this review

- A. Ensure that you include your wider team of pupil premium leaders/champions – especially the pupil premium governor - in future review and development activities, including any tweaks and updates of your existing action and strategy arising from this review.
- B. Continue to refine your strategies and your analysis of key groups of pupil premium pupils at the academy. Include these groups (if they are significant enough to warrant this), in your 2018/19 pupil premium strategy and action plan and throughout your wider academy monitoring and reporting arrangements where possible.
- C. In line with your recent assessment and analysis of pupil performance information:
 - ensure there is an increased focus on tracking the performance of pupils by ability 'band' and on maximising the attainment and progress of the increasing number of pupil premium pupils at the academy whose prior attainment indicates they are 'middle ability'
 - Maintain your strong focus on reducing persistent absence; don't lose heart or faith in the actions being taken. Even though the data does not yet show improvement in the rates of attendance overall, bear in mind that there is a significant lag before actual improvement is clearly seen for this and some other key improvement measures. Continue to gather your individual information to demonstrate impact for individual students and families.
- D. Maximise your use of the school website and headteacher's newsletters to promote attendance and reduce persistent absence; for instance by posting regular updates on weekly and termly attendance rates by year group. While you are doing this, and updating your pupil

premium information page (don't forget to update and include your glossary of terms too), you might also want to consider whether the current layout of the website signposts and sets out statutory information clearly enough for parents and double check you are meeting the guidance and requirements set out by the DfE et.al in respect of school websites.

- E. Consider how you can make best use of individual student information such as case studies/files to determine and demonstrate what strategies are having an impact and why and include more staff in opportunities to undertake some specific evidence-based reviews/action research into the effectiveness and impact of different aspects of provision.

8. Agreed timeline for internal reviews through the remainder of the 2018-19 academy year

The dates for termly interim reviews and updates, the date for final review of 2018-19 and the schedule for development and approval of the strategy and action plan for 2019-20 to be agreed by school leaders post review.

Final Review August 2019

Draft Plan September 2019

9. Additional information: The context and timeline of this external review

The full section 5 inspection that took place on 17 and 18 April 2018

The leadership and management and overall effectiveness of Joseph Swan was judged to be inadequate, and the academy was judged to have serious weaknesses that required significant improvement. The inspection report identified the following features of relevance to this review:

- *This is an inclusive school. Leaders and governors have worked hard to establish a culture of respect among pupils and their personal development and welfare are promoted well.*
- *The attendance of those pupils who are disadvantaged has not improved rapidly enough*
- *Over time, disadvantaged pupils have made less progress than other pupils nationally. Disadvantaged pupils are beginning to catch up with others in the school, especially in key stage 3. Even so, disadvantaged pupils, along with other pupils in the school, have further gains to make. Leaders have not spent the money provided to support these pupils effectively enough to allow them to make good progress.*
- *Leaders and governors have not rigorously evaluated the use or the impact of the substantial amount of pupil premium funding received. Disadvantaged pupils do not achieve well.*
- *Leaders have used pupil premium funding to provide pastoral support for a range of pupils' needs but, until very recently, leaders have been less*

focused on their academic outcomes. As a result, the outcomes for disadvantaged pupils have not improved quickly enough and they make less progress than other pupils.

- *Trustees and governors do not have a sufficient oversight of the spending of pupil premium funding. They have failed to ensure that leaders provide them with the necessary information required to hold them to account effectively.*
- *Expectations of pupils are too low. As a result, many pupils, and in particular the most able pupils, are not challenged enough and do not make good progress.*
- *Attendance has improved because of the hard work of leaders. They have adopted a range of effective strategies to support the families of those pupils who had low attendance to encourage them into school. The attendance of disadvantaged pupils, while improving, remains a focus for further improvement (because it had not improved rapidly enough).*

The recommendations in respect of what Joseph Swann needed to do to improve further included:

- *Rapidly improve the effectiveness of leadership and management, including governance, by:*
- *monitoring the quality of teaching, learning and assessment rigorously, ensuring that it is consistently good across all year groups and subjects rigorously evaluating the use and impact of additional funding to support disadvantaged pupils in their learning so that they make at least good progress*
- *developing the capacity, knowledge and skills of middle leaders so that they become more evaluative in their analysis of their actions and the impact they have on the progress of pupils*
- *ensuring that self-evaluation and improvement plans accurately identify areas of weakness, with clear and precise actions which are sharply focused and have measurable success criteria*
- *urgently ensure that those responsible for governance develop their skills, knowledge and understanding so they can robustly hold school leaders to account for all aspects of the school's performance.*
- *Further improve the attendance of disadvantaged pupils.*
- *Improve the quality of teaching, learning and assessment more rapidly so that all groups of pupils make strong progress across a wide range of subjects, by ensuring that all teachers:*
- *plan engaging and challenging learning that meets pupils' needs to accelerate all pupils' progress, especially those who are disadvantaged and the most able*
- *provide more opportunities for pupils to apply their developing knowledge, skills and understanding in a range of different contexts*
- *continue to raise expectations of what pupils should be able to achieve, especially for the most able pupils and boys in English*
- *are supported in sharing the stronger practice in teaching, learning and assessment across the school in areas where it is less strong.*
- *An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.*

- *An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.*

The initial external pupil premium review visit conducted on 15 November 2018

A separate more detailed record of the visit and its outcomes was shared with academy leaders immediately following the visit. However, for the purpose of this final review, the main focus of the initial visit was to establish what steps had been taken so far and to form productive working relationships with school leaders. This was so that rather than just provided a brief written review report, the external reviewer could work closely with leaders and share and develop expertise over a period of time in order to help them refine their strategies and extend their thinking in further ahead of an external review visit 'proper' later in the academic year. The key activities undertaken during this visit included:

- establishing the progress that has been made against the areas identified for improvement in respect of pupil premium pupils since the inspection in April and evidence of impact to date through discussions with the Headteacher, the Deputy Headteacher with responsibility for the pupil premium, the Assistant Head of Science who has been developing a range of PP strategies across the science department, Senior Director of Behaviour and Welfare and the Attendance Manager
- document scrutiny
- a tour of the school with the Headteacher that also provided for a number of brief conversations with a number of pupils

By the end of the visit we had agreed the proposed timeframe and methodology for the review. Actions agreed included:

- leaders to revise their current version of the 'Impact review 2017-18' to ensure that it is clearer, sharper and contains more impact measures (and also helps you to refine objectives, priorities and performance measures for this year)
- leaders and the reviewer to share documents and develop these electronically; this included working together collaboratively on the 2018-19 action plan as part of the review process.

The date of the external review visit 'proper' was agreed as 17 January 2019.

The serious weaknesses first monitoring inspection on 30 November 2018

Following the first monitoring inspection of Joseph Swan Academy (carried out under section 8 of the Education Act 2005), several improvements arising from leaders concerted and more sharply focused actions were noted in the written report. In respect of pupil premium, the following features of relevance to this review were identified:

- *Leaders' plans to address the areas for improvement highlighted in the previous inspection report are thorough...the improvement plans demonstrate that the proposed actions are relevant, clear and specific...timings are appropriate, and it is clear by whom, when and how progress*

will be monitored.

- *leaders hold middle leaders to account more stringently than they did previously. This is because the headteacher has amended and clarified job descriptions and the responsibilities of senior leaders. Furthermore, strategies to support subject leaders are more transparent.*
- *Leaders acted swiftly to improve this aspect of the school's work [in respect of pupil premium]. An external review of the school's use of the pupil premium has been conducted and a further review is scheduled for January 2019. A senior leader is now responsible for the progress of disadvantaged pupils. He is ably supported by 'pupil premium champions' from each department. Together, they have ensured that improvement strategies are focused on improving disadvantaged pupils' progress in addition to their pastoral development. Staff now receive regular training that helps them support the substantial number of disadvantaged pupils in the school.*
- *The school's own information demonstrates that, more recently, disadvantaged pupils are making more progress, from their different starting points, than before the previous inspection.*
- *Leaders were also asked to 'further improve the attendance of disadvantaged pupils'. Staff appreciate the importance of developing positive working relationships with the families of disadvantaged pupils if rates of attendance are to improve. To this end, staff now run 'attendance matters' workshops in the community, so that parents and carers can meet attendance leaders at a time and place that is more appropriate to their needs. This ensures that staff have an improved understanding of the barriers some disadvantaged pupils are facing and helps parents and carers know the impact poor attendance is having on their child.*
- *Although the attendance of some disadvantaged pupils is improving, the overall rate of attendance for disadvantaged pupils has not improved.*

The second external review of pupil premium visit conducted on 17 January 2019

Prior to the visit a number of documents and iterations of the academy PP strategy and plan were shared between the deputy headteacher - pupil premium and the external reviewer. There were developed and edited electronically both prior to this review visit and following it, up until the preparation of this final review report on 8 March 2019.

During the visit the following activities were undertaken:

- Review of documentation with the deputy headteacher - pupil premium
- Review of attendance strategies and discussion with designated staff around evidence of their impact on pupil premium pupils
- Meeting to consider discuss the systems implemented to monitor and track outcomes for pupil premium pupils and any early evidence of impact
- Meeting with a group of pupil premium pupils from across all year groups to hear about their experiences at Joseph Swan academy

- Meeting with the new member of the governing body who has taken on the pupil premium champion role
- Meeting with the recently appointed pupil premium departmental champions to discuss the impact of actions to date and early outcomes of new projects and initiatives
- A final meeting to share initial findings and next steps.

[Work in progress as signposted under section 5, 'what is working well so far?' bullet point 5:](#)

The pupil premium position at the end of the 2017-18 academic year; exemplar table

| | Nat Other | Non PP | PP | Boys | Girls | EAL | SEN | More Able | High | Middle | Low | Alternative | Non-Alternative |
|------------------------------|------------------|---------------|-----------|-------------|--------------|------------|------------|------------------|-------------|---------------|------------|--------------------|------------------------|
| No. Students Eligible | | 99 | 59 | 30 | 29 | 6 | 17 | 3 | 18 | 30 | 10 | 10 | 7 |
| Progress 8 | -0.03 | -0.33 | -0.82 | -0.86 | -0.78 | 0.64 | -0.79 | -1.04 | -0.88 | -1.04 | -0.10 | -1.42 | -0.69 |
| English | -0.04 | -0.10 | -0.77 | -0.95 | -0.59 | 0.49 | -0.81 | 0.24 | -0.64 | -1.01 | -0.27 | -1.63 | -0.61 |
| Maths | -0.02 | -0.72 | -1.17 | -1.04 | -1.30 | 0.34 | -1.23 | -1.92 | -1.09 | -1.48 | -0.46 | -1.37 | -1.06 |
| Ebacc | -0.02 | -0.67 | -1.23 | -1.23 | -1.24 | 0.56 | -1.01 | -1.87 | -1.51 | -1.35 | -0.43 | -1.77 | -1.08 |
| Other | -0.04 | 0.02 | -0.30 | -0.33 | -0.28 | 1.04 | -0.27 | -0.48 | -0.55 | -0.47 | 0.56 | -1.68 | -0.11 |
| Best English 5+ | 54% | 60% | 30.6% | 28.1% | 11.9% | 50.0% | 5.9% | 100.0% | 72.2% | 16.7% | 0.0% | 0.0% | 11.8% |
| English Language 5+ | 53% | 48.6% | 29.0% | 25.0% | 11.9% | 50.0% | 5.9% | 100.0% | 72.2% | 13.3% | 0.0% | 0.0% | 11.2% |
| English Literature 5+ | 55% | 54.3% | 24.2% | 21.9% | 9.5% | 37.5% | 5.9% | 100.0% | 61.1% | 10.0% | 0.0% | 0.0% | 9.3% |
| Maths 5+ | 50% | 31.4% | 19.4% | 18.8% | 7.1% | 37.5% | 0.0% | 66.7% | 50.0% | 6.7% | 0.0% | 0.0% | 7.5% |
| % 2 Good Grades | | | 19.4% | 18.8% | 7.1% | 37.5% | 0.0% | 66.7% | 50.0% | 6.7% | 0.0% | 0.0% | 7.5% |

| | | | | | | | | | | | | | | |
|-------------------------------------|-----|-------|--|--|--|--|--|--|--|--|--|--|--|--|
| English & Maths (5+) | 40% | 29.5% | | | | | | | | | | | | |
|-------------------------------------|-----|-------|--|--|--|--|--|--|--|--|--|--|--|--|

Glossary

As parents and careers of youngsters, you will no doubt encounter a multitude of educational acronyms and abbreviations. Please find below our glossary of the most common education terms.

- Achievement - Describes both attainment i.e. the level achieved and the progress you have made from a starting point.
- AfL - Assessment for Learning - Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there
- Attainment - The actual level attained and/or results.
- Attainment Targets - A general defined level of ability that a pupil is expected to achieve in every subject at each key stage in the National Curriculum
- Blending - To draw individual sounds together to pronounce a word, e.g. f-l-a-p, blended together, reads flap
- Core Subjects - English, maths and science: all pupils must study these subjects up to Key Stage 4
- CPD - Continuing Professional Development
- DBS - Disclosure & Barring Service - DBS refers to the new agency created out of a merger between the Criminal Records Bureau (CRB) and The Independent Safeguarding Authority (ISA), its full title is The Disclosure and Barring Service. The checks and information provided will remain the same but will be branded DBS Checks.
- DfE - Department for Education
- Differentiation - a wide variety of teaching techniques and lesson adaptations that teachers use to pupils of differing abilities in the same class.
- DS – Disadvantaged Students
- EAL - English as an additional language

- EBacc - English Baccalaureate
- EBD - Emotional and Behavioural Difficulties
- ECDL – European Computer Driver’s License qualification
- EET – (progression into) education, employment or training
- EHC Plan - Educational Health Care Plan - An education, health and care plan is a document that says what support a child or young person who has special educational needs should have.
- EWO - Education Welfare Officer
- EYFS - Early Years Foundation Stage. A framework of care and Education for children from birth to five years of age. This stage typically means Nursery and Reception Classes.
- FFT - Fischer Family Trust
- FSM - Free School Meals
- FTE - Full Time Equivalent
- GCSE - General Certificate of Secondary Education
- HLTA - Higher Level Teaching Assistant
- HMI - Her Majesty's Inspector of Schools
- ICT - Information and Communication Technology
- IEP - Individual Education Plan for SEN pupils
- Inclusion - Removing barriers in learning so all pupils can participate at their own level.
- INSET - In-Service Education and Training - Training for staff which takes place during the school year.

- ITT - Initial Teacher Training
- IWB - Interactive Whiteboard
- Key Stage five - age 16-18 (Sixth form)
- Key Stage four - age 14-16 (Years 10 and 11);
- Key Stage three - age 11-14 (Years 7, 8 and 9);
- Key Stage two - age 7-11(Years 3,4, 5 and 6);
- Key Stage one - age 5-7 (Years 1 and 2);
- LA - Local Authority
- LAC - Looked After Children
- LSA - Learning Support Assistant
- ME – Minimum expectation, an aspirational target based on a 0.5 P8 score
- MLD - Moderate Learning Difficulties
- NC - National Curriculum
- NEET - Not in Education, Employment or Training
- NOR - Number on Roll
- NQT - Newly Qualified Teacher
- NVQ - National Vocational Qualifications
- Ofqual - Office of Qualifications & Examinations Regulation
- Ofsted - Office for Standards in Education

- PE - Physical Education
- Performance Table - Published by the DfE to compare schools' results.
- Phonics - Phonics refers to a method for teaching speakers of English to read and write their language. It involves connecting the sounds of spoken English with letters or groups of letters
- PPA - Planning, Preparation and Assessment time to which teachers are entitled. Progression - pupils develop academically and personally from year to year and from one key stage to the next in a way which builds on what has already been achieved."
- PP – Pupil Premium. Funding allocated to disadvantaged students in receipt of free school meals at any point in the past 6 years
- PRU - Pupil Referral Unit
- PSHE - Personal Social Health and Economic education
- PTA - Parent Teacher Association
- QTS - Qualified Teacher Status
- RAISE - Reporting and Analysis for Improvement through School Self-Evaluation
- RE - Religious Education
- SCITT School - Centred Initial Teacher Training
- SCR - Single Central Record - Schools must hold a single central record of all adults working with pupils. The records hold security and ID checks among other specific information.
- SEAL - Social & Emotional Aspects of Learning
- SEN - Special Educational Needs
- SENCO - Special Educational Needs Coordinator

- Setting - Putting pupils of similar ability together just for certain lessons. So, for example, it would be possible to be in a top set for French and a lower set for mathematics.
- SIP - School Improvement Plan
- SLT - Senior Leadership Team
- SMSC - Spiritual, Moral, Social and Cultural (development)
- Streaming - Splitting pupils into several different hierarchical groups which would stay together for all lessons.
- TA - Teaching Assistant
- Thrive Curriculum – A weekly lesson for students to improve their knowledge of worlds issues such as recycling and charities
- Transition - The movement of pupils from Key Stage to Key Stage or school to school and the procedures associated with it.
- VLE - Virtual Learning Environment