



School Information			
School	Alverton Community Primary School	DFE Number	2242
Headteacher	Richard Linsley	LA Category	Basic
Visit Date	8 th October, 2018		

Visit/Contact Information			
Adviser	Katharine Bruce	Specialist Area	Pupil Premium
Purpose of visit	This was a good practice visit, focussed on the strong trajectory of improvement for disadvantaged learners in the schools and the strategies that have brought his about		
Staff/Governors seen	Richard Linsley, Headteacher; Jean Stewart, Deputy Headteacher		

Progress with Key Agreed Actions from Previous Visit/Contact	
Previously Agreed Actions	Progress and Impact
N/A	

Key Agreed Actions		
Agreed Actions	Who	Timescale
Presentation/Case study in 'Raising Achievement of Disadvantaged Learners - for Senior Leaders with responsibility for Pupil Premium in Primary and Secondary Schools', The Lakeside Conference Centre	Headteacher	7 th February 2019
Facilitate school visits by school leaders - strategies that have brought about improvement	Headteacher	On going
Ongoing involvement in Pupil Premium Review processes	Headteacher	On going

Evaluation of Visit/Contact

At Alverton CP School

End of Key Stage 2 2018 - there was a significant improvement in outcomes for disadvantaged pupils compared to other pupils nationally

	Average scaled score (Reading and Maths)	% Expected standard + (Reading, Writing and Mathematics)
National (not FSM6)	105.7	70.2%
North Yorkshire (not FSM6)	105.1	67%
Alverton CP School (not FSM6)	103.8	69%
North Yorkshire (FSM6)	101	45%
Alverton CP School (FSM6)	107 – significant improvement	83% - significantly above national average

By the end of the EYFS 2018 - there was a notable improvement in outcomes for disadvantaged pupils since 2017 resulting in a notable closing of the gap with other pupils nationally

	% Good Level of Development
National (not FSM6)	74.1%
Alverton CP School (not	68.4%

FSM6)	
Alverton CP School (FSM6)	70% (2017 25%)
National (FSM6)	57.3%

During the visit we explored the school's actions that have brought about improvement. This report indicates how these align against the **'Ten foundations to impact on improving outcomes for disadvantaged learners'** identified through the North Yorkshire Achievement Unlocked Programme, of which the school was an active participant.

Achievement Unlocked Reports <http://cyps.northyorks.gov.uk/raising-achievement-vulnerable-learners>

<i>'Ten foundations to impact on improving outcomes for disadvantaged learners'</i>	<i>The school's actions</i>
Consistent, values led leadership	The school has adopted a 'no pupil left behind' culture Senior leadership team - set high expectations. The Deputy Headteacher a 'pupil premium champion' Changing mindsets of some staff that all pupils can achieve
Relationships	Critically important to the strategy. Teachers knowing the children well, building relationships, including with parents/carers
High quality, inclusive teaching and learning	High quality teaching with those who need it most. Teachers spending more focussed time with the most vulnerable, including pupil premium pupils Reviewed the role of the teaching assistants to enable this to happen Quality time for teachers to work with teaching assistants (reduced staff briefings to enable dedicated discussion time 3 mornings a week) Teaching assistant's record and share impact statements Moved away from an 'intervention' approach to more focus on pre-teaching based on feedback informing planning Good impact of the leading teacher - mathematics
Characteristics of less successful learners	Strong focus on developing metacognition - started with discrete metacognition sessions and then embedded through the curriculum Reflect-Ed metacognition Education Endowment Foundation (EEF) trial school Now children talk about their learning , what to do differently Accepting failure is 'first attempt in learning- FAIL' Very significant impact on current Year 6 improved learning behaviours Focus on growth mindsets across the school
Addressing barriers to learning	See above and .. Massive focus on extracurricular opportunities Homework club and booster sessions Parental Engagement: reading café, deep afternoon where parents are invited into classrooms. Involvement of children in parent engagement sessions brings more parents in. Use of facebook
Literacy and oral language	Early years - predominantly from the nursery. The nursery teacher has high expectations Benefitted from the enhanced early years provision (lead teacher, speech therapist, 2 practitioners) – this is now having wider impact on practice in school Reading - Year of Reading - very successful. Reading Ambassadors that worked with the Literacy Lead to organise monthly events to keep the profile of Reading high throughout the school and promote the value of Reading and books. Summer reading challenge Y5/6, EY bedtime story

	<p>sessions</p> <p>Vocabulary – every year, every class focus. Now celebrating ‘Year of Vibrant Vocabulary’ with Word Warriors based in each class to promote great vocabulary and organise events in school</p> <p>SPAG –worked really hard on spelling (greater depth)</p>
Research evidence	<p>School strategies informed by learning from Achievement Unlocked – CPD days and following up Marc Rowland, Achievement Unlocked external consultant reading/informed approach</p> <p>Involvement in Swaledale Pupil Premium Review Process - evidenced based approach</p> <p>Metacognition research – Reflect-Ed approach</p> <p>Maximising the Impact of Teaching Assistant programme</p>
A school-wide understanding of the strategy	<p>Has been really important in promoting consistency across the school.</p> <p>Consistent Plan-Do-Review strategy</p>
Monitoring and evaluation	<p>Half termly monitoring of all classes</p> <p>Redesigned pupil progress meetings - focus on pupil premium including higher attaining pupil premium pupils</p> <p>Work scrutiny, Learning walks - focus on pupil premium pupils</p> <p>Focus on pupils just below targets</p>
Accountability	<p>Disadvantaged outcomes are now within performance management process</p> <p>Held to account by governors, including pupil premium governor</p> <p>Further development of middle leaders in the delivery and evaluation of the school’s strategy for disadvantaged learners is an identified priority</p>

Recommended Support, Intervention and Development

For the school’s good practice in improving outcomes for disadvantaged learners to be shared in training and school to school support opportunities, including pupil premium reviews

Essential Distribution: Headteacher/Chair of Governors/Line Manager/Area Lead Adviser/School Improvement Adviser