

HCC Commissioned School Visit Report

School	Fawbert & Barnards Infant School	Date	25.01.2023
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Length of visit (including preparation and follow up): 1 day

Focus of visit & activities undertaken:

Prior to the visit, a review was undertaken of the information available on the school's website in relation to disadvantaged pupils, including the school's pupil premium strategy dated 2022-2023. A brief review was also undertaken of available published data.

During the visit, the following activities were undertaken:

- discussions with the leader(s) with responsibility for disadvantaged pupils to learn about barriers to learning, the strategy for addressing these needs and the impact of the work to date
- discussion about the role of the link governor with oversight of PP funding to learn about governor understanding of the school strategy for disadvantaged learners and how leaders in the school are held to account for the achievement of these pupils
- Pupil reading to a familiar adult.
- discussion with speech and language therapist
- a meeting with disadvantaged pupils from across the school to consider their learning experiences and aspirations

Discussions/ main findings /observations:

The school's last Ofsted inspection was carried out in March 2009 when the school was judged to be outstanding. At Fawbert and Barnards Infants School, the Inclusion Lead is responsible for pupil premium. From discussions with the headteacher, inclusion lead and link governor, it appeared that leaders' assessments of the needs and priorities of its disadvantaged pupils were accurate and that they have a good understanding of their school.

Leaders reported that the proportion of pupils in receipt of PPG is currently 6%. Approximately 25% of these pupils also have special educational needs (SEND). Some pupils are in receipt of support in the form of Team Around the Family (TAF). Leaders have identified social, emotional, and mental health (SEMH), autism, and speech and language as being the main barriers to learning within the school. They carry out baselines and Welcomm screening of all new pupils to ensure a good understating of their starting points. Using information from this, leaders and class teachers plan appropriate support.

Leaders have invested in developing good relationships with the community. They make considerable efforts to understand the needs of its members so that they can uniquely tailor the provision to families' varying needs. The school's inclusion lead communicates and meets with families on a regular basis to address a variety of challenges identified with pupils from disadvantaged backgrounds. Leaders actively work with families and offer a variety of guidance and support to enable them to address any barriers. This includes, but is not limited to, workshops for parents to support pupils with self-regulation, speech and language, sensory strategies, and phonics. All workshops held are uploaded to the school website for members of the school community to have on-

going access to. The inclusion lead has an open door policy so that parents can request support that is relevant support for the family at the time. Parents often consult with leaders and teachers to enable them to allocate pupil premium funding to cater for pupils' individual needs. Leaders shared that they are fully transparent with the allocation of the PPG funding so that a degree of parental autonomy is enabled by the school. This means that provision is very personalised and specific to each pupil according to their individual circumstances. For example, a pupil receives bereavement counselling following the loss of a family member, and another pupil is able to claim for transport cost for travelling to attend medical appointments after being re-housed in the area.

Leaders report that attendance of all pupils is currently 94%. The attendance of pupils identified as PPG is 76%. Leaders explained that a group of pupils identified as vulnerable have EHCPs and their attendance is low due their significant need limiting the duration they are able to be at school but this is increasing over time with the targeted support of the school and other agencies. They report that they have worked with the relevant agencies and designated families to ensure these arrangements are the most appropriate to the needs of the pupils.

Currently, PPG funding is used to partly fund specialist support and to subsidise a variety of school trips and outdoor learning experiences and wider-curriculum opportunities. The HIP met with the speech and language therapist who reported that she supports pupils with their communication skills on a weekly basis. Leaders release support staff to observe and train in the work carried out by the speech and language therapist so that they can continue supporting pupils with strategies used during the sessions. One of the number of therapies able to be deployed is: Lego therapy, which is offered to pupils to support them with self-regulation and the school uses zone of regulation to further embed this. Rocksteady is offered to pupils so that they can develop their understanding and engagement with music, and increase their self-belief and well-being. School leaders are passionate about exposing disadvantaged pupils to a wide range of experiences to increase their cultural capital, this is mapped out on their Pledge to Pupils and Parents. This includes trips to the Sea Life Centre, visits to Colchester Castle, a trip to the seaside, gymnastics club, eco-club and emotional coaching.

Leaders understand the importance of teaching disadvantaged pupils to read well as key to success. There is a strong emphasis on reading and building vocabulary with a text rich environment. Leaders have invested in a systematic synthetic phonics (SSP) programme to teach early reading and establish a consistent approach to teaching and learning of phonics. The lowest 20% of pupils are listened to read regularly to develop fluency. Leaders report that the texts selected for reading lessons are chosen carefully to ensure these engage and motivate pupils.

Leaders reported that the school aims to meet the needs of its disadvantaged pupils through quality first teaching, pre/post-teaching sessions, and specialist interventions tailored to pupils' needs. They oversee and monitor provision for disadvantaged pupils across the school. Termly pupil progress meetings are conducted to ensure all pupils are on track to make individual progress and to plan appropriate support to address any specific barriers arising. In addition to the 2 PE sessions a week: pupils receive extra sports coaching sessions to ensure that they are physically and emotionally supported at school. They have the opportunity to attend targeted after school sessions to work on their individual targets on a 1:1 ratio.

A group of disadvantaged pupils, from years 1 and 2, were spoken to sharing that they were positive about their learning and the way adults in school support them. A number of pupils were able to articulate their enjoyment of a wide range of curriculum areas and felt that staff support them well to make progress. Pupils spoke passionately about clubs they attend and there was a strong desire to learn and improve. For example, a pupil explained that they enjoyed gymnastics after school and Safe Space Counselling sessions were very helpful. Pupils also explained their enjoyment in attending Rocksteady where they are learning to play the guitar and keyboard. Some pupils also spoke enthusiastically about their learning in mathematics and English and commented on how their understanding and handwriting had improved. The school uses zones of regulation, and most pupils could explain how they used this tool to help them express and manage their emotions. All pupils understood who their safe adults were and could explain using the colour code system for lanyards worn by adults.

From discussions with leaders and a tour of the school, it was apparent that the school is addressing the needs of disadvantaged pupils in a range of ways. There was an inclusive culture within the school which enabled vulnerable pupils including those with SEND to access learning with support through adaptation and scaffolding. Most disadvantaged pupils are working in line with their peers and teachers were offering appropriate challenge.

The pupil premium link governor is knowledgeable and actively involved in formulating the strategy with leaders. She takes part in monitoring the provision as part of her inclusion visits. Safeguarding and disadvantaged are a focus for all visits conducted by governors. They review the impact of the pupil premium strategy through termly visits to school using a method of triangulation including a yearly action plan that is derived from the PPG stratagem. A member of the governing body also attends HIP monitoring visits to gain an understanding of the progress the school is making with respect to its priorities. This has enabled the governing body to develop an understanding of leaders' actions and impact to date. Pupil premium is a standing agenda item in governing body meetings and included as part of the headteacher's report. Governors review progress and attainment data for disadvantaged and non-disadvantaged pupils. They attend workshops and training sessions for staff to gain an in-depth understanding of what the school has to offer to its community.

Actions agreed / recommendations: (identify by whom and timescale):

- Continue to use a personalised approach to addressing needs of disadvantaged pupils.

Report to be copied to:

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 Heidi Otranen, Regional Lead

Name of consultant	Shameem Khan	Visit focus	Pupil Premium
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