

PUPIL PREMIUM - STUDENT QUESTIONNAIRE MARCH 2023

Pupil Premium students randomly selected from year 3 to 6, 4 boys and 3 girls. (7 total, 10% of the PP children in school). Met with Louise Thomas and Gill Barnes.

Learning

- My learning is interesting. 71% positive, 29% neutral
- I am given challenging work by my teachers. 57% positive, 14% neutral, 28% negative
- I know how well I am learning in each lesson. 43% negative, 57% neutral
- I have enough resources in lessons to help me with my learning. 71% positive, 14% neutral, 14% negative
- Displays in the classroom help me learn. 43% positive, 43% neutral, 14% negative
- I feel confident when I am learning. 71% positive, 29% neutral
- I feel challenged and interested when I am doing home learning. 14% positive, 43% neutral, 43% negative
- I enjoy learning. 86% positive, 14% negative

Feedback

- I am making good progress in my lessons. 100% positive
- My teacher's feedback is helpful. 86% positive, 14% neutral

Wellbeing

- My school encourages me to look after myself through healthy eating and fitness. 100% positive
- My school encourages me to talk about my feelings and emotions. 86% positive, 14% positive neutral
- I take part in school clubs. 71% yes, 29% no

Safety

- I feel safe in school. 71% positive, 14% neutral, 14% negative
- School helps me to do my best. 71% positive, 14% neutral, 14% negative
- I am liked and well-treated at school. 86% positive, 14% negative
- If I feel sad or worried, I know a trusted adult at school who I can talk to. 100% yes.
- My school has good rules that are used fairly. 86% positive, 14% negative
- Adults in my school do something if they see someone misbehaving. 71% positive, 29% neutral

I know what is expected of me in school. 86% positive, 14% negative

My school encourages me to be independent and take on responsibility. 100% positive

I enjoy being at my school. 86% positive, 14% neutral

Other comments made by the group:

More equipment wanted at lunchtimes

More clubs, including active clubs, Minecraft, cooking

Robin Room and Quiet lunch club are popular – some wanted to be able to bring more friends

More iPads and laptops wanted

Looking forward to the Rainforest trip and Osmington Bay

Analysis / actions needed following this report:

Action needed	Who / when	Review
1. Re-visit success criteria – do children understand what they are doing well / what they need to do to improve in each lesson? How do teachers feedback? Is self-assessment / peer assessment taking place?	LT and GB - deep dive of books from this group of children – maths and English focus. 21 st April – a.m. Feedback to teachers.	See separate summary document “Pupil Premium book monitoring”
2. How are we capturing children’s feedback in class about whether the work is challenging enough?	Teacher survey to find out how this is done / any ways to improve – bring to SLT	Survey sent to teachers. Good practice methods used are: <ul style="list-style-type: none">- Checking in with PP pupils more regularly in lessons- Teacher ensuring they prioritise time to sit with PP pupils for some 1-1 input, ensuring their understanding- Ensuring they more regularly take PP children for ‘bubble group’ work

		<ul style="list-style-type: none"> - Offering additional scaffolds where needed - Prioritising PP when 'helicopter' marking (instant feedback and assessment) - Prioritising PP pupils when questioning, targeting key pp pupils - Hearing PP pupils read more often, both for the reading but also to check-in with them - Positioning PP children strategically in the classroom, e.g. next to a positive learning partner. <p>These strategies have been shared to all teachers to begin to develop a 'universal' approach and will be added to the EEF tiered model and menu of approaches. This will be shared with teachers and displayed in the staffroom.</p>
<p>3. Check displays – does each class have all of the 'non negotiables' on the walls? Do children know how to use the displays to help their learning? Are they referred to by adults?</p>	<p>LT and GB to spot-check classes to see if all 'non negotiables' are displayed. See if displays are being accessed, referred to.</p> <p>21st April – a.m.</p>	<p>LT and GB had a focus on this as part of the learning walk, but a deeper check was carried out by SLT ahead of the local authority review 15th June. Classrooms were immaculate and had a range of displays showcasing pupils' work, as well as displays being used as a resource, e.g. maths and English working walls. Non-negotiables were evident.</p>
<p>4. Home learning policy – revisit, to be discussed by staff, how can we improve pupils' experience and engagement with home learning? TT Rockstars is a fun way but we don't have equivalent for spellings. Is the reward</p>	<p>To be looked at by SLT</p>	<p>Will be looked at next term.</p>

<p>system still happening for reading? Is it motivating / appropriate / modern enough?</p>		
<p>5. Review playground equipment / activities, can we have any additional indoor space for games / reading / quieter space? (not targeted, but possibly on a rota, eg in library, one year group per day during morning break?)</p>	<p>To be looked at by SLT</p>	<p>Playground equipment is being used more. Robin Room is accessible at break and lunchtimes now, and is staffed by the nurture team. Children can draw / read / play board games. Children are targeted but can ask to go. Accessing the Robin Room regularly at break / lunch time are 28/68 pupils (41% of the pp pupils). Accessing nurture support / groups are 38/68 (56% of pp pupils). The number of children accessing this reduces as the age goes up, where they have benefited from it but no longer feel they need it.</p>
<p>6. Review after - school club provision.</p> <p>Analysis of this term's Bloxham School Club – only 11% of the children attending are Pupil Premium (whereas 19% of total pupils in school are PP). Analysis of Choir – 16% of those attending are PP</p>	<p>Looked at by SLT – can we find volunteers / staff to do this?</p> <p>Can we target PP pupils more? Can previous pupils tell children about it?</p> <p>Can we provide transport for children who normally go on the bus? (2 of the group who don't go to any clubs live in Milcombe)</p>	<p>September – to look into this. Letter to PP parents regarding clubs will include that even if they normally catch the bus, please still apply to attend clubs if you don't have transport and we will try to accommodate.</p>