

Schools Funding Forum 7<sup>th</sup> July 2016**REPORT ON USE OF 2015-16 DSG SCHOOLS PARTNERSHIP AND SCHOOLS CAUSING CONCERN BUDGET**

School A Supporting School	School B Supported School	Purpose/ focus	Monitoring/ reporting arrangements	LA officer	Start/ end date	Funding	Focus/outcomes/evaluation	Total Cost
Crowlands	Gidea Park	Improved teaching interventions for PP pupils	QA Visits	JP	Jan 2015 – Mar 2015	£1,500 Gidea Park £1,500 Crowlands	To improve outcomes at all key stages for disadvantaged pupils To share strategies for the use of the PPG	£3,000
Scotts	Brady	<p>Provide targeted coaching and mentoring for specific staff, particularly subject leads to support improvements to quality of teaching.</p> <p>Support the SENCO with immediate changes needed as part of Code of Conduct Support the new approach for Brady with SEND in line with new guidelines.</p> <p>Support the development of a collegiate approach to teaching of Maths: phonics and Literacy</p> <p>Facilitate moderation of marking, feedback and assessment</p>	<p>PRMs</p> <p>HT Report</p> <p>QA Meetings</p>	GS	Jan 2016 – Mar 2016	£6,750 Brady £3,000 Scotts	<p>Following an initial joint staff meeting, subject leads and year groups partnered up and meet to discuss action plans for the partnership. The focus was on 2 NQTs being effectively supported, 1 weaker teacher having good practice modelled, and the new Middle Leaders being coached in establishing their roles.</p> <p>A midpoint joint staff meeting, held on 9<sup>th</sup> May at Brady, reviewed progress to date and evaluated action plans from these partnerships.</p> <p>A final evaluation is scheduled for Monday 4<sup>th</sup> July, where staff will feed back outcomes and draw up a tentative programme of further</p>	£9,750

		<p>To support and peer mentor class teachers that require support as necessary.</p> <p>Work with Brady SLT on individual development plans to support specific teachers in improving the quality of teaching and learning</p> <p>Provide release for Brady and Scotts staff so that best practice can be shared between the schools</p>					<p>support needed for 2016/17.</p> <p>Quality of Teaching and Learning – through joint observations, team planning and teaching:</p> <ul style="list-style-type: none"> <li>- 2014/15 : 40% Good or better consistently</li> <li>- 2015/16 : 86% Good or better consistently (with projected 100% for 2016/17)</li> </ul> <p>Revised and reworked Self Evaluation Summary and School Improvement Plan, which subject and phase leaders take responsibility for and evaluated by link governors. This has had significant input from the Scotts partnership.</p>	
R.J.Mitchell	Wykeham	<p>Teachers not yet consistently good are selected for a systematic and time bound cycle of coaching, including joint planning, team teaching and evaluation;</p> <p>One teacher with consistently good teaching, is selected for coaching programme in order to add capacity.</p> <p>The activities are chosen as</p>	<p>Monitoring and evaluation through termly impact reports from LA Progress Review meetings, LA QA visits, SIP, core consultant reports and Wykeham senior leadership</p>	SS	Oct 15- Mar 16	<p>£4,200 R.J.Mitchell £4,100 Wykeham</p>	<p>By December 2015, specified teachers will have successfully completed a cycle of coaching which has been moderated with the partner school and the LA. <i>Outcome: this was completed and there was improvement shown in all but one of the coaching participants.</i></p> <p>By December 2015, 80% of teaching will be consistently good over time triangulated with the latest data and progress evident in books with NQTs on track to</p>	£8,300

		<p>the key areas which require rapid improvement in order to recover Wykeham to good within the Ofsted timetable.</p> <p>Teaching is to be improved by:</p> <p>Using an increasing number of teachers within the school to share good practice, timetabled and with specific targets</p> <p>Incorporate coaching roles in teachers' PM objectives and in career level expectations</p> <p>Define Wykeham expectations in terms of all adults' personal accountability for professional development, reflective practice and contribution to a learning community.</p> <p>Making sure that work in lessons accurately reflects pupils' abilities, effectively challenges pupils and engages them fully in learning;</p> <p>Ensuring pupils have time</p>	<p>cycle of monitoring and evaluation.</p>				<p>achieve the teachers' standards;  <i>Outcome: there has been substantial turnover in staff. NQTs</i>  By April 2016, 100% of teaching will be consistently good over time triangulated with the latest data and progress evident in books;  <i>Outcome : Ofsted inspection evidenced that this is not met, although recognised improvements and that the improvement strategy itself is working- evidenced by the grade 2 for leadership. As of June 16 .</i>  <i>The quality of marking is improved. This was not an issue at inspection. Recent interviews with teachers suggests that the coaching programme is viewed very positively by staff and that it has increased bot staff cooperation and cohesion and individuals' confidence.</i>  Work has been done collaboratively with RJ Mitchell staff at middle leader level to ensure phase leaders are able to discharge their duties and make accurate judgements regarding children's outcomes.  <i>Outcome: recent moderation activity between the cluster of schools suggests staff have a clear view of progress. This was corroborated through inspection.</i></p>	
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Broadford	Mead	<p>Release time for middle leaders to be coached by Broadford middle leaders</p> <p>Joint staff meeting 2x per term. MW and MD to liaise about which meetings would be most appropriate</p> <p>Release time for teaching staff to moderate work with Broadford teachers</p> <p>Release time for teaching staff to observe good practice at Broadford</p> <p>Release time for both head teachers to conduct monitoring visits at the other school</p>	PRMs		Sept 15- Mar 16	£13,350 Broadford £10,800 Mead	<p>Developing awareness of accountability element of the role</p> <p>Raised expectations of teaching staff.</p> <p><i>Outcome: very clear shared systems of accountability are in place across the two schools. Middle leaders understand and discharge their roles well and teachers understand the accountability processes. Recent interviews with middle leaders show good capacity.</i></p> <p>Sharing of good practice with a focus on teaching and learning. Each teacher to be paired up with a colleague at Broadford. Sharing of good practice</p> <p>Joint practice development</p> <p><i>Outcome: Teaching practice and middle leaders have shared extensively all areas of curriculum, classroom management, and pedagogy. Teaching is now overwhelmingly good. There are common practices in place for managing classroom behaviour, a common phonics scheme has been introduced and curriculums are being aligned.</i></p>	£24,150

							<p>Increased accuracy of assessments  <i>Outcomes: Recent moderation of writing showed. The school has undertaken a whole raft of moderation activity with Broadford, symphony schools, the Harold hill cluster and with the LA. Book scrutiny suggests that teachers are undertaking effective formative assessment and marking as well as tracking for timely interventions.</i>  <i>The school was formally moderated by the LA and was found to be accurate in its judgements June 16.</i></p>	
LA	Gaynes	<p>To commission a Pupil Premium review in order to provide recommendations to support the school in the narrowing of PP gaps</p> <p>To commission a S.175 Safeguarding Review to support the school in developing its action plan.</p> <p>To commission 5 days of additional SIP advisor to support improved progress for all students by meeting in small groups of teaching staff to review their evidence of differentiation in student work.</p>	PRMs to scrutinise school's monitoring and evaluation	IG	Mar 16 – July16	<p>£825</p> <p>£500</p> <p>£2,800</p>	<p>Intended outcomes:  OFSTED recognise that the school is improving the outcomes for PP students.</p> <p>School judgements are externally validated and recommendations are made for further areas of improvement.</p> <p>To secure outcomes for students that are at least securely good. All staff move their practice on following access to strong in-school CPD activities. The school develops reflective practitioners</p>	£4,125
LA	Royal	NQT coaching support from	PRMs to	IG	Mar 16 –	£2,250	Improvement in QoT & student	£25,050

	Liberty	<p>Frances Bardsley Academy External review of maths department carried out by FBA</p> <p>Development of PiXL resources for maths and student conference on approaching GCSE maths exams.</p> <p>Training/support for new Data Manager in operating new assessment and tracking systems.</p> <p>Provide a temporary associate school leader to lead maths and to cover the leadership deficit in SLT, timetabling and maths as a result of sickness, restructure and resignations.</p>	scrutinise school's monitoring and evaluation		July16	<p>£600</p> <p>£800</p> <p>£600</p> <p>£20,800</p>	<p>outcomes</p> <p>Current action plan updated to address all issues; updated SoW &amp; assessment; improved student tracking and GCSE outcomes.</p> <p>Appropriate PiXL resources identified &amp; used in targeted fashion. All Yr. 11 students have personalised learning checklists &amp; areas for intervention. Improved GCSE outcomes.</p> <p>School is more able to track progress, predict outcomes and target interventions in order to raise outcomes.</p> <p>Effective options process and timetable written for 2016-17; development of middle leaders; strengthened maths department; school use of new assessment systems embedded.</p>	
LA	Sanders	<p>Support for Key stage 3 English delivery: in adapting and differentiating lesson materials to extend and support all learners; standardisation/moderation of assessments across the whole team; support for non-specialists in dept.</p> <p>Support for middle leaders to develop their leadership and carry out effective monitoring and evaluation of their teams, including</p>	PRMs to scrutinise school's monitoring and evaluation	IG	Mar 16 – Dec 16	<p>£3,850</p> <p>£3,575</p> <p>£500</p>	<p>Intended outcomes:</p> <p>Improved QoT in core subject and increased confidence in the specialist pedagogy for non-specialist staff, leading to increased progress for KS3 (and KS4) students</p> <p>Ofsted recognise improved leadership at middle tier and Ofsted key issue has been improved.</p> <p>School judgements are externally</p>	£7,295



<b>SCHOOLS CAUSING CONCERN</b>		
Wykeham Primary	to support additional leadership costs	£34,236
Manor Green College	to support additional leadership costs	£28,320
Dame Tipping	to support additional leadership costs	£15,000
<b>TOTAL</b>		<b>£77,556</b>

<b>TOTAL ALLOCATED</b>	<b>£192,426</b>
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<b>2015-16 BUDGET</b>	<b>£236,000</b>
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<b>UNDERSPEND</b>	<b>£43,574</b>
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