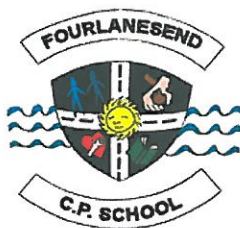


<p><b>School Development Plan Priority</b> 2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors effectively hold them to account for this.</p>	<p><b>Focus of Visit</b> Spend, plan and impact of pp funding on all groups of pupils.</p>
<p><b>Visit time, date and Governor name:</b> 12 noon, 21<sup>st</sup> March 2017 Richard Wilde – teacher governor from January 2017.</p>	<p><b>Staff name:</b> Rebecca Norton</p>
<p><b>SDP actions to consider</b></p> <ul style="list-style-type: none"> <li>• All data is inputted onto the SPT regularly by teachers.</li> <li>• <b>Governors to use SPTO to hold leaders to account for their use of pupil premium money</b></li> <li>• SMT monitor the progress made by all groups of children termly.</li> <li>• Effective interventions are put in place as necessary to prevent children from falling behind – <b>these are recorded on SPTO</b></li> <li>• HT reports on what is in place for pupil premium children in her termly reports to the governing body.</li> <li>• Pupil Premium governor monitors progress of pupil premium children termly and the impact of any interventions and reports on it to the governing body.</li> </ul>	
<p><b>Ofsted Outstanding</b></p> <ul style="list-style-type: none"> <li>• Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.</li> </ul> <p><b>Ofsted Good</b></p> <ul style="list-style-type: none"> <li>• Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.</li> </ul>	
<p><b>Previous visit: Progress on agreed actions and Impact</b> Case studies to be written on our most able disadvantaged children (3 children) –see observations and discussion. Primary Audit tool and Pupil premium Next Steps to be sent to all governors. <i>As the new pupil premium governor I was unsure if these had been sent previously so I will send them out again with this report and use these with the head teacher at the end of the year to evaluate provision and plan the spending of pupil premium for next year.</i></p>	
<p><b>Observations and Discussions</b> All teachers input data at least weekly on school pupil tracker, this is evidenced in the senior management login monitor. All interventions are input weekly onto school pupil tracker – this was reinforced at the TA meetings. It is the responsibility of the teacher to ensure that they or their TA inputs this data – it is usually part of the TA role. Our end of Autumn 2016/17 data demonstrates that children in receipt of pupil premium and service pupil</p>	



premium on average make more progress when subjects (reading, writing and maths) are combined than other children across school. Progress using school pupil tracker points exceeds expected progress across school. Both in whole school data and pupil premium data.

<b>Autumn Pupil Premium Progress in SPTO points (expected progress = 1 point per term)</b>			
Pupil Premium and Service Children 32 children			
Subjects Combined	Writing	Reading	Maths
+1.4	+1.3	+1.4	+1.3
NOT Pupil Premium and Service Children 69 children			
Subjects Combined	Writing	Reading	Maths
+1.3	+1.1	+1.5	+1.4

Children in receipt of pupil premium, who are also identified as have special education needs, make very good progress that exceeds that of all other groups. As previously identified, on average, children in receipt of pupil premium are attaining at a lower level than other children – this means fewer children in this group are on track to achieve age-related expectations. However as progress is greater, therefore the differences are being diminished.

Evidence from the January pupil progress meetings show that all children are discussed individually and interventions are timetabled according to these needs. Therefore interventions will vary from teacher led to TA led and from individual one to one to small groups. Evidence from the January meetings also demonstrates where children in receipt of pupil premium are identified; one of the focuses identified is most able disadvantage (children in receipt of pupil premium who are higher attaining).

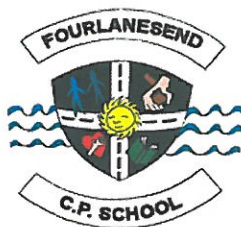
Case studies have been written across school with a focus on pupil premium children. This is evidence in the staff meeting minutes.

The heads termly report to the governing body includes information and data on all children in receipt of pupil premium.

The headteacher identified that children in receipt of pupil premium were less likely to participate successfully in whole school initiatives that support progress such as our book quest which supports reading widely across a selection of genres. This is now being monitored and TAs are being used to hear the pupil premium children at school so that they can access this award. Please see staff meeting minutes 18<sup>th</sup> January as evidence of this. An initiative introduced last year was that 100% of parents are seen as part of our termly consultations. This is continued and where parents are unable to attend school a telephone consultation is held.

The headteacher and Emma Cunningham (job-share teacher Y5/6) attended the RAAS Conference 8<sup>th</sup> March 2017 – Raising aspirations and achievements for vulnerable and disadvantaged children and heard Sir John Dunford. Following this we have started to track attendance at information sessions such as phonics sessions by parents of children who are receipt of pupil premium. Where parents are unable to attend and we feel the session would be of benefit to them we are planning to speak to them and ask them to come in at their convenience to meet with the teacher of TA for a personalized session. Also, in the early stages are plans to get parents into school more frequently. These are being drafted up as we are planning our curriculum for the summer term.





**Summary to be entered on Governor Monitoring Plan:**

Children in receipt of PP have progressed well in the Autumn Term and a variety of interventions are in place to ensure progress continues. There has been a focus on the reading quest to encourage all groups of children to read more across a range of genres. The school is monitoring pupil premium parental engagement.

**Further Action Required:**

Progress of reading challenge

Plans to get more parents into school and monitoring of pp parents who attend the events.

**Impact of Governance:**

Close monitoring of the pupil premium spend, holding staff to account for pupil progress.

**Date and time of next visit:**

July 2017

**Governor signature:**

**Date:** 21.3.17

A handwritten signature in black ink, appearing to be 'R. Biddle'.

**Staff signature:**

A handwritten signature in black ink, appearing to be 'A. Naylor'.