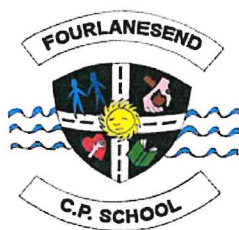




<p><u>School Development Plan Priority</u> Priorities – Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and management, Evaluating the Early Years</p>	<p><u>Focus of Visit</u> Spend, plan and impact of PP, SPP and 'catch up' funding (school led tutoring and recovery grant) on all groups of pupils.</p>
<p><u>Visit time, date and Governor name:</u> Piers Taylor 19th July 2022</p>	<p><u>Staff name:</u> Rebecca Norton</p>
<p><u>SDP actions to consider</u> The school curriculum is ambitious and meets the needs of all learners</p>	
<p><u>Use of the pupil premium – From the School Inspection Handbook</u></p> <ul style="list-style-type: none"> ■ the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years ■ how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact ■ the learning and progress of disadvantaged pupils, as shown by published outcomes data. 	
<p><u>Previous visit: Progress on agreed actions and Impact</u> COVID 19 has presented further challenges with regard to PP provision. The school will continue to address and monitor those challenges and mitigations to ensure that provision addresses these concerns as effectively and efficiently as possible.</p>	
<p><u>Observations and Discussions</u> We identified 9 children for 'tutoring' provision (catch up). We have used Emma Cunningham as our tutor. As she is a teacher in the school this has meant that she knows the children, the approaches we use, our staff and curriculum. The children targeted were children who we identified as not on track to achieve ARE. The tutoring has been successful for every child involved. A Y1 child has improved her speech and language, she successfully passed her phonics screening and made good progress in reading. A Y2, and two Y3 children had writing interventions and all achieve ARE. Y4 and Y5 children were given math's support with a particular focus on place value both achieved ARE. A Y5 was targeted in spellings and times tables, both have improved. Two Y6 children successfully passed their SATs in all subjects following the support given. Reading TAs are used to support the majority of our PP children (see reading governor monitoring report for the details of what they do). The impact of this is that the children are making good progress in reading. Support from Danny Biscombe (Brighter Futures) is in place for all children that need it and has been accessed by several of our pupil premium families. In house data demonstrates good progress in the year 21/22 (the figures in brackets are 20/21)</p>	
<p><u>Whole school data 21/22</u></p>	

Fourlanesend Community Primary School – Governor monitoring visit report form



Subject	ARE and above	Notes
Reading	(63.4%) 72.5%	Boys slightly higher than girls
	PP (30.8%) 52.6%	
Writing	(52.7%) 61.3%	Girls slightly higher than boys
	PP (30.8%) 52.6%	
Maths	(65.6%) 71.3%	Boys very slightly higher than girls
	PP (53.8%) 57.9%	

KS1

Subject	ARE and above	Notes
Reading	(68.8%) 79.2%	Boys slightly higher than girls
	PP (30%) 85.7%	
Writing	(68.8%) 79.2%	Boys lower than girls
	PP (30%) 100%	
Maths	(75%) 70.8%	Girls slightly higher than boys. PP higher than no PP
	PP (80%) 85.7%	

KS2

Subject	ARE and above	Notes
Reading	(60.7%) 69.6%	Boys slightly higher than girls
	PP (31.3%) 33.3%	
Writing	(44.3%) 53.6%	Boys significantly lower
	PP (31.3%) 25%	
Maths	(60.7%) 71.4%	Boys slightly higher than girls
	PP (37.5%) 41.7%	

Further Action Required:

Continue to build on the solid results and achievements. The staff team to continue to focus on quality first teaching across school for all children. Branching out from this to close off any gaps and continue to address the needs of the pupil premium children.

Impact of Governance:

Ensuring that budgets are spent appropriately and effectively to meet the needs of the pupil premium children and achieve the above results (impact).

Date and time of next visit:

Jan 2023

Governor signature:

Date: 19/7/2022

P. Taylor

Staff signature:

R. Nokes