



<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> Jo Dennehy 28<sup>th</sup> November 2016</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></p> <p>SEN governor visit reports are on the school website. SENCo has given targeted support to a class teacher to ensure effective provision in place for pupil premium cohort. SENCo and Pupil Premium governor have regular professional discussions in Staff meetings. Teachers have evaluated the Primary Audit tool to enhance provision. Headteacher and pupil premium governor have used The Pupil Premium Next Steps (July 2015) and from it evaluated provision.</p>	
<p><b>Observations and Discussions</b></p> <p>All teacher input data at least weekly on school pupil tracker, this is evidenced in the senior management login monitor.</p> <p>Teachers are reminded to input data as evidenced in the staff meeting minutes from 9<sup>th</sup> November.</p> <p>Following end of year data all teachers given list from SPTO of children who they need to monitor progress carefully – slow movers from last year.</p>	

Fourlanesend Community Primary School – Governor monitoring visit report form



All interventions are input weekly onto school pupil tracker – this was reinforced at the TA meeting of Friday 18<sup>th</sup> November. 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.

The Pupil Premium grant expenditure report to parents for the year 2015-16 has been evaluated for impact. Please see a copy of this report below. The data (whole school 2015/6) demonstrates children receiving pupil premium make the same or greater progress as other children at Fourlanesend and this is greater progress than nationally expected. Children receiving pupil premium at ARE is slightly lower than our other children, however this the difference between these groups is diminishing.

Based on the evaluation of the 2015/6 grant expenditure report, changes have been made to the 16/17 report (available on the school website) to ensure it complies with the September 2016 updates. The 2016/17 report includes the barriers to learning, the nature of support and the reasons supporting these. Under measuring impact more detail is given covering 8 aspects of the SDP.

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

Evaluated 2015/16 data and compared 2015/16 and 2016/17 expenditure reports (both available on the school website). Evaluated current recommendation for pupil premium spending and impact. Monitored staff use of SPTO.

**Further Action Required:**

Case studies to be written on our most able disadvantaged children (3 children). Primary Audit tool and Pupil premium Next Steps to be sent to all governors.

**Impact of Governance:**

To monitor and improve use of PP funding to ensure excellent outcome for all children.

**Date and time of next visit:**

**Governor signature:**

**Date:**

*J. Denahy*

*28-11-16*

**Staff signature:**

*R. Norton* *28/11/16*



# Pupil premium grant expenditure report to parents for the year 2015-16

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are very broad and merely state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2015-16.

## Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2015-16	
Total number of pupils on roll	110
Pupils eligible for PPG	children on FSM and children Ever 6 children with a parent in the services 2 children adopted from care
Amount of PPG received per pupil	£1320
Total amount of PPG received	£38,140

## Nature of support 2015/16

- Teaching assistant supports other children in the class allowing the teacher to work with FSM children
- Bespoke intervention groups e.g. phonics, word wrap, toe by toe, precision teaching
- Extensive 1:1 tuition (with teachers) for English and mathematics during the school day and after school
- Additional Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented maths provision
- Support for children who are entitled to free school meals to attend residential and educational visits.
- Teaching assistant time to work with children who require 'catch up'
- Extra individual reading time within the school day
- Holiday club
- Specialist math's resources program to address gaps (numericon)
- Reading comprehension materials to support progress in reading
- Spelling and grammar materials to support progress
- Resources for EYFS to support identified areas of weakness (PSED, PD, CL and L) for children entitled to pupil premium
- ICT equipment to support effective learning

## How will we measure impact?

Most of our support is included in our School Development Plan (SDP). Below is part of the SDP that monitors the progress of our pupil premium children.

Fourlanesend School Development Plan 2015-16						
Priority: Leadership and management Autumn Term evaluation in purple. Spring Term evaluation in green Summer in red and achieved/not achieved in <b>BOLD CAPITALS</b>						
Success Criteria – what we want to achieve.	Actions – used to ensure success criteria is achieved.	Leader	Start and finish dates	Resources	Monitoring of Implementation How? Who? When?	Termly Evaluation or as appropriate. Impact – are we achieving SC? If not, what needs to change?
2.14 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.	<ul style="list-style-type: none"> <li>All data is inputted onto the SPT regularly by teachers.</li> <li>SMT and governors to use the pupil premium toolkit to assess impact of the use of the pupil premium funding and improve provision for disadvantaged children across school.</li> <li>SMT monitor the progress made by all groups of children half termly.</li> <li>Effective interventions are put in place as necessary to prevent children from falling behind.</li> <li>HT reports on what is in place for pupil premium children in her termly reports to the governing body.</li> </ul>	NF, LC, RW, FF, HI, J D RN, LC and FF RN, FF, LC and gov ern ors	Sept – July Oct – July Sept – July Oct – July	N/A	To be monitored by pupil premium governor. Who will need to meet with HT and discuss the progress the children are making and the impact of the interventions, this will be reported to the governing body.  The chair of governors will monitor and ensure that the pupil premium governor has met with the HT and reported back to governors.	Data being inputted daily/weekly as verified by Lou Treadwell during her visit on 30 <sup>th</sup> November 2015. Teachers in a staff meeting in December studied the pupil premium toolkit and looked at what is place, the impact of it and what we could improve/add. Evidence of this is in our staff meeting minutes. This will be evaluated again following SMT data monitoring day on Wednesday 13 <sup>th</sup> Jan where groups and interventions are tracked. HT report Dec 2015 reports on pupil premium. Data from Autumn Term demonstrates that children in receipt of pupil premium funding make more progress than those not in receipt of pupil premium. Although there is still a difference between those achieving age related expectations, the gap is closing. For greater details please see the head teachers report to the governing body, this is published on the school website. A detailed monitoring report 8 <sup>th</sup> February 2016 on how pupil premium money is spent and the impact of it is on the school website and in the governor visits file.  <b>Our 2016 whole school progress data demonstrates that our children who receive pupil premium and our service children make more progress than other groups of children. In fact when we compare the well above expected levels of progress, our pupil premium children and service children overall exceed our other children—see tables below this.</b>  There is a detailed monitoring report on the school website from the summer term and the Pupil Premium funding allocation for this year has been evaluated. This too is on the school website.  <b>ACHIEVED</b>
	<ul style="list-style-type: none"> <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>	NF, LC, RW, FF, HI, J D RN Gov ern or				

## Whole School Groups Data 2015/16 : Reading

Group	Baseline: End of Year Final 2014-2015				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2015-2016				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels (Based on old APs)	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [105 100.0%]	13.7	14.3	-0.6	-	17.3	17.2	+0.1	=	+3.7	+3.0	+0.7	+	0.71	2.15	13.5%
FSM [14 13.3%]	11.3	12.4	-1.1	-	14.9	15.4	-0.5	-	+3.6	+3.0	+0.6	+	0.79	2.43	7.1%
NO FSM [91 86.7%]	14.1	14.6	-0.5	-	17.6	17.5	+0.2	+	+3.7	+3.0	+0.7	+	0.70	2.11	14.4%
PUPIL SERVICE PREMIUM [28 26.7%]	12.7	13.6	-0.9	-	16.4	16.6	-0.2	-	+3.7	+3.0	+0.7	+	0.75	2.43	10.7%
NOT PUPIL SERVICE PREMIUM [77 73.3%]	14.1	14.5	-0.4	-	17.6	17.4	+0.2	+	+3.6	+3.0	+0.6	+	0.70	2.05	14.5%
PUPIL PREMIUM [25 23.8%]	13	14	-1.1	-	16.7	17	-0.3	-	+3.8	+3.0	+0.8	+	0.76	2.44	8.0%
NOT PUPIL PREMIUM [80 76.2%]	13.9	14.4	-0.4	-	17.5	17.3	+0.2	+	+3.6	+3.0	+0.6	+	0.70	2.06	15.2%
SERVICE CHILDREN [3 2.9%]	10.3	10	+0.3	+	13.7	13	+0.7	+	+3.3	+3.0	+0.3	+	0.67	2.33	33.3%
NOT SERVICE CHILDREN [102 97.1%]	13.8	14.4	-0.6	-	17.4	17.3	+0.1	=	+3.7	+3.0	+0.7	+	0.71	2.15	12.9%

## Whole School Groups Data 2015/16 : Writing

Group	Baseline: End of Year Final 2014-2015				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2015-2016				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels (Based on old APs)	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [105 100.0%]	13.3	14.3	-1.0	-	17.3	17.2	+0.1	=	+4.1	+3.0	+1.1	+	0.76	2.46	6.7%
FSM [14 13.3%]	10.6	12.4	-1.8	-	14.7	15.4	-0.7	-	+4.1	+3.0	+1.1	+	0.79	2.50	14.3%
NO FSM [91 86.7%]	13.7	14.6	-0.9	-	17.7	17.5	+0.2	+	+4.1	+3.0	+1.1	+	0.76	2.46	5.6%
PUPIL SERVICE PREMIUM [28 26.7%]	12.1	13.6	-1.5	-	16.4	16.6	-0.2	-	+4.2	+3.0	+1.2	+	0.86	2.79	3.6%
NOT PUPIL SERVICE PREMIUM [77 73.3%]	13.7	14.5	-0.8	-	17.6	17.4	+0.2	+	+4.1	+3.0	+1.1	+	0.72	2.34	7.9%
PUPIL PREMIUM [25 23.8%]	12.4	14	-1.7	-	16.5	17	-0.5	-	+4.1	+3.0	+1.1	+	0.80	2.56	4.0%
NOT PUPIL PREMIUM [80 76.2%]	13.6	14.4	-0.8	-	17.6	17.3	+0.3	+	+4.1	+3.0	+1.1	+	0.75	2.43	7.6%
SERVICE CHILDREN [3 2.9%]	10.3	10	+0.3	+	15.3	13	+2.3	+	+5.0	+3.0	+2.0	+	1.33	4.67	0.0%
NOT SERVICE CHILDREN [102 97.1%]	13.4	14.4	-1.0	-	17.4	17.3	0.0	=	+4.1	+3.0	+1.1	+	0.74	2.40	6.9%

## Whole School Groups Data 2015/16 : Maths

Group	Baseline: End of Year Final 2014-2015				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2015-2016				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels (Based on old APs)	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [105 100.0%]	13.5	14.3	-0.8	-	17.3	17.2	+0.1	=	+3.8	+3.0	+0.8	+	0.73	2.21	11.5%
FSM [14 13.3%]	11.3	12.4	-1.1	-	14.9	15.4	-0.5	-	+3.6	+3.0	+0.6	+	0.86	2.50	14.3%
NO FSM [91 86.7%]	13.9	14.6	-0.7	-	17.6	17.5	+0.1	=	+3.9	+3.0	+0.9	+	0.71	2.17	11.1%
PUPIL SERVICE PREMIUM [28 26.7%]	12.6	13.6	-1.0	-	16.4	16.6	-0.2	-	+3.8	+3.0	+0.8	+	0.79	2.46	14.3%
NOT PUPIL SERVICE PREMIUM [77 73.3%]	13.9	14.5	-0.7	-	17.6	17.4	+0.2	+	+3.9	+3.0	+0.9	+	0.71	2.12	10.5%
PUPIL PREMIUM [25 23.8%]	12.9	14	-1.2	-	16.6	17	-0.4	-	+3.8	+3.0	+0.8	+	0.80	2.44	12.0%
NOT PUPIL PREMIUM [80 76.2%]	13.7	14.4	-0.6	-	17.5	17.3	+0.2	+	+3.8	+3.0	+0.8	+	0.71	2.14	11.4%
SERVICE CHILDREN [3 2.9%]	10.3	10	+0.3	+	14	13	+1.0	+	+3.7	+3.0	+0.7	+	0.67	2.67	33.3%
NOT SERVICE CHILDREN [102 97.1%]	13.6	14.4	-0.8	-	17.4	17.3	0.0	=	+3.8	+3.0	+0.8	+	0.73	2.20	10.9%

All data and judgements on this report are based on the baseline and end point assessments you have chosen. Percentages and averages on the following grids do not include pupils with blank or missing data.  
 ARE: Age-related expectation (The expected outcome of a nationally average child based on the yeargroup and time of year)  
 BROAD LEVEL: Progress is calculated on the progress of a child from broad level to broad level, and is shown in the number of levels a child has moved between the assessment points.  
 SUB-LEVEL: Progress is calculated on the progress of a child through sub-levels, and is shown in the number of sub-levels a child has moved between the assessment points.