

Littleport Community Primary School - Governor Visit Monitoring Report

Date	Autumn Term for visits to the school November to December
Name/s of Governors	K Jacklin, D Barker
Names of lead staff	S Jackson (SJ)
School Priority	
Action from Improvement Plan to be monitored	○ Review the strategy that ss in place for this academic year. review last year, e.g., what was PP achievement like (compared to non-PP, in school and nationally) and how much progress was made against with action plan for last year? ○ Discuss issues emerging e.g. underachievement of PP in whatever areas, also examples of good achievement. ○ review the action plan, and allocated funding, to see if these issues have been picked up and whether the actions/goals of the plan are manageable.
Visit activity: Please indicate which of the following activities were undertaken during the visit (aim to carry out at least 3 activities) • Reviewed data. • Met with leaders. • Spoke with staff. • Spoke with parents. • Spoke with pupils. • Reviewed pupil work. • Reviewed planning. • Reviewed budget. • Reviewed resources. • Classroom visits. • Other	Reviewed documentation: Pupil Premium Strategy and review of the year, including data.

When carrying out the visits, please consider evidence from across the school to include EYs, KS1 and KS2.	
Progress and Impact What progress has the school made with regards to the priority(ies) for development? What evidence of impact is there? What are the next steps?	Key points from our meeting were: ○ Support from SR has been helpful in developing the strategy and ownership of the plan. ○ ABC children name is helpful and positive. ○ The strategy is for 3 years updated yearly. ○ Do you have an action plan for PP detailing actions for that specific year? SJ advised this was not yet in place but will be developed. Voice 21 will be an important element of this. There are 1.5 hours for TAs, to work with PP children and Little Wandle will also be a focus. ○ Why did only 67% of teachers know their PP pupils ‘very well’? SJ advised tall knew their PP pupils well with 33% of teachers knowing the ABC children ‘well’. This will be made clear on the documentation. ○ What is the % of PP pupils accessing clubs? Do they pay for these clubs? The clubs are free of charge, music ensemble may be paid for by the school. 50% of PP lessons for PP children are funded via PP funding. SJ advised that she would find out the % of PP pupils who take part in clubs. ○ We looked at the data for last years’ Y2; this is positive when compared to National for reading. Changes in testing, and consequent support, arrangements may have impacted upon these. The school is looking to do NFER reading assessments as these are carried out through the school for every Year group (exception of Y1). ○ It would be good for us to be able to review the attainment gap (between PP and non-PP pupils) in core subjects over the last 5 years.SJ agreed and will seek to provide this for the next time we meet. ○ We reviewed data- overall PP children attain less well than non-PP with some notable exceptions e.g., reading in Years 2 and 3, maths in Y4. Overall, the attainment was smaller than for most other year groups in current Y6. ○ Tests for Y5 have been moderated by the school. Last Year’s Y5 data may have been inflated due to discrepancies about transferring the scaled score to FFT. The school now has put in place teacher assessment. Good reflection/awareness of teachers- evidence that teachers really know their children (as they came forward to say this). ○ Should addressing the early skills gap be a priority for the PP strategy? SJ advised that this will be added. There is a focus on phonics from the Phonics lead, interventions taking place and the Phonics Lead will be leading on the assessments. Children come in at various levels of competence in terms of language. ○ Voice 21; the project is over 3 years. SJ and a Y6 teacher have been on training for V21, to lead on training/implementation for the school. They are trialing a task and a set of oracy expectations. Children are given prompts

	to talk, children have different roles (e.g., instigators, builder, challenger) to build skills, vocabulary, and social skills. This will help children who come into school with few skills. There is a second development day in January, the aim is to roll this project out later in the year. ○ Only Persistent Absentees, and those with persistent lateness, access the Breakfast Club. Offering this to all PP children would come with a staff cost. Some further children have joined, the school is responsive to emerging needs. ○ How will school manage the government intention to offer Breakfast Club to all children? SJ is not sure how this would work, currently the school relies on staff giving their time freely for this. ○ There is a reduction over time for persistent absenteeism-now well below national for PP. ○ Treehouse, some PP children are part of this provision. We discussed how the allocation of PP funds to support Treehouse should be accounted for in the PP budget. SJ will look into adding this to the budget. ○ How do pupils in the Treehouse provision transition to secondary schools, where OAP is the only offer? Some are suitable for special schools, they have transition meetings, the hope is that these children will receive special school support and treehouse provides evidence. The PP strategy. ○ Funds for PP £146520 and the current spending plan does not match this (it is lower). This gap could be accounted for by attributing some of the cost of Treehouse to the PP budget. SJ working to finalise the budget details. SJ will look to create an action plan for the strategy document. ○ Do you fund external providers for PP? Yes, the school did do this with regards to did tutoring, at huge cost to target a small number of children, and the impact was not significant enough to keep it going. There are many TAs who can support with learning so less necessary for children support. This is reflected in outcomes. ○ Do TAs have an element in their PM process which references their impact on PP children? Yes, this is the case, dependent upon the year group. TAs have multiple roles/functions.
Equality question Choose one question which is most appropriate to ask: • How do we celebrate the achievement of learners? • How do you make sure all pupils can access the curriculum? • Are there enough opportunities for higher-ability pupils? Can you	Higher attaining PP children? How are these appropriately challenged? These pupils are recognised by teachers, TAs do work with HA children, focusing on skills such as writing, editing, and improving their writing, or the TA frees up the teacher. Challenge elements within lessons are targeted at all children including PP children. V21 could be a good way of defining more challenging roles.

show me some examples?	
Safeguarding question/observation Either ask staff or ask children: <i>Note the staff question is designed to be asked of non-DSL staff (he Safeguarding link governor will be meeting with DSLs to ask them questions about safeguarding).</i> To ask staff: If you had a concern about a pupil or a member of staff, who do you speak to and how do you log the concern? Or, to ask children: Who do you talk to at school if for any reason you did not feel safe?	Inappropriate behaviour by an adult in school? What would you do? Speak to DSL, or Chair of Governors, for clarification and to agree next steps. An instance recently occurred, and SJ has followed this up with the HT and the issue has been dealt with. Are PP children anymore needy in terms of Safeguarding needs, social care, early help. SJ agreed that it would be good to have some overview data on this.
Short comments for Website/Newsletter	○ Reviewed outcomes for last year; pleasing elements of progress and pleased to see its improved. ○ V21 will be a new initiative for the school to support everyone. ○ We reviewed the plan for this which is comprehensive but suggest a couple of changes- an action plan and a focus on addressing the early skills gaps. ○ Still trying to work out the budget. Swimming added.