

Littleport Community Primary School - Governor Visit Monitoring Report

Date	9/11/23
Name/s of Governors	T Peacock, D Barker
Names of lead staff	S Jackson
School Priority	Raise the achievement of pupil premium children.
Action from Improvement Plan to be monitored	1. what has school self-evaluation told the school about its strengths and areas for development? 2. what are the priorities for improvement this year? What targets have been set in relation to these? 3. what actions will the school be focussing on to drive improvement in the identified areas? Why have these actions been chosen? What will happen, by when and carried out by whom? 4. are the actions reasonable, achievable, and adequately resourced? 5. what actions have already taken place and what impact have these had?
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	• Met with Pupil Premium lead. • Reviewed data. • Reviewed action plans. • Looked at some pupil work.

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?	• what has school self-evaluation told the school about its strengths and areas for development? • The school runs a range of approaches and interventions to supporting PP children's progress (see report at end of summer term 23) • Attainment and progress data shows that PP pupils progress across the school in the core subjects is variable when compared to non-PP pupils, with progress in reading and maths being the strongest. • The school has reviewed its approach in the light of best practice and re-developed its approach to PP strategic planning. Strategic planning addresses identified areas for improvement: attendance; ethos, attitudes and expectations; pastoral approaches; and early interventions with a focus on vocabulary. • During the visit we asked: • Is the proportion of pupils with SEN greater for PP pupils when compared to non-PP pupils? The school reports that 30% of PP are SEND compared to 15% of non-PP pupils. This adds to the complexities of trying to manage PP as coherent group-all pupils are individuals with barriers to learning manifesting themselves in many ways. The strategic plan is aiming to address these complexities. • How does the achievement of PP with SEND compare with non-PP SEND pupils? • What is the impact of persistent absence (PA) upon the achievement of PP pupils? • what are the priorities for improvement this year? What targets have been set in relation to these? Key priorities are: • Ethos, attitudes, and expectations- to enable all children, particularly PP children to achieve their full potential in a supportive environment, broadening cultural capital and facilitating a sense of belonging. • Pastoral: for children experiencing challenging parental separation to ensure support, security and confidence building. The aims here are related to continue to increase mental health and emotional well-being supports. • Attendance: to reduce persistent absences to 25% of PP (currently the figure is around 50% of PA are PP pupils). We asked, what progress is being made in relation to the 24 families who have PA pupils? A major factor in the non-attendance of PA pupils are SEMH issues. Therefore, the school has placed a major emphasis upon providing, and expanding, the pastoral support that will support pupils. In addition, the school will be expanding its breakfast offer to encourage PP pupils' attendance, the aim is to start this by the New Year. Is persistent lateness also an issue and would differentiated start times help with this? The breakfast offer is aimed to bring in PP pupils earlier to school. What is the process for following up on absence? The school carries out phone-calls on the first day of unauthorised absence and then follow this up as per the attendance policy. It was suggested that the school attendance and PP lead organise meetings with parents/children in order to better understand the individual barriers each faces and to provide support. • Early intervention to address vocabulary gap: to close the vocabulary gap between disadvantaged and non-disadvantaged pupils. The school feels that

	by further developing its strategies for vocabulary development this will have an impact upon PP pupils (and non-PP pupils) academic achievement and personal, social and emotional growth. To this end the school is intending to become a 'Voice21' school and an application for this, and funding, will made next year. The current curriculum offer is already impacting upon pupils' vocabulary development, data shows that vocabulary understating is improving and there is parity of quality and depth of rioting when comparing humanities to writing books. Both of us reviewed books and confirmed that the quality of writing was equivalent across both writing and humanities subjects. There was also evidence of progress over this term with some pupils moving from highly scaffolded work to that which was more independent. In KS1 the school is building towards a version of the 'Opening Worlds' curriculum that is successfully in use in KS2, one which will incorporate more storytelling approaches to teach the curriculum. This alongside Little Wandle would greatly support pupils' vocabulary acquisition. It was asked whether audio books would be useful for those who would benefit from additional support and the school will explore this, alongside continuing to increase the number of volunteer readers-the school is having a successful drive to increase the number of adult volunteer readers. The school will be using some of the PP funding to provide for additional speech and language therapy. 3. what actions will the school be focussing on to drive improvement in the identified areas? Why have these actions been chosen? What will happen, by when and carried out by whom? • The school has engaged with evidence and best practice to develop its current approach which are detailed in its strategic plan. These include: ○ CPD to raise expectations and understating of familiar situations. ○ Developing family engagement opportunities, improving communication, monitoring of engagement ad participation in additional school activities (e.g., clubs). ○ Increasing the mental health offer of the school through commissioning work with the mental health support team, NESSIE, ○ Improving attendance through the breakfast offer mentioned above, providing tailored entry times for targeted families, enhanced teacher contact with families. ○ Continue to improve high quality teaching offer through curriculum development in which vocabulary development has a central part. 4. are the actions reasonable, achievable, and adequately resourced? The leader for PP has regular release time (although also responsible for assessment) and manages to work on PP initiatives/strategy development in the time she has. 5. What actions have already taken place and what impact have these had? • Work on developing the KS1 and EYs curriculum has begun. • Breakfast offer is being firmed up and will be ready to start in the New Year.
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?	How do we celebrate the achievement of learners? In addition to its ongoing practices the school will be starting to send 'success postcards' home to celebrate the success of a child in school.

Are there enough opportunities for higher-ability pupils? Can you 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?	A Safeguarding question was not asked at this visit.
Short comments for Website/Newsletter	<i>The school places very great importance upon the achievement of every child. To this end they are developing new approaches to supporting the attendance of pupils who are eligible for pupil premium funding. These include alternative start times for pupils and families for whom this would benefit and an expanded breakfast offer.</i>