

Littleport Community Primary School - Governor Visit Monitoring Report



Date	Summer 2023
Name/s of Governors	T Peacock, D Barker
Names of lead staff	S Jackson
School Priority	Assessment activities focus more precisely on the progress of the most able pupils, particularly those who are disadvantaged, so that more pupils are able to make the progress they should and reach the higher standards of attainment. To improve achievement of pupils in receipt of the pupil premium grant.
Action from IP to be monitored	i. What progress has been made with regards to the action plan? What are successes and challenges? ii. What has been the impact of strategies used? iii. What progress has the school made in understanding what the achievement data is telling them (e.g. 'separation' of PP and SEN) and how will this be reflected in next year's action plans?
Summary of Visit	Discussion with the school lead. Review of data presented. Review of books.
Progress and Impact	i. <u>Evaluation of action plan</u> • Assessment: this aspect of the improvement plan has had a positive impact. Teachers are using diagnostic assessments (for example in maths) as well as the outcomes of assessment information to inform teaching programmes and adaptations of provision. Challenges remain especially with regards to consistency of interventions which has been impacted upon by reductions in the numbers of support staff as well illness impacting upon support staff's attendance. • Tutoring: the school is reporting that the tutoring offered is having an impact but that this benefitting only a small number of pupils. The school is currently reviewing tutoring provision, and other interventions ahead of the next academic year. The school was unable to provide detailed analysis of the interventions, including tutoring, to substantiate its views and we await this in the first term of the Autumn term 23. • SEMH provision: the school has ELSA trained support staff and this, along with YMCA provision and the Treehouse, has had a positive impact upon pupil's outcomes. Staff report that the children are more confident, with improved self-esteem and self-efficacy as a result of the work carried out.

We were able to see this evidenced in one of the writing books we reviewed, with improved confidence showing itself through improved writing in books.

- Writing:
 - a) the school reports that their focus on writing has had an impact. Strategies such as CPD, book looks, moderation and the focus on sentence level has seen improvements.
 - b) The progress data provided by the school for writing showed that the impact of the improvements made were variable across year groups for PP pupils, with the greatest impact being upon non-PP pupils which far outstripped the progress made by PP pupils over the same period.
 - c) Our quick review of books presented did show differences between the achievement of PP and non-PP pupils with the latter group showing a greater maturity in presentation, punctuation and greater range vocabulary, although there were some impressive instances of good vocabulary use by PP pupils.

ii. **Evaluation of interventions:**

No detailed analysis of the impact of interventions, in relation to costing of intervention/strategy was presented, although we were able to review tables of data, for reading, writing and maths, grouped according to PP and non-PP achievement. No data for current Y6 was presented.

- Adult support is part funded through the PP grant and the school reports that this has had an impact upon outcomes for pupils. For example, the school reports that phonics outcomes have improved for all.
- Reading: Data was shown that evidenced the assertion that scaled score in reading had improved between the two assessment periods provided. The school has just introduced this assessment system and so comparisons over a longer period were not available. In three out of the five year groups for whom data was presented (no Y6 data was available for this meeting), the PP pupils' progress was greater than that of non-PP pupils- so this is testimony to the school's success in this regard, although this is yet to be consistent across all year groups.
- Y1 phonics test outcomes showed that 89% of PP pupils achieved the standard- this is testimony to the impact that additional interventions have had upon outcomes for PP pupils.
- Reading: the school reports that 89% of PP pupils receiving interventions made progress between spring 23 and summer 23.
- Writing: progress is less clear in writing for PP pupils, although in Y2 accelerated progress is evident, with other year groups showing a 'slowing down' or decrease in the scaled scores from spring 23 to summer 23.
- Writing: the school reports that 50% of PP pupils receiving interventions have made progress between spring 23 and summer 23.
- Maths: evidence presented shows strong progress for PP pupils in all year groups for whom data was presented. The progress of PP pupils was better than that of non-PP pupils in years 1-3 and year 5 and although non-PP pupils' progress was better than that of PP pupils in Y4, PP pupils still made good progress.
- Maths: 76% of PP children receiving interventions in maths made progress between spring 23 and summer 23.

iii. **Progress made in understanding school data as it relates to PP pupils specifically.**

	• PP and SEN: the school presented data showing a breakdown of SEND group according to whether each pupil was PP or non-PP. The data shows that SEND PP pupils achieve less well than PP who have no special educational need clearly showing that SEND issues do significantly impact upon achievement. This information can help the school to better understand barriers to learning and target resources more effectively. • Persistent absence (PA): the school showed that 27% of persistent absentees are PP pupils, however the school's strategies are having an impact as 30% of the PP PA's attendance has improved. In summary: the school has improved and is improving its understanding of the needs of PP pupils. Achievement, while positive in many year groups and subjects, is not yet consistent, especially in writing. PP issues are complex, especially when combined with SEND and the school is working hard to better understand to intervene, in these cases.
Equality	To ask staff: What opportunities are there for us to become a more inclusive school? • This is always work in progress. • High needs pupils re being enabled to participate in class. • Ordinary extra provision is provided to support the learning needs of all pupils.
Safeguarding question/observation	To ask staff: How do leaders/other staff identify learners who may need help or are at risk of abuse? • CPD helps all staff to recognise potential risk factors and warning signs of potential abuse. • There is an open culture at the school whereby staff can freely discuss with DSLs or other senior staff members, their concerns. • There is a clear reporting process in place.
Short comments for Website/Newsletter	<i>The school has worked hard to improve the learning of pupils in receipt of the pupil premium. There is clear evidence of this impacting upon the outcomes in Y1 phonics and in reading and maths across the school. The impact of the school's work in writing is less strong, although still evident and this will remain a focus for next year.</i>