

Littleport Community Primary School - Governor Visit Monitoring Report



Date	Spring Term 2023
Name/s of Governors	D Barker (DB), Tim Peacock (TP)
Names of lead staff	Sara Jackson (SJ)
School Priority	Closing achievement gaps between PP and non-PP pupils
Action from IP to be monitored	a) What does monitoring say about the impact of strategies used to improve the achievement of pupils in receipt of the Pupil Premium and what are the next steps? b) What progress has been made with regards to the Pupil Premium improvement plan? What are the successes and challenges? c) How do you make sure that the pupil premium grant is spent appropriately on the target pupils?
Summary of Visit	DB and TP met with SJ to discuss the above questions and review evidence and data presented. The data presented was relevant to last academic and as the school has moved to a cycle of two assessment points in the academic year, there was no new data available for this academic as yet (but this will be ready for our next visit in the summer term). a) What does monitoring say about the impact of strategies used to improve the achievement of pupils in receipt of the Pupil Premium and what are the next steps? Key points • In general, pupils in receipt of the pupil do not achieve as well as other pupils, although there are some qualifications to this, in Years 4 and 5, Pupil Premium pupils achieved better than non-Pupil Premium pupils in writing. In these year groups, although the achievement of Pupil Premium pupils was below that of non- Pupil Premium pupils' achievement, it is significantly better when compared with national averages for EXP + (measured at the end of Y6). This shows that the school's strategies were having an impact last year- most notably, the expectations and literacy focus of the new curriculum, the interventions being run (for example those related to the use of the Blue Book) as well as the school's enrichment activities. Through other year groups and subjects the underachievement of Pupil Premium pupils is broadly in line, or at least on target to be in line, with the achievement of Pupil Premium pupils when compared with end of KS2 results for 2022. More needs to be done though, especially with regards to maths, where the gaps appear to be wider than those evident in reading and writing, to close these gaps.

- Last year's end of Y1 phonics check, showed that Pupil Premium pupils' achievement was below that of national values, and well below that of non-Pupil Premium pupils. As an explanation, the school noted that the new scheme, which was introduced last year, proved challenging more challenging for pupil premium pupils, than non-pupil premium pupils. In particular, the content heavy and fast-paced nature of the sessions mean that some children found it hard to keep up, despite the school's efforts. The school has learnt from this and has put in place more effective 'keep-up' sessions for those who fall behind in their learning. In addition, it was noted that parents of pupil premium pupils were less likely to support their child in home-learning. It was suggested that that teachers should rigorously follow-up with any parent who does not seem to be engaging to better support them in helping their children at home. It was thought that parent workshops would help, where strategies could be modelled along with engaging with interactive resources, and in-school 'homework clubs' for those at risk of not receiving support at home. Also, it was discussed that the school could develop a library visit system in which parents are encouraged to attend, to help raise the profile of reading at home. the school has put in place bespoke daily small group work those children who did not meet national expectations, and the outcomes of this strategy will be shared and discussed the next time we meet.
- The school is in the process of expanding its tuition offer for pupils who would benefit from extra support, and this would be of great benefit to Pupil Premium pupils.
- Vocabulary development is often a key issue and barrier for deprived pupils and the school has a range of strategies in place for developing all children's vocabulary, including powerful words, assembly, a storyteller visit, and heavy emphasis upon reading and books.
- For this academic year to date, little evidence was presented about the impact of strategies used so far, so this it is difficult to ascertain how well the strategies are faring- we will have more information available at our next visit, next term.
- SJ reported that her monitoring of pupil books showed that there were no observable differences in the work of Pupil Premium pupils when compared with non- Pupil Premium pupils.

It is good to see the clarity, which is emerging through the data presented, albeit for last academic year, and this bodes well for the next round of data.

Further steps would be to:

- Data discussed showed that there is a much higher incidence of SEN within the Pupil Premium group when compared to the non-Pupil Premium group. Therefore, it would benefit the school to analyse achievement data, separating out Pupil Premium pupils with SEN and Pupil premium pupils without SEN in order to better understand the complexities of need and enhance provision further.
- Data discussed also showed that there is a much higher incidence of Persistent Absenteeism amongst Pupil Premium pupils when compared to non- Pupil Premium pupils. It would benefit the school to analyse achievement data, separating out Pupil Premium pupils who are persistent absentees and Pupil premium pupils who attend well to better understand the complexities of need and enhance provision further. To this end SJ will be review the data as well as meet with the attendance lead to review the effectiveness of strategies and develop further approaches.
- In order to fully ascertain the impact that school's strategies are having upon Pupil Premium pupils' achievement we would like to have a list of key

	Pupil Premium interventions/strategies that the school is running presented along with evidence from the school's monitoring, as well as achievement data and costings of each strategy/intervention. b) What progress has been made with regards to the Pupil Premium improvement plan? What are the successes and challenges? • SJ has worked hard to analyse the data and present it clearly to governors and has also further developed the school's 3-year Pupil Premium strategy document to present an action plan, which details actions this year that will be carried out to enable achievement of the strategy overall. The actions are described in detail and RAG rated; it was good to see the progress of the actions planned, and overall, the plan is on target to be delivered over the course of the year. For example, teachers are setting ambitious targets for Pupil Premium pupils, and there has been CPD for all staff on the use of formative assessment methods to promote achievement. • It was commented that the plan contained many actions, however it is very adult-centric (with actions that are intended to impact upon pupils) and it would be good to see this further developed with actions that relate to directly to pupils e.g. tuition, academic interventions, parent support workshops. In addition, it would be helpful for each strategy to be costed (and for this to be shown on the plan) along with impact measures-this would help governors and the school to better understand the impact of the strategies used. c) How do you make sure that the pupil premium grant is spent appropriately on the target pupils? As there is no impact data for ready as yet for this academic year, it is difficult to comment upon the impact of the spending of the Pupil Premium grant. The school was able to present information showing how the budget has been allocated for this year with the bulk being attributed to teacher, and support staff pay, along with paying for emotional and well-being strategies such as Forest school, YMCA counselling and art therapy, as well as assessment materials, music tuition, materials, storytelling sessions, and support to pay for milk and uniforms for Pupil Premium pupils. Further action on this reiterates the point made above: - In order to fully ascertain the impact that school's strategies are having upon Pupil Premium pupils' achievement we would like to have a list of key Pupil Premium interventions/strategies that the school is running presented along with evidence from the school's monitoring, as well as achievement data and costings of each strategy/intervention. - We would like to see a breakdown of the pupil premium grant spending so as to help us review the effectiveness of the spending of the grant.
Progress and Impact	• Data was presented very clearly for last year's achievement outcomes and this clarity was good to see and very helpful. Achievement outcomes from last academic year show that Pupil Premium pupils' achievement at the

	school is broadly in line with, or on target to be in line with, national expectations • The action plan has been developed so actions for this academic year are detailed and tracked and it is good to see the progress the school is making with the various actions. • The school is putting in place a new assessment software system (FFT Aspire) that should enable better data gathering and analysis. • For the school to action as soon as possible Although the school's website has the PP 3 year plan saved, it is currently located under a heading for the academic year 2021-2022 it is recommended that the school update the website for PP plans (3 year and for this year) so they can be clearly found under the heading for this academic year. Our next visit will address the following • What does monitoring say about the impact of strategies used to improve the achievement of pupils in receipt of the Pupil Premium and what are the next steps? • In order to fully ascertain the impact that school's strategies are having upon Pupil Premium pupils' achievement we would like to have a list of key Pupil Premium interventions/strategies that the school is running presented along with evidence from the school's monitoring (book looks, reviews of quality of teaching, learning walk outcomes, pupil/parent voice), as well as achievement data and costings of each strategy/intervention. • What progress is the school making in understanding what the achievement data is telling them and how is this reflected/going to reflect in action plans? ○ Data discussed showed that there is a much higher incidence of SEN within the Pupil Premium group when compared to the non-Pupil Premium group. Therefore, it would benefit the school to analyse achievement data, separating out Pupil Premium pupils with SEN and Pupil premium pupils without SEN in order to better understand the complexities of need and enhance provision further. ○ Data discussed also showed that there is a much higher incidence of Persistent Absenteeism amongst Pupil Premium pupils when compared to non- Pupil Premium pupils. It would benefit the school to analyse achievement data, separating out Pupil Premium pupils who are persistent absentees and Pupil premium pupils who attend well to better understand the complexities of need and enhance provision further. To this end SJ will be review the data as well as meet with the attendance lead to review the effectiveness of strategies and develop further approaches. . • What progress has been made with regards to the Pupil Premium improvement plan? What are the successes and challenges? ○ To further develop the action plan so new and key pupil-focussed interventions are detailed (for example the phonics 'keep-up' sessions, tuition)
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Equality	To ask staff: • In what ways are equality and diversity demonstrated in the curriculum? • Through a varied and thorough planning scheme for all year groups, in KS2 this is based on the Opening Worlds curriculum and through PSHE lessons across the school using Jigsaw. Assemblies also include addressing equality and diversity.
Safeguarding question/observation	To ask staff: • How safe do pupils feel? How do you know? • Children at school mostly feel safe. This is evidenced through children's behaviour, teacher's knowledge of each child in their class, safeguarding incidents and through discussions with children through PSHE or more individually.
Short comments for Website/Newsletter	<i>The school has a larger than average number of pupils who are eligible for the pupil premium grant. End of KS2 achievement for pupils in receipt of the Pupil Premium shows that these pupils, as a group, achieved slightly above national expectations in reading, well above for maths and below national expectations in writing. The school has put in place new curriculum that is impacting positively upon writing.</i>