

Littleport Community Primary School - Governor Visit Monitoring Report



Date	20/10/22
Name/s of Governors	T Peacock (TP) D Barker (DB)
Names of lead staff	Pupil Premium lead: S Jackson (SJ)
School Priority	To improve the achievement and well-being of pupils in receipt of the Pupil Premium Grant.
Action from Improvement Plan to be monitored	As this was the start of a new academic year the questions focused on: a) <i>How does the school plan to improve outcomes for pupils in receipt of the pupil premium grant? What is the school aiming to achieve in its use of the PP grant? What strategies will be used? Why?</i> b) <i>How does the attainment of pupils eligible for the pupil premium grant compared to other groups?</i> c) <i>What are the KPIs for this academic year, for pupils in receipt of the grant?</i> d) <i>What will the funding be spent on?</i> e) <i>How will the impact of the funding be monitored and reported on?</i> f) <i>How do you know the strategies that the school has chosen are effective?</i> g) <i>What training and support will staff members need to deliver the strategies? How will this be funded/delivered?</i> h) <i>Are the strategies for improving outcomes for disadvantaged pupils set out in an action plan?</i>
Summary of Visit (what actions were carried out)	Governors met with the school's lead for pupil premium, Sara Jackson, discussing the above questions and reviewing evidence presented.

Progress and Impact
(what evidence do you have of progress and impact of actions upon priority issues)

Points below relate to lines of enquiry (above).

- a) The school has in place a Pupil Premium Strategy (PPS) statement that gives an overview of the school's approach for improving the achievement and well-being of pupils in receipt of the Pupil Premium Grant (PPG). This documents also set out challenges, strategies to address these challenges and intended outcomes by 2024/25. This is a useful and well thought out document, that details evidence informed strategies which the school will use to improve the achievement and well-being of Pupil Premium (PP) pupils. The document is very broad in nature and should be used to inform the development of a more specific action plan for this academic year. This action plan should be informed by achievement data and detail the specific strategies, costs, training requirements and intended impact of the strategies that will be used by the school this academic year. Governors will focus on reviewing this plan when we next visit in January 2023.
- b) Attainment for PP pupils is lower than that of non-PP pupils in every year group in every subject. The school has yet to clarify the national data on this, so we were unable to compare how well PP pupils in LCPS perform when compared with PP pupils nationally. This data will be made available the next time we meet. Data presented does show that attainment in reading and maths for PP pupils improved over the last academic year, although is not consistent in every year group:

Summer 2022 Year group	% point increase (+) or decrease (-) in achievement at 'secure' comparing same teaching groups 2020-21 to 2021-22 . Data is rounded. Figures in brackets refer to % point increase/decrease in achievement at 'secure' for non-PP pupils comparing same teaching groups 2020-21 to 2021-22		
	Reading	Writing	Maths
1	No comparable data provided		
2	-6	-9	+3
3	+2 (+10)	+21 (+4)	-4 (+3)
4	+14 (+24)	= (+1)	+15 (+22)
5	+56 (+51)	-5 (+10)	+22 (+46)
6	+35 (+29)	+20 (+28)	+32 (+31)

Governors requested that information on phonics achievement be made available the next time we meet in January. Governors also requested that comparisons with national averages be made available so we could evaluate how well the PP pupils are progressing in comparison with PP pupils nationally.

Writing remains an area of challenge, particularly so for current Y6 PP pupils with on 11% recorded as achieving 'secure'. Governors asked:

Why is writing achievement in current Y6 so low and what is being done to improve pupils' writing skills in this year group in particular, as well as through the school?

This is a particularly weak cohort.

I believe that the adapted approach to writing this year will have a positive impact on the attainment and progress of all children, including PP children.

It was discussed that there may be a large number of SEN pupils who are also PP I Y6 and that as a consequence the pandemic may have had a more significant impact on this group than others. The PP lead will look into this, and we can follow this up in our next meeting. In terms of actions to improve outcomes, the PP lead discussed how formative assessment and the rapid interventions, recorded in the Blue Book are one key way of improving outcomes for all. All teachers are aware of who the PP pupils are in their class, and the PP pupils who receive such interventions are clearly highlighted within the book. Phase leaders monitor the use of these books, and the PP lead also reviews them to ensure PP pupils are receiving the appropriate amount of support. There has been a change in teaching approach to the teaching of writing in in current Y6 with a greater emphasis being placed upon transcription skills and increasing the range and number of writing opportunities across the curriculum.

Governors asked how well PP pupils achieve in other aspects e.g. broader curriculum, well-being and attendance. The PP lead will look into these aspects for us to discuss at our next meeting. In terms of attendance, although no data was presented, we discussed how PP pupils' attendance is below that of non-PP pupils. The PP lead was able to discuss the strategies the school has for improving this.

In terms of data provided, it would be very useful for the school to be able to show the progress that PP pupils have made in an academic year., for last year (and for this year to date when we next meet).

- c) KPIs have been set in the school's PPS, however these targets are for the long term and for realisation in the academic year 2024-2025. The PP lead will develop KPIs for this year alongside the action plan and we will be able to follow this up on our next visit. From data presented the school is broadly on track to meet the KPIs set out in the PPS for 2024-2025.
- d) Detailed funding will be noted within the developing action plan, however in broad terms, most of the funding is used to pay for TAs, HLTAs and a part of the salaries of leaders whose role has a direct impact upon the achievement of PP pupils. Other interventions are used to support PP achievement examples that were discussed included tuition and first class at number. It was discussed that bearing in mind issues relating to achievement in writing, that specific interventions to target this area would be helpful and that these could be detailed on the action plan. Governors will follow this up on their next visit.
- e) Monitoring is carried out via formative and summative assessments, data is collated, reviewed, and acted upon. The PP lead has reviewed pupils'

	books and noted some inconsistencies relating to marking and feedback that have been raised with staff and other leaders. The action plan that is being developed will detail how the impact of the different strategies will be monitored. f) The school's PPS document links evidence informed best practice interventions that are effective in improving outcomes for PP pupils. g) Training for TAs and HLTAs in the teaching of writing is being undertaken to help improve interventions in writing. Further training opportunities will be detailed in the developing PP action plan. h) The completed action plan will be reviewed by Governors in their visit in January 2023. Other questions asked: • Has the number of pupils eligible for FSM increased because of the cost-of-living pressures that are currently being experienced? The PP lead will investigate this for us to discuss the next time we meet. • Is the % of PP pupils with low attendance still high and how does this compare with national averages? The PP lead informed us that the PP pupils with low attendance is lower than national averages for this group. This is being worked on by the school's Inclusion Manager and the attendance procedures are used to bring about improvements. To be actioned and for review at the next visit: • For a breakdown of PP pupil achievement for 2021/22 to be shown, to include Y1 phonics achievement. This breakdown to include attainment levels and rates of progress for reading, writing and maths and for there to be comparisons made available with non-PP pupils and national averages. • For a breakdown of PP pupil achievement for the current academic year, as far as this is known • For a specific 2022/2023 'improving outcomes for PP pupils' action plan to be in place. This action plan should be informed by achievement data and detail the specific strategies, costs, training requirements and intended impact of the strategies that will be used by the school this academic year. KPIs for achievement should also be set within this document. • Information relating to the proportion of PP pupils who also have some element of SEN-it would be good to have an understanding the cross-over between PP and SEN. • For information as to the achievement of PP pupils in relation to other subjects, well-being and attendance to be made available for review at the next meeting.
Questions linked to SDP foci- Community and Parents focus.	

Choose one question which is most appropriate to ask: Either: Show me examples of how parents are involved in recognising learner achievement? Or: Show me examples of school involvement in the community?	The school involves parents in recognising learner achievement through a range of approaches, for example; learner of the week certificates which are awarded and sent home, parents are invited into assemblies in which children demonstrate their learning, parents' evenings, reports, home learning approaches and parent helpers being involved in classrooms. In addition, a new parent volunteer TA works with the school to promote learning.
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 show me some examples?	Pupils are supported in accessing the curriculum through a variety of strategies. These include the use of formative assessment to adapt teaching, Blue Book interventions, use of concrete resources to support learning, use of TAs, scaffolding, 1-1 support for those who require more personalised approaches.
Safeguarding question/observation Either ask staff or ask children: 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?	If members of staff have a safeguarding concern, they would first log this onto 'my concern' this would then be directed to one of the school's DSLs and acted upon. Often the DSL responding to the issue will get back to the member of staff who logged the concern to inform them of outcomes (although this is case dependent). If there were a concern about an adult in the school, then this would be logged with the headteacher and a concern about the Headteacher would be raised with the Chair of governors.

Short comments for Website/Newsletter	<i>The attainment of pupils in receipt of the pupil premium is showing broadly positive improvements on the previous year's outcomes in reading and maths across the school.</i> <i>The school has a new leader, Sara Jackson, with responsibilities for pupils in receipt of the pupil premium who is enthusiastic and is looking forward to further developing provision for this group.</i>
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