

Fourlanesend Community Primary School – Governor monitoring visit report form



<p><u>School Development Plan Priority</u> 2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors effectively hold them to account for this.</p>	<p><u>Focus of Visit</u> Spend, plan and impact of pp and spp funding on all groups of pupils.</p>
<p><u>Visit time, date and Governor name:</u> 18th July 2019 Vanessa Burton</p>	<p><u>Staff name:</u> Rebecca Norton</p>
<p><u>SDP actions to consider</u></p> <ul style="list-style-type: none"> • All data is inputted onto the SPT regularly by teachers. • Governors to use SPTO to hold leaders to account for their use of pupil premium money • SMT monitor the progress made by all groups of children termly. • Effective interventions are put in place as necessary to prevent children from falling behind – these are recorded on SPTO • HT reports on what is in place for pupil premium children in her termly reports to the governing body. • Pupil Premium governor monitors progress of pupil premium children termly and the impact of any interventions and reports on it to the governing body. 	
<p><u>Ofsted Outstanding</u></p> <ul style="list-style-type: none"> • Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes 	

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for pupil groups, especially between disadvantaged and other pupils.

Ofsted Good

- Governors hold senior leaders stringently to account for all aspects of the school’s performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.

Previous visit: Progress on agreed actions and Impact

Break down of spending year spending (budget)

Observations and Discussions

Please see below for detail of our Pupil Premium Planned Expenditure for 2018/19 and our Service Pupil Premium Planned Expenditure for 2018/19.

We have 106 children in the school and currently 29 of the children are in receipt of PP and 5 children in receipt of SPP.

Progress this year in average Tracking Points

	Subjects Combined	Writing	Reading	Mathematics	Notes
WHOLE SCHOOL ADMIN [106 children]	+3.1	+3.0 [106 pupils]	+3.1 [106 pupils]	+3.2 [106 pupils]	
Pupil Premium [29 children]	+2.9 +3.2	+2.9 [29 pupils] +3.2 (25 pupils)	+3.1 [29 pupils] +3.4 (25 pupils)	+2.8 [29 pupils] +3 (25 pupils)	The initial data for our pupil premium progress looks low, however it is severely impacted by 2 families that have significant external involvement-discussed with the governor. When these 4 children are removed from the data it is then exceeding NOT PP children in Writing and Reading.
NOT Pupil Premium [77 children]	+3.2	+3.1 [77 pupils]	+3.2 [77 pupils]	+3.3 [77 pupils]	

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Service Children [5 children]	+3.4	+3.4 [5 pupils]	+3.4 [5 pupils]	+3.4 [5 pupils]	
NOT Service Children [101 children]	+3.1	+3.0 [101 pupils]	+3.1 [101 pupils]	+3.2 [101 pupils]	

Age Related Expectations

	Subjects Combined	Writing	Reading	Mathematics	
WHOLE SCHOOL ADMIN [106 children]	59.4%	65.1% [106 pupils]	68.9% [106 pupils]	70.8% [106 pupils]	
Pupil Premium [29 children]	44.8% 54.2% (25 pupils)	51.7% [29 pupils] 62.5% (25 pupils)	51.7% [29 pupils] 62.5% (25 pupils)	55.2% [29 pupils] 62.5% (25 pupils)	The initial data for our pupil premium as always is low as these children arrive at school with lower levels of attainment; however it is severely impacted by 2 families that have significant external involvement - discussed with the governor. When these 4 children are removed from the data it is then exceeding NOT PP children in Writing and Reading.
NOT Pupil Premium [77 children]	64.9%	70.1% [77 pupils]	75.3% [77 pupils]	76.6% [77 pupils]	
Service Children [5 children]	80%	80% [5 pupils]	80% [5 pupils]	80% [5 pupils]	
NOT Service Children [101 children]	58.4%	64.4% [101 pupils]	68.3% [101 pupils]	70.3% [101 pupils]	

Pupil Premium

Pupil Premium children have been supported this year in class by their teaching assistants and teachers, providing individual support and individual and group interventions. Reading makes the strongest progress and has significant one to one input as the majority of these children do not read at home. This means that opportunities are put in place at school. The impact of this is that they make overall progress in line with everyone else and without the 2 families who have significant needs they make more progress. The progress in writing is just below that of the non PP children and again with the 2 families taken out it rises about. The impact on the attainment is that the gap between the attainment of the two groups is the smallest. The gap is



particularly small once the attainment of the two families is taken out, this is because the attainment in the families is so low it impacts on the others. In maths the progress gap is the largest however this is not reflected in the attainment. For next year the children who have need support in mathematics will be identified from the end of year data and support put in place.

Trauma support – 2hrs a week is in place and is making significant differences to the family’s emotional welfare. The impact of this is tracked this year using Motional and a positive difference/impact is seen in the children’s tracking. However, this is yet to be seen in their academic performance.

A new E P has been bought in – the cost is to the school not from the Pupil Premium budget, however two thirds of the spend is with children who are pupil premium. It is too early yet to see the impact, however the reports received are being used to support specialised provision for these children in 2019/20.

FAST is no longer since the end of the Spring Term however, plans are in place for the Autumn Term to look into running a parent scheme from our Jigsaw (PSHE) provision. The plan would be to use Danny Biscome to support this and target our PP families as we had previously done with FAST. The advantage of this is that it would work alongside the school PSHE provision and this is the area that our tracking demonstrates is lowest (in general) for our PP group and in turn impacts upon the children’s performance before arriving at school and their progress and attainment in school.

Service Pupil Premium

In the Autumn term new recommendations were put in place on how a schools spends Service Pupil Premium. This money is to be kept separately from the pupil premium money and has to have its own expenditure report. Please see below. SPP is there for school to provide mainly pastoral support for service children. The different barriers for these children have been identified in the expenditure report. Currently one of our Service Pupil Premium children is receiving pastoral support from a counselor. The other children receive support when identified by the classroom TA or teacher. Currently none of the parents of our Service Pupil Premium children are deployed.

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Summary to be entered on Governor Monitoring Plan:

Following detailed explanations given –PP children are making good progress in school and SPP are exceeding. See further action on Case studies to support this.

Further Action Required:

FLE emotional tracking system to be put in place. Staff to look into the use of Jigsaw Parent Group – feasibility of. Case studies to be provided on the 2 families and general summary of needs of other PP families.

Impact of Governance:

Case study and comparison summary to be developed as evidence of impact of provision in school.

Date and time of next visit:

Jan 2020 – review of Autumn Term

Governor signature:

Date:

Staff signature:

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