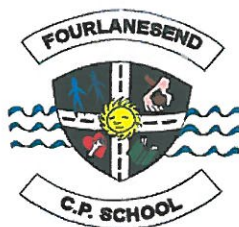


<p><u>School Development Plan Priority</u> 2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors effectively hold them to account for this.</p>	<p><u>Focus of Visit</u> Spend, plan and impact of pp funding on all groups of pupils.</p>
<p><u>Visit time, date and Governor name:</u> Vanessa Burton 13th December 2017</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 for pupil groups, especially between disadvantaged and other pupils. <p><u>Ofsted Good</u></p> <ul style="list-style-type: none"> • 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. 	
<p><u>Previous visit: Progress on agreed actions and Impact</u> Progress of reading challenge – All children in receipt of PP accessed the reading challenge in 2016/17 – this is an improvement of 2015/16 where only 50% of children in receipt of PP accessed it. Plans to get more parents into school and monitoring of pp parents who attend the events. FAST programme – Families and schools together. This impacted on 27 children who attend school. 14 of these children are PP. The sessions have been weekly and the families have engaged in activities with their children, time with other parents and they have all eaten together. The sessions have run from 3.30pm to 6pm. There is a formalized monitoring of this by NFER. However, informally we have noticed an increased engagement with school by all families that have attended. There has been an improvement in homework produced and reading. Also an improvement for particular children academically.</p>	



Observations and Discussions

We have 106 children in the school and currently 37 of the children are in receipt of PP.

Whole school data – 2016/17

Reading

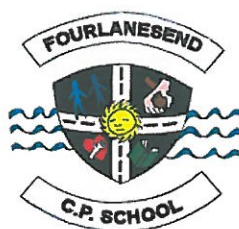
Groups – <i>the first number is the number of children in that group</i>	Progress	Expected Progress	Progress Comp	Progress Comp
ALL CHILDREN [101 100.0%]	+3.4	+3.0	+0.4	+
FSM [16 15.8%]	+3.3	+3.0	+0.3	+
NO FSM [82 81.2%]	+3.4	+3.0	+0.4	+
PUPIL SERVICE PREMIUM [31 30.7%]	+3.4	+3.0	+0.4	+
NOT PUPIL SERVICE PREMIUM [67 66.3%]	+3.4	+3.0	+0.4	+
PUPIL PREMIUM [28 27.7%]	+3.3	+3.0	+0.3	+
NOT PUPIL PREMIUM [70 69.3%]	+3.4	+3.0	+0.4	+
SERVICE CHILDREN [3 3.0%]	+4.0	+3.0	+1.0	+
NOT SERVICE CHILDREN [95 94.1%]	+3.4	+3.0	+0.4	+

'Just' pupil premium children made very slightly less progress than others. School believes that part of the reason for this is that parents are expected to read with their children at home and it is this group overall that read less with their children at home. However, school has compensated for this by using volunteer readers and teaching assistants to focus on these children. School has also ensured that all PP children participated in the reading challenge.

Writing

Groups	Progress	Expected Progress	Progress Comp	Progress Comp
ALL CHILDREN [101 100.0%]	+3.0	+3.0	0.0	+
FSM [16 15.8%]	+3.6	+3.0	+0.6	+
NO FSM [82 81.2%]	+2.9	+3.0	-0.1	-
PUPIL SERVICE PREMIUM [31 30.7%]	+3.1	+3.0	+0.1	+
NOT PUPIL SERVICE PREMIUM [67 66.3%]	+3.0	+3.0	0.0	=
PUPIL PREMIUM [28 27.7%]	+3.2	+3.0	+0.2	+
NOT PUPIL PREMIUM [70 69.3%]	+2.9	+3.0	-0.1	-
SERVICE CHILDREN [3 3.0%]	+2.0	+3.0	-1.0	-
NOT SERVICE CHILDREN [95 94.1%]	+3.1	+3.0	+0.1	+

Children in receipt of pupil premium exceeded other children in progress in writing. School believes this is due to focused teaching, interventions and catch up work.



Maths

Groups	Progress	Expected Progress	Progress Comp	Progress Comp
ALL CHILDREN [101 100.0%]	+3.1	+3.0	+0.1	+
FSM [16 15.8%]	+3.2	+3.0	+0.2	+
NO FSM [82 81.2%]	+3.1	+3.0	+0.1	+
PUPIL SERVICE PREMIUM [31 30.7%]	+3.1	+3.0	+0.1	+
NOT PUPIL SERVICE PREMIUM [67 66.3%]	+3.1	+3.0	+0.1	+
PUPIL PREMIUM [28 27.7%]	+3.0	+3.0	0.0	+
NOT PUPIL PREMIUM [70 69.3%]	+3.1	+3.0	+0.1	+
SERVICE CHILDREN [3 3.0%]	+3.7	+3.0	+0.7	+
NOT SERVICE CHILDREN [95 94.1%]	+3.1	+3.0	+0.1	+

'Just' pupil premium children made very slightly less progress than others. This was due to a couple of particular children who have now left.

Overall, there is no statistical difference in progress between PP child and other groups. Also at Fourlanesend, all children make more than expected progress across the year. However children in receipt of pupil premium begin school below national expected standards. Although they then make greater progress during their time with us their attainment is still below that of other groups. Please see next table:

Fourlanesend Community Primary School – Governor monitoring visit report form



	Subjects Combined		Writing		Reading		Mathematics	
	Below	On track and above	Below	On track and above	Below	On track and above	Below	On track and above
FSM [16 children]	50.0% 8/16	50.0% 8/16	37.5% 6/16	62.5% 10/16	43.8% 7/16	56.2% 9/16	43.8% 7/16	56.2% 9/16
NO FSM [82 children]	33.3% 29/80	66.7% 51/80	33.3% 27/80	66.7% 53/80	26.3% 21/80	73.7% 59/80	30.0% 24/80	70.0% 56/80
PUPIL SERVICE PREMIUM [31 children]	58.1% 18/31	41.9% 13/31	51.6% 16/31	48.4% 15/31	51.6% 16/31	48.4% 15/31	51.6% 16/31	48.4% 15/31
NOT PUPIL SERVICE PREMIUM [67 children]	28.2% 19/65	71.8% 46/65	26.2% 17/65	73.8% 48/65	20.0% 13/65	80.0% 52/65	24.6% 16/65	75.4% 49/65
PUPIL PREMIUM [28 children]	54.3% 16/28	45.7% 12/28	57.1% 16/28	42.9% 12/28	53.6% 15/28	46.4% 13/28	53.6% 15/28	46.4% 13/28
NOT PUPIL PREMIUM [70 children]	27.9% 19/68	72.1% 49/68	20.0% 14/70	80.0% 50/70	19.1% 13/68	80.9% 55/68	23.3% 16/68	76.7% 52/68
SERVICE CHILDREN [3 children]	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3
NOT SERVICE CHILDREN [95 children]	39.5% 37/93	60.5% 56/93	35.5% 33/93	64.5% 60/93	30.1% 28/93	69.9% 65/93	33.3% 31/93	66.7% 62/93

Evaluated expenditure report is available on the school website and as appendix 1 below

Pupil Premium 2017/18

Details of the expenditure are posted on the website and as appendix 2 to this report.

All teacher performance management and TA appraisal is linked to pupil premium children and their progress. Instead of lesson observations this year all teachers are paired up and taking part in lesson study. Out of the 12 children identified across the school 9 of these children are PP children. The aim of lesson study is to study previous work, identify barriers, identify what works well for the children in the lesson and set next steps. These occur termly and the result is a completed case study, which has tracked the identified children through the year.

Summary to be entered on Governor Monitoring Plan:

All matched with policy.

Further Action Required:

Impact of FAST on PP children

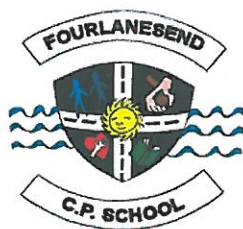
Monitoring of lesson study programme

Impact of Governance:

Checking that policy meets practice.

Date and time of next visit:

Fourlanesend Community Primary School – Governor monitoring visit report form



Governor signature:

Date: V Burton

Staff signature:

L. Norton

Appendix 1

