



<p>School Development Plan Priority 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>Focus of Visit Spend, plan and impact of pp funding on all groups of pupils.</p>
<p>Visit time, date and Governor name: July 2018</p>	<p>Staff name: Rebecca Norton</p>
<p>SDP actions to consider</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>Ofsted Outstanding</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>Ofsted Good</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>Previous visit: Progress on agreed actions and Impact Monitoring of lesson study and impact of FAST on PP children</p>	
<p>Observations and Discussions We have 98 children in the school and currently 32 of the children are in receipt of PP. Progress this year in average Tracking Points, Baseline to End of Year Final, 2017-2018</p>	



	Subjects Combined	Writing	Reading	Mathematics
1718YEARGRO UP:ALL [98 children]	+3.1	+3.0 [98 pupils]	+3.2 [98 pupils]	+3.2 [98 pupils]
PUPIL SERVICE PREMIUM [32 children]	+3.2	+2.9 [32 pupils]	+3.2 [32 pupils]	+3.4 [32 pupils]
NOT PUPIL SERVICE PREMIUM [66 children]	+3.1	+3.0 [66 pupils]	+3.2 [66 pupils]	+3.0 [66 pupils]
PUPIL PREMIUM [32 children]	+3.2	+2.9 [32 pupils]	+3.2 [32 pupils]	+3.4 [32 pupils]
NOT PUPIL PREMIUM [66 children]	+3.1	+3.0 [66 pupils]	+3.2 [66 pupils]	+3.0 [66 pupils]
SERVICE CHILDREN [4 children]	+3.4	+2.7 [4 pupils]	+3.8 [4 pupils]	+3.8 [4 pupils]
NOT SERVICE CHILDREN [94 children]	+3.1	+3.0 [94 pupils]	+3.2 [94 pupils]	+3.1 [94 pupils]

Impact of FAST

Out of the 26 children on FAST 15 are PP. FAST has continued to develop throughout the summer term and the group have held meetings within the holidays. They have held a family bingo in the school have that was very well attended and they have continued to raise money for a music room. While some families are no longer involved they have recruited new families. Through discussions with staff, governors (see governor minutes) and parents without data it was clear that the programme had been successful from an improved engagement by the families with the school. The data below is approximate due to the incomings (children for who we didn't have last year's data) and other minor fluctuations. However, it demonstrates that overall the impact of FAST has been that the children involved are now making progress on average with that of children within the rest of school.

	Reading	Writing	Maths
16/17	2.6	2.8	2.6
17/18	3.2 (3.2)	2.9 (3.0)	3.3 (3.2)

FAST will continue in the Autumn Term meeting on a Tuesday once a month.

Monitoring of lesson study programme

The new system of lesson study instead of observations proved successful. These children were all selected as they were they children who the staff felt could all make more progress than they were making the end of



year data demonstrated:

Average tracking points score for the lesson study group – in brackets is the whole school average data to compare.

	Reading	Writing	Maths
16/17	2.8	2.8	2.8
17/18	2.9 (3.2)	3.1 (3.0)	3.0 (3.2)

Improvement is demonstrated and these children now need to build on this next year.

The SIP reported:

Introducing a lesson study approach to improve the quality of teaching and learning.

- This exciting initiative started following research carried out by the headteacher.
- The initiative involves teachers closely monitoring the impact of teaching on specific learners and sharing their assessments with the class teacher.
- The assessments produced by teachers are of high quality and they report on positive features and add suggestions that are added to future planning for the identified pupils.
- The approach also requires teachers to collect the opinions of the pupils involved in the study.
- Teachers report that this approach has been more beneficial to their professional development than the previous lesson observation approach. This is mainly due to the approach making teachers think more deeply about how they are meeting the needs of individual pupils.

ITS Programme

Following the Spring Term data drop we had 8 children (6 out of the 8 were PP) who were not making adequate progress and were also below ARE. We then created a Intensive Triangulated Support programme. This looked at which target statements the children needed to achieve and broke them down into smaller steps. Daily work was then given towards meeting these smaller steps, this was set by the teacher, completed by a TA and daily homework was sent home for the children to complete with the parent. To begin, these meetings were set up with all parents and they were met throughout the programme. Where this was most successful was when the parents took on board the programme and worked with it and the school. Most of the issues for these children were regarding writing. The impact was that the children did make accelerated progress throughout the summer term as can be seen by the results below.

Impact of ITS – Progress using tracking points.

	Reading	Writing	Maths
ITS	2.4	3.0	3.6
Whole School	3.2	3.0	3.2

Pupil Premium 2017/18

Details of the evaluated expenditure are posted on the website and as appendix 1 to this report.

All teacher performance management and TA appraisal is linked to pupil premium children and their progress. Appendix 2 covers the evaluated expenditure report to parents.

Fourlanesend Community Primary School – Governor monitoring visit report form



Summary to be entered on Governor Monitoring Plan:

The money spent has a positive impact on progress of children in receipt of pupil premium, this is demonstrated by the data provided.

Further Action Required:

Continue to develop FAST using Danny Biscombe

Impact of Governance:

Challenging data and progress and impact of interventions (FAST, ITS and Lesson Study).

Date and time of next visit:

January 2019

Governor signature:

Date:

Staff signature:

Appendix 1

