

Governor: Jo Dunn and Business Manager: Helen Stonier **Date of Visit: 08/10/2020**

Subject: Pupil Premium

Subject Leader: Vicky Jackson

Focus of Meeting

The focus of the meeting was to discuss the impact of pupil premium funding and the process of monitoring and evaluation in school.

Summary of Visit:

During the meeting, we analysed the breakdown of funding for children in receipt of pupil premium funding. The key focus for EYFS is speech and language development this term. Teachers in EYFS have attended NELI training and funding will be used to deliver this initiative. We have used recommendations the Sutton Trust report 'Making the Best use of Teaching Assistants'.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

We also discussed the impact of our EWO over the last three weeks. Attendance dropped below 92% for some year 5 and 6 disadvantaged children. Trina phoned parents and these children are now back in school. She also provided support with a 'missing in education' case in which a LAC child had left Featherstone Academy, but had not started his new school.

Points Discussed:

Actions – A large percentage of pupil premium funding is used for TA led interventions; we will need to monitor the impact of each intervention every half term. TA's will report progress via email or Teams.

Actions – Encourage more disadvantaged pupils to play a musical instrument.

Actions – Email work to PP Governor for a book look/ Case study for a disadvantaged child in KS2

Attitudes to Learning – Pupil Perception

Pupil interviews gave teachers the opportunity to talk to the children about how they have settled into their new class. I also conducted a short pupil interview in year 3 and 4 linked to writing. The interview was informal to help put the children at ease.

Quotes from Year 6 – October 2020

'I like my lessons, teachers and friends'

'My teachers make sure we understand by explaining what to do well'.

'I play the violin and keyboard'

'I am thankful to the teachers. They are brilliant at their jobs'.



Quotes from Year 3 and 4– October 2020

'I like it when my teacher gives me a sticker and writes excellent in my book'.

'I like it when my teacher takes a photo of my writing and sends it home to my mum on Dojo'.

'I like writing stories off the top of my head'.

'I look at the board on the wall to help me, because it has adjectives and conjunctions I can use'.

Year 2 Pupil Premium Projections:

Reading

ARE	Greater Depth
80%	20%

Writing

ARE	Greater Depth
80%	20%

Maths

ARE	Greater Depth
80%	20%

Year 6 Pupil Premium Projections:

Reading

ARE	Greater Depth
80%	30%

Writing

ARE	Greater Depth
80%	30%

Maths

ARE	Greater Depth
70%	20%

Ofsted June 2017

You and your team provide effective support for pupils eligible for pupil premium funding. These pupils' needs are addressed in a variety of ways, including targeted support to rapidly address any misunderstandings or gaps in knowledge. All pupils eligible for pupil premium are heard to read in school on a daily basis. You encourage attendance at extra-curricular clubs and respond positively to pupils' requests for specific activities whenever possible. You also provide support for pupils' social and emotional needs. As a result, almost all disadvantaged pupils, including those who are most able, are making good progress. The differences in outcomes between them and other pupils across the country are reducing. As with other pupils in school, the majority are working at the standards expected for their age, and some at the higher standards.

Ofsted Next Steps:

Effective practice in school is shared so that there is greater consistency in teaching in order to meet the needs of all pupils, especially the most able

See attached form 'Pupil Premium Funding'.