



Governor Visit Record 2019-2022

Name of Governor	Helen Stockill	
Date and Time of visit	9.3.21 - 9am	
Purpose of visit	Pupil Premium – closing the disadvantage gap	
Links with the Campus Improvement Plan (CIP) (How does the visit relate to a priority in the Campus Improvement Plan e.g. closing the gap for disadvantaged students, developing curriculum partnership 11-16, embedding effective feedback and follow-up, improving rewards)	Links with the Faculty Improvement Plan (FIP) and priorities as identified at the exam results feedback meeting in the Autumn Term:	
Quality of education – progress of all students is at least in line with national. Closing the gap for DS pupils.	Pupil Premium Targeted Improvement Plan 2020/21	
Governor challenge - observations and comments about the visit		
<p>Virtual meeting with Kathryn Lee (KL) – Assistant Headteacher: Personalised Progress.</p> <p>Closing the pupil premium gap has been a campus priority for several years and whilst some progress has been made there is still a persistent disadvantage gap. The focus on the meeting was the targeted improvement plan (TIP) and how it was affected in light of COVID.</p> <p>Prior to the meeting I reviewed the TIP, PP section of the website, PP policy, PP Strategy and three-year plan.</p> <p>KL explained the key focus of the strategy was quality first teaching and cultivating a whole-school culture of high expectations. We discussed what this meant in practice, and we talked about the role of the PP Administrator whose focus was to develop relationships with the most vulnerable students and their families from year 7. The shift in focus to year 7 was a deliberate strategy driven by the impact of COVID on transition and a disrupted education which would likely mean an increase in the disadvantage gap from primary.</p> <p>KL shared the targeted interventions that were supporting year 11 pupils and specifically high prior attaining PP students with revision sessions. Plans were in place to extend this provision to twice a week. The school was using the PP funding to provide food and transport as the sessions were after school and most pupils were out of catchment.</p> <p>My challenge to KL was if we believed as a campus, we did have quality first teaching and secure PP systems and structures, why were we not seeing the impact of this in the data? We explored attendance and KL shared examples of the work of the attendance team and the challenges including the ability of parents to support the school. We discussed having cases studies to evidence where the school had secured good attendance and the positive affect this had on student outcomes.</p> <p>We explored the importance of developing relationships with students and parents. The majority of PP students lived out of catchment so choosing the school was a positive choice. Family circumstances were often complex, and despite the best efforts of the school to provide continuity of education over the last few months, there is no doubt that disadvantaged students and their families will have experienced greater</p>		

challenges than most of their peers. I think it also important to note that whilst the school plays an important role, closing the disadvantage gap requires structured efforts within the home and across the community which the school is not necessarily able to influence. KL was keen to point out this was not an excuse and the school had to do better.

KL shared some of the issues the PP team had dealt with over the period of remote learning and the interventions. What was evident was providing a laptop and wifi support was only part of the solution. For many of the PP students technology was not the significant barrier, suggesting other practical factors – around parents motivating their child and/or combining home-learning with other commitments – these posed bigger challenges to home learning.

KL shared a visit she had made to John Taylor High School, a school with a statistically similar demographic and outstanding results for disadvantaged students. Much of the practice and approach was similar but the key takeaways were not letting students use PP as an excuse and the use of PP Champions. The Campus planned to implement PP Champion from September focussing on year 11 to free up KL time to take a more strategic approach to interventions.

We discussed the challenge of interventions and their effectiveness. Students were reluctant to attend, they were often viewed as a punishment (giving up social time) and there were competing demands from faculties where students could be underperforming across a range of subjects.

KL spoke about the importance of aspirations and role models. I asked if we used existing PP students to mentor their peers. This was an area being explored.

I asked about the narrative around PP and recovery. KL explained the importance of focusing on the positive and building up students rather than lost learning and catch up. Recent school CPD had been delivered on the language of recovery, unconscious bias and creating a no excuse culture.

I asked about links to the equality work as social disadvantage was often viewed as a protected characteristic. KL said she would look at the links with the equality strategy.

I asked KL about success stories as much of the data, which is what the governing board receive, around PP did not demonstrate impact. Whilst we have some very able and successful PP students I was more interested in examples of where the school could demonstrate impact as a result of its work. These more attainable successes that might inspire others. KL said she would reflect on this.

I have planned a further meeting with KL to discuss pathway strategy.

Any key issues arising for the Governing Body

e.g. The way resources are allocated, the way the school communicates, progress in implementing a key policy

The Board need to be aware of the impact of COVID on the disadvantage gap. The deputy director of the Department for Education's pupil premium and school food division has acknowledged that school closures and ongoing educational disruption may undo the progress that has been made in the past decade, and suggested that the disadvantage gap could widen as much as 75% as a result. This presents a significant challenge to the school and the strategy for closing the gap. This needs to be a key feature of the campus improvement plan and should be monitored by the Board.

Guidance from the Department for Education on reducing the disadvantage gap advocates for a whole-school approach, where pupils are supported to achieve through all aspects of school life (including school ethos, curricula and policies). As a Board we need to ensure when reviewing the annual plan and three-year strategy that we are mindful of this. One-off or competing interventions are unlikely to be effective so the planned focus for KL in these areas feels like a positive move.

Follow up action

Record any action agreed by the Governing Body with regard to this visit.

As a governing board we need to continue to focus on the disadvantage gap. Through our meetings and link visits we need to continue to challenge leaders and ensure we understand:

- What has been the impact of lockdown and missed time in school on our disadvantaged students.
- How are we applying what we have learned to support those students and their families?
- What specific strategies and initiatives is the school undertaking?
- What are the plans for spending the catch-up premium funding and how will impact be measured?
- Do new and/or different priorities mean adjustments to our strategy for spending our Pupil Premium grant funding as required?
- How can we increase parental engagement?
- How are we supporting and developing our staff to close the disadvantage gap?
- How do we know our whole school approach is having an impact?

Forward to: Headteacher for checking as draft. Will then be circulated to governors by Elaine Freeman

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