



# BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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## Governor Visit Record 2019-2022

Name of Governor	Helen Stockill	
Date and Time of visit	20.4.21, 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		
Virtual meeting with Kathryn Lee (KL) – Assistant Headteacher: Personalised Progress.		
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. This was a follow on meeting from 9 <sup>th</sup> March 2021.		
Prior to the meeting, I reviewed the Pupil Premium Pathways & Strategies document and read the Education Endowment Foundation (EEF) <a href="#">guide to becoming an evidence-informed school governor and trustee</a> .		
KL explained the background to the pathways, which provides a mechanism to direct resources to pupils most at risk of underperforming. The pathways provide teachers with the knowledge they need to meet individual needs.		
KL explained the expectations on teachers including seating plans, questioning techniques, engagement with extra-curricular aspects of subjects.		
I posed a number of questions to KL:		
How are pupils allocated a pathway?		
I wanted to understand how pupils were identified and moved through the pathways. It was reassuring to hear that whilst there was a guiding criterion, there was flexibility based on performance and this was overseen by the PP team.		
The only exception was HPA pupils who remained in pathway 4 – HPA is a campus priority.		
Strategies were in place to ensure that pupils weren't able to 'sink' through the sets.		
How was the campus ensuring that disadvantaged pupils were not disadvantaged further with centre assessed grades?		
KL outlined the mitigations that were in place, including evidence based grades, controlled assessments, unconscious bias training, PP revision clubs and in school opportunities to catch up on non-examined course work.		
Some students lacked motivation on their return. The PP team worked individually with these pupils.		

### **How do you know teachers are implementing the strategies in the pathways?**

This was evidenced in learning walks. Teachers were still responsible for pupil progress and reported to Faculty Leads.

KL gave examples of where teachers had successfully engaged students in extra-curricular activities such as the German Christmas Market. All students should feel they have a right of access to the whole curriculum.

### **How do we balance whole school and targeted strategies?**

We discussed the layers of support and intervention that supported PP students. It could be quite easy to lose sight of the scale of the work taking place across the school to support students. KL would consider if it would be beneficial to have a strategies map with links to the EEF toolkit that would (on a page) outline the universal strategies that all PP students benefit from e.g check:chase:challenge, pathways, feedback, marking less but better etc, the targeted interventions e.g commit 2 success, accelerated reader and then the intensive strategies e.g 1:1 counselling.

KL has reflected on our previous meeting about celebrating successes and shared with me some examples of those PP students who had achieved some notable successes.

### **When will the PP Strategy be updated?**

All schools must use the templates available on GOV.UK to publish their 2021 to 2022 Pupil Premium Strategy, by the end of December 2021. KL planned to update the Strategy by September. We agreed a follow up meeting once the Strategy was finalised.

We discussed the use of the EEF toolkit and KL shared examples where interventions were no longer used, with impact not being evident e.g breakfast club.

### **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

On 30th March 2021, the Department for Education (DfE) updated its online guidance; Pupil Premium: effective use and accountability. There are, however, two key changes the board should be aware of. For the academic year 2021-22, schools in receipt of Pupil Premium must:

- demonstrate, from the next academic year, how their spending decisions are informed by research evidence;
- use the Strategy Statement templates to publish their Pupil Premium Strategy.

### **Follow up action**

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

The Board should ensure Pupil Premium is an agenda item in the autumn term and that research evidence is included within the scope of the discussion.

The Education Endowment Foundation (EEF) has republished their [guidance to becoming an evidence-informed school governor and trustee](#) which supports boards to engage with the research into what works to improve teaching and learning. The guidance is designed to offer a quick way into the evidence the EEF makes available to all schools and should be read by trustees. Having a more informed perspective will help to provide better support and challenge to school leadership.

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

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