

Roberttown CE (vc) J&I School Governor School Visit Record

Name: Rev'd Richard Burge	Date: Monday 21 May 2018
Purpose of visit:	
To look at Pupil Premium Grant (PPG) use within the School	
Structure/Timetable of the visit:	
Monday Morning. Lead collective worship on the theme of "The Role of Governors". Meet with Mrs Wood who has delegated responsibility for Pupil Premium. Meet with pupils. Meet with Mrs Brunt, Mrs Horner and Mrs Mott about staff role in PPG. Interviewed by Investor in Pupils about my governor role. Meet with Mrs Wood and Mrs Baker to review data and case studies.	
Key Staff to see:	
Position	Name
Deputy Head Teacher Pupil Progress delivery staff Pupil Progress Data Staff	Mrs Wood Mrs Brunt, Mrs Horner, Mrs Mott Mrs Wood & Mrs Baker
Key Questions/Issues for Governors to explore:	
What is the level of Pupil Premium Grant (PPG) that the school receives? How is that money spent?	
Is the grant allowing pupils to achieve – giving equal opportunity? Does partnership with families and pupils secure individual progress?	
Governor's Observations/Evaluation	
Of the 246 children on the school roll, there are 21 who are eligible for PPG. This gives the school a grant income of £19,670. In some schools this figure may be much greater giving more scope for a variety of activities. At Roberttown this fund represents about half an hour staff time per day. The figure though is used very creatively and enables children with PPG requirements to access activities such as Targeted Literacy and Numeracy Programmes, Family Learning Events, Extra Curricula activities, Educational Interventions and Nurture Group activities.	
Speaking to the pupils was as enlightening as always. They spoke about how they were able to assess how well they were doing and how they were able to access help when they needed it. They spoke about "competition" as being able to place their own ability in comparison to those around them. In this way they were able to help those who found things more difficult than them and gain support from those "above" them. They found this a very helpful dynamic.	
They also spoke of the "Rainbow Room". This is a room in the school which is available for dedicated teaching. Children leave their classroom and can explore things that they haven't	

grasped in class. The children spoke of how good Mrs Robertson is at helping them to understand things when they go to learn things with her in the Rainbow Room. They view it in a very positive light, not seeing it as a stigma, but rather as a great opportunity to have such dedicated teaching time. They all speak very highly about Mrs Robertson's ability to help them understand things.

The children also told me about other opportunities that the school provides to help them with school life. They told me about Nurture groups which help children to have support in the mornings, and Homework Club where they can have dedicated time to make sure that they are able to address homework. One child told me that she had attended homework club before and that it had really helped her get it done. She told me that she hadn't done her homework this weekend and that she thought it would be good to return to Homework Club so that she could get back to completing her homework.

It was wonderful to hear the children speak in such a positive and natural way about the provisions which the school put in place to help children through the PPG funding. It is clearly making a difference and giving the children confidence.

When I met with the Pupil Progress staff they echoed the children's words. They told me about the needs of some of the children who need extra support. This support is not always needed where it might be expected – the school are vigilant to recognise where additional support is needed.

The staff spoke about the nurture groups and about family learning times. Sometimes children do not feel able to come to family learning if their parents are unable to come with them. In these cases the support staff still put the pupils' names down and staff stand in as accompanying parents. The children had told me how much they enjoyed this and it was clear from the staff how much they enjoy giving this support too.

The staff recognised how much more could be done if the PPG budget were greater. The potential of the bungalow as a place where children who bring PPG is clear to all. It could be a space where children are able to experience cooking and other homely activities which they do not get chance to explore in their home settings. The limited PPG budget at our school makes the realisation of this potential investment impossible.

Looking through the data sets – children who bring PPG are treated as a specified group in the statistics. Because of our small numbers statistical data can be seriously skewed. In many groupings there are only two children. This means that if both progress well, then a figure of an outstanding 100% will be recorded. If one child does not perform well then this figure will fall to 50%, there is no possible outcome in between these two! The difference can sometimes be the result of one of the children having a bad day. The largest number of children in any group is four. Even here the limited outcomes of 0%, 25%, 50% and 100% can give a very false impression in the statistics.

This said, my overall impression from my visit is of great care being taken by staff to recognise children who require assistance and support through their family circumstances. The school seeks to support these children and invests the PPG budget to finance this work. The children recognise and appreciate this support and view it as part of the natural caring ethos of the school.

Lunch:

As always lunch was fantastic! I had the pasta option with tasty pasta, sprinkled with cheese and garlic bread. Pudding was chocolate pudding and custard – awesome!!!

Culture observed in the school

The school continues to exhibit a positive and caring culture. It was a joy to see older children mentoring younger children in reading and writing at the beginning of the day. I also enjoyed my education in the children’s definition of “competition.”

Any Key Issues Arising for the Governing Body:

We have often talked about the potential future of the bungalow. On my visit I was aware of how much of an asset it could be in the lives of many of our children if it were made available. Other schools with bigger budgets would be able to make the potential a reality. There is plenty of vision as to how it could be used, but our school does not have the budget or staff time to make this scheme happen.

Action Following Governing Body Meeting:

Is it possible to form a community group who could be charged with raising funds and overseeing the project to realise the potential of the bungalow? This would support the excellent work being done by the staff towards pupil progress and in their work with children who bring PPG.

Signed:Rev’d Richard Burge.....Governor