



Governor Visit Record

Date	10/11/2021	Governors	Katie Kelly
Objectives for			
To look at Pupil Premium provision for the school year 2021/22			
Links with School Development Plan 2021-22			
<p>Quality of education standards are exceeded as a result of strategic and highly co-ordinated approaches to teaching and learning</p> <ul style="list-style-type: none"> • Carefully designed curriculum underpinned by evidence-based pedagogy optimises personalised approaches to learning delivered by outstanding practitioners • Fit for purpose assessment data and tracking systems that quantifies evidence of an outstanding provision and is continually benchmarked against other outstanding providers • Therapeutic approaches and strategies are integrated within planning and the curriculum, which optimises pupil progress and the generalisation of learning to all contexts <p>Pupils are equipped with the skills they need for an enhanced quality of life as a result of personalised opportunities for development within enabling learning environments</p> <ul style="list-style-type: none"> • Carefully sequenced R(S)HE curriculum • Whole school approach to sexual violence and sexual harassment between children • Proactive enrichment offer supports national initiatives: Character Education and Cultural Capital, including reading • Promotion of healthy food and nutrition as a whole school model • Capturing and effectively using pupil voice to inform school development and pupil outcomes • 			
Background preparation			
I looked at last year's PP targets. Karyn had prepared a draft plan for PP strategy for 2021/22.			
Scope of visit / Breadth of visit Scrutiny			
<p>I met with Karyn last week to look at the Pupil Premium Strategy for 2021-22. Karyn reviewed last year's strategy and explained what is being put in place for this academic year. Overall last year was a really positive year despite the limitations of covid restrictions.</p> <p>Karyn showed me the data from last year that showed a higher percentage of children who receive PP met and surpassed their targets than their non PP peers. Data in maths was also positive too. However, in the 4 areas of PLIM targets, a</p>			

lower percentage of PP pupils met their targets than their non-pp peers in all areas. As always at CHS, because of the children's individual needs and the fact that every pupil has an EHCP, the gap between PP and non-PP children is not always as evident as it may be in mainstream schools. Karyn explained the spectrum of needs in communication and emotional regulation and that some children have significant medical and health issues adding to the barriers of learning.

Karyn explained the main focus this year is to continue to ensure high quality teaching and learning.

It is positive that shared learning walks, drop-in visits and lesson observations have been able to restart this year and staff are able to meet in groups again. Lynn Watson will be supporting school with regard to 'what makes an outstanding teacher' in line with the EEF's evidence-based research on teacher professional development. School will continue to improve access to learning, readiness to learn and have high expectations for all pupils including those who receive PP.

PP provision and achievement is monitored throughout the year. Karyn informed me that staff can identify children who receive PP and a tracking grid is updated every term to keep track of all interventions PP children have received.

TEACHING

Karyn explained that CPD as a staff team was difficult as it was not face to face and learning walks were predominately made by phase leaders due to the bubble systems that were in place. However, throughout the year a lot of work went into developing and getting right the new pathways.

J. Ruddick joining the team and R. Howitt becoming employed as CHS staff meant there has been a more consistent approach to integrated therapy which has a huge impact on the quality of education.

Curriculum enrichment is prioritised, for all pupils, particularly noting those with PP. Karyn showed me the plan for all the enrichment days the school has planned and there are many plans in place to develop cultural capital.

Karyn explained the school is developing an accessibility plan which will look at all learning environments.

TARGETED ACADEMIC SUPPORT

Karyn informed me interventions worked well last year. With funding from the DfE National Tutoring Programme, S Maxwell was employed as an Academic Mentor. Students have been able to access this as needed, including those who receive PP. H. Moulton and P. Ford-Hutchinson work together with S. Maxwell to make sure interventions are having the intended positive impact. This role will be funded for this academic year.

Karyn described new and existing roles in school that will support learning this year, including R. Walton training to become a Play Therapist. OT Assistant roles have been developed to compliment integrated therapies. Rebound Therapy now has J Kilpatrick focussing on targeted interventions. The hydro pool, alongside being used for therapy is now also being using as exercise as part of a healthy lifestyle for identified children. All these roles will support children who receive PP.

Literacy is a big focus this year, specifically reading. H. Moulton, E. Steele and A. McCarthy are working together to develop reading in school. A new phonics scheme is being used and all staff will be trained at the next teacher training day in January.

WIDER STRATEGIES

Karyn explained that while attendance was identified on the last plan, with COVID restrictions, it has been very difficult to implement the positive attendance pilot. PP attendance is lower than their non pp peers. Ongoing collaboration with the Education Welfare Officer, C Foster, supports school and families.

All staff have or will be NAPPI trained to at least level 1 by the end of the year. This is so that there is a consistent approach to positive behaviour by all staff.

There are plans to continue music therapy and breakfast is due to be offered to all students across school. There are currently 3 after school clubs running and plans to run the holiday club in the summer again.

The school is working on a graduated response to pupil Mental health and Wellbeing and bringing in targeted help when needed. C. Dean, a Primary Mental Health Worker from CYPS is working with school to provide links to the primary mental health team. School are also working with outside agencies to help with mental health and wellbeing.

The Trinity Youth Association is working closely with school to work with pupils to support SEMH and sexuality.

A new parent group has been launched to create family support and links with families. J Brown and J Ruddick are progressing this.

Governor Observations and Comments

Karyn explained over the last few years there has been a steady increase of children receiving PPG at CHS, from 75 pupils in 2019; 80 in 2020 to 90 in 2021.

46% of students receive PPG. This is above the national average of 20.6% (FSM).

PP money will be used to support all disadvantaged pupils including those with a social worker.

Issues to be raised with the Full Governing Body (if any)
Plans for Follow-up Visit
Date reviewed at FGB