



## **Governor Visit Record**

<b>Date</b>	24.01.2023	<b>Governors</b>	Katie Kelly, Gill Finch, Karyn McMahon, Jenny Smith
<b>Objectives for visit</b>			
This meeting was to hear about initiatives being introduced to effectively use the Pupil Premium Funding, their impact, and also to find out about the successful application for grant funding which will develop future projects to address disadvantage.			
<b>Links with 5 Year School Development Plan</b>			
Personal Development/Quality of Education			
<b>Background preparation</b>			
Helen McIntyre had completed a Poverty Proofing the School Day audit tool and RAG Rated aspects of the audit.  This document formed most of the basis of the discussion			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
We met with Karyn, Jenny and Helen who shared the 'Poverty Proofing The School Day Audit' that has recently been carried out. This year 49.13% pupils at Cleaswell Hill receive Pupil Premium compared to the national average 27.3% (FSM). Alongside this figure, we are aware that there are likely to be families who may be experiencing financial hardship, but not eligible for Pupil Premium Funding.  Support for families experiencing financial hardship ranges from signposting to welfare support and financial advice; finding sustainable ways to help families to access affordable or preloved uniform; listening campaigns to learn about the ways in which children experiencing financial hardship can feel 'othered', or exposed by expectations that the school had not been aware of.  Some of the areas for further development included: -Staff training on the impact of living in poverty. -Having a single source of information to assist anyone looking to help families experiencing hardship. We discussed <a href="#">Frontline</a> as a relatively new, but comprehensive resource. -Finding out parents view on the cost of the school day.  We had an extensive discussion about the cost incurred during a school year, costs associated with each phase and pathway including enrichment, trips and accessing community opportunities. We discussed how these costs are not equitable, nor are they spread throughout the year and that there can be 'pinch points' for parents such as before Christmas or the summer term. We discussed how activities are funded through voluntary and fundraising contributions.			
<b>Governor Observations and Comments</b>			
While the school does have mechanisms for tracking the progress and interventions offered to children eligible for PP, there was still some concern that there are no mechanisms or reliable sources of information about families who are not eligible but who are experiencing hardship, living with debt, or struggling with the rising cost of living.			



School is developing a range of strategies to support those families, but it is challenging to make sure that everyone is aware of the referral routes and options available; for example, by referring to Northumberland Communities Together and the range of partners who can support families in difficult circumstances.

We felt that some of the language in the audit (developed in 2019) had changed over recent times and that phrases such as 'refer to foodbanks for families struggling financially', felt dated and that we would prefer to talk about families 'experiencing food insecurity due to financial hardship' as it felt less stigmatising.

Since our meeting, Helen has delivered a presentation on 'Supporting Families experiencing Financial Difficulties' to the SLT which she has shared with us. Since then, phase leaders have discussed with their teams to begin developing enrichment activities to support Pupil Passports with the intention of 'levelling up' and supporting Cultural Capital.

**Issues to be raised with the Full Governing Body (if any)**

**Plans for Follow-up Visit**

**Date reviewed at FGB: 21 March 2023**