

## **MINUTES**

### **TLS meeting in school: governor visit, pupil voice and RE subject lead Monday 10th June 2019**

#### **Governor visit around the school**

The learning walk was once again enjoyable and informative. Governors saw a wide range of subjects being taught, using different methods and materials. As well as observing lessons, governors could see that different subjects across the syllabus were being taught through work on show on noticeboards in classrooms and corridors. Again, there was a range of materials and presentation used to highlight learning.

There was a range of subjects being taught:

- YR and nursery had the '3 little pigs' as their focus text, and were doing activities around this including making a tapestry poster, doing story sequencing and writing. Other learning seen included fitting shapes onto shape boards; great teamwork to build a giant wooden block base for toy cars; numicons and playing with Brio toy trains.
- Y1 were having their PE lesson. They were performing a dance based on key words. The dance was pirate-themed and governors saw pupils dancing with dance partners, synchronised actions and putting on a pirate dance show, culminating in the pupils forming a large pirate ship.
- Y2 were learning science and writing up observations of their giant class snails. Displays in the classroom included marshmallow igloos; photos of them taking part in various school activities and growing plant saplings.
- Y3 had just returned from swimming lessons and were working in groups for guided reading. Pupils were grouped with other pupils of similar reading level.
- Y4 were sewing money pouches. This was the last step in their DT learning. They had already designed the pouches and learnt the basics of sewing. Wall displays included moon art, writing about ancient greece and geography learning.
- Y5 had studied a text on Islam and were doing comprehension questions on the subject as a class. They had recently finished a project on the Power of Reading, which involved studying book designs, drawing and designing their own and creating their own story books.
- Y6 were preparing for the school production. Governors observed pupils reading their lines with theatrical voices, expression and jokes.

Pupil behaviour was, again, exemplary.

#### **Pupil Voice – Pupil Premium (PP)**

Governors were introduced to a group of pupils. The group included PP and non-PP pupils. Group discussions centred on activities, clubs, breakfast and afterschool club and trips that pupils took part in. A number of the pupils had attended breakfast and afterschool clubs recently. All pupils spoke of the different clubs they enjoyed at school including music lessons,

orchestra and rapid maths. One pupil had only just joined the school and commented about how they not done DT at their previous school and how they enjoyed it.

Pupils talked about school trips they had been on from local trips to visits to Norfolk, the London Eye and Moat Mount. Pupils also talked about how they enjoyed some of the IT on offer at the school including using the Chrome Books and Purple Mash.

The session concluded with a discussion about what pupils would like to do when they grew up. Ideas included becoming a teacher, acting, writing stories and working with animals.

At the end of the session, governors felt they had been in a room with happy children who were given lots of opportunities to try new experiences. Governors also agreed they couldn't tell who were the PP pupils and who weren't.

### **Subject Lead Session: Pupil Premium with Curtis Sweetingham (CS)**

The school lead for PP, Curtis Sweetingham, talked the governors through last year's PP strategy. He admitted the strategy needed updating to reflect this year's activities but highlighted the difficulties in presenting the information on PP. The main issue is that PP funding is issued on a financial year basis (April-April) whereas PP interventions ran on an academic year basis (September to September). To capture all the work that goes into PP interventions across the financial year, CS is amending the PP strategy to show attainment for the previous 2 years.

**ACTION: CS to distribute an updated PP strategy by the next TLS (17/6/19).**

CS updated the committee on the thinking behind interventions. The school believes that all pupils deserve the best chance to succeed and so PP interventions are aimed at all PP pupils, and not just those most like to hit attainment targets.

85% of PP pupils have additional interventions to those funded directly through the PP funding. These additional interventions aim to reduce the gap between PP pupils and non-PP pupils.

Furthermore, 33% of PP pupils also have SEND, requiring additional support, and 37% of PP pupils have English as an additional language (EAL). These factors show some of the obstacles pupils face in reducing the gap.

PP pupils throughout the school sit next to different pupils in class on a regular basis to get a broad range of talk and learning partners.

In Y6, PP pupils are given one-to-one interventions to help with learning in preparation for the SATs.

CS stated that due to some of the non-academic barriers facing PP pupils, and due to the fact we have a small cohort of PP pupils at any one time in Y6, this can have a large effect on the attainment scores in the Y6 SATs, and comparison against national attainment for non-PP

pupils. For example, last year our PP results were lower than the national attainment for non-PP pupils, but it would only have taken one pupil to have attained “working at national standard” for the school to have bettered the national non-PP scores.

A Governor ASKED if Governors could see the progress data for PP as this could show the impact of interventions and how the school is working to ‘reduce the gap’ perhaps better than attainment. **ACTION: CS to find out if PP progress can be shared with TLS**

CS NOTED that the number of PP pupils in the school is reducing after a few years with a (relatively) large cohort in the upper years. (eg. In 2018 there were 34 PP pupils in the school, whilst by 2020, this will down to 20). This brings different challenges including reduced funding.

A Governor ASKED if CS could provide a couple of anonymised case studies to show the barriers PP pupils face and how the school addresses these with interventions and other school tools available. **ACTION: CS to provide 2 anonymised PP case studies for TLS.**