**Role of the local governing board in monitoring Pupil Premium Grant (PPG)**

As Pupil Premium Governor you are the cheerleader for all Pupil Premium children within the school – your role is to champion aspirational equal opportunity to ensure all pupils flourish and reach their individual potential.

We recommend that in your role as Pupil Premium Governor you undertake one strategic monitoring visit per academic year to gain an understanding of the Pupil Premium strategy document, usually during the latter part of the Autumn term. Your monitoring doesn’t stop there though!

To champion Pupil Premium your role includes ensuring that all governors in all of their monitoring, question and challenge keep Pupil Premium firmly on their agenda and is included in their question and challenge. When reviewing notes of visits, you can then identify trends, patterns and hold the governing board to account for the strategic focus on Pupil Premium children.

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| **Key responsibilities** | |
| **General** | |
| Maintain an understand the school community’s economic context and how these change. What challenges do families face and how do these impact on barriers to learning for children? |  |
| Maintain an understanding of how the Trust’s priorities for disadvantaged pupils are reflected in the school’s priorities and plans. |  |
| Explore how the school’s distinctive Christian vision or vision has impacted on all disadvantaged pupils flourishing. |  |
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| Explore with school leaders how the school’s context and challenges and barriers faced by families influence the school’s priorities and funding allocation decisions. |  |
| Maintain an understanding of the profile of pupil premium pupils in the school – how many pupils are in receipt of pupil premium? In which year groups are they? |  |
| Maintain an understanding of the concept of the pupil premium; what it is, why it has been put in place, how it is allocated, how it is calculated, and which groups of pupils are eligible for the premium. |  |
| Maintain an understanding of the additional funding streams for 2023/24 – Recovery Funding and National Tutoring Programme. |  |
| Explore how the National Tutoring Programme funding is allocated, which pupil groups are a priority for the school? Monitor the impact of the funding on priority pupils and pupil groups. |  |
| Ensure the school’s Pupil Premium Policy and Pupil Attendance and Absence Policy is reviewed as per the school’s policy review schedule, ensuring it is accessible to, and understood by, all members of staff and families. Ensure school leaders have added the school’s contextual information to the Pupil Attendance and Absence Policy. |  |
| Monitor the implementation and impact of the Pupil Premium Policy and Pupil Attendance and Absence Policy. |  |
| Monitor the school’s engagement with the Trust attendance project with Move More. |  |
| Monitor the impact of the Trust attendance project with Move More on the attendance of disadvantaged pupils in your school. |  |
| Monitor the impact of the PPG on outcomes for pupils both at the school and nationally. |  |
| Review assessment and target setting procedures to ensure that all groups of pupils, including the most vulnerable and high achievers, make good progress. |  |
| Hold the school to account for ensuring that the pupil premium, Recovery Funding and National Tutoring Programme funding is used to maximise the attainment and close the gap for disadvantaged pupils. |  |
| Commit to furthering knowledge, understanding and expertise in relation to the pupil premium, Recovery Funding and National Tutoring Programme funding taking up training opportunities where available. |  |
| Seek to interpret and analyse pupil premium information and pupil outcomes data and seek assurance on the solutions implemented to address any patterns or issues of concern that are identified. |  |
| Understand the various pupil groups which relate to the PPG (FSM, SEND, EAL, LAC and previously LAC), and the differentiated approaches they require. |  |
| **Monitoring** |  |
| Track the pupil premium spend to specific pupils and interventions, sensitively dealing with the information and ensuring individual cases are anonymised when reviewing and sharing. |  |
| Monitor the way in which the pupil premium Recovery Funding and National Tutoring Programme funding, is spent, ensuring there is appropriate and proportionate allocation to different target pupil groups. |  |
| Monitor the attainment of different pupil groups over a period of time and evaluate, using evidence, their progress against pupil groups who are PPG beneficiaries and those who are not, both at the school and nationally. |  |
| Look closely at school records – such as attendance, behaviour monitoring, exclusion, pastoral and safeguarding referrals – of pupils who receive the pupil premium in comparison with those who do not receive it, identifying any outstanding patterns or discrepancies. |  |
| Ensure senior leaders prepare an action plan for the current academic year that reflects on previous approaches and allocations of funding. This should provide details of:   * The interventions funding will be used for, summarising the pupil groups involved, intended impact, timescales, and who is responsible for the action. * The amount of money to be allocated to each action and pupil group. * Whether the action is new or continued. * The intended outcome and impact (how the will action improve outcomes for identified pupils). * How, when and by whom the action will be monitored. * The impact of the PPG and any amendments proposed. |  |
| Ensure that staff of all levels have a sound knowledge of the way in which the PPG is spent, and that the appropriate staff are aware of the pupils who receive the grant. |  |
| Monitor staff training and in-house CPD regarding the pupil premium. |  |
| Ensure statutory and good practice guidance is understood and followed across the school. |  |
| Ensure there is good-quality and regular engagement from the school with the local community and parents to help maximise the awareness of the PPG and the eligibility criteria. |  |
| Ensure that the school website includes an up-to-date and compliant report on the use of the PPG, Recovery Funding and National Tutoring Programme funding and its intended impact for the current academic year and the total spend and impact of the previous year PPG allocation. |  |
| Monitor specific intended outcomes of interventions and targets on a termly basis. |  |
| At the end of the school year, ensure the local governing board receives a review and evaluation of the PPG’s impact on pupil attainment, the attainment gap between those eligible and not eligible for the pupil premium, and the overall strengths and development priorities of the school’s pupil premium strategy. |  |
| Understand of what being aspirational for all looks like in practice in your school. How does this aspiration follow through in practice and provision? What is the impact of this? |  |
| **Communication and liaison** |  |
| Meet regularly with the school PP Lead to discuss expenditure and the impact of the pupil premium strategy, Recovery Funding and National Tutoring Programme funding expenditure. |  |
| Ensure local governors know the intended and actual impact of the PPG, Recovery Funding and National Tutoring Programme funding. |  |
| Meet with the PP Lead and teachers to understand if/how teachers are held accountable for the progress of children in their class who are eligible for the pupil premium and Recovery Funding and National Tutoring Programme funding |  |
| Arrange regular meetings with staff to support, challenge, monitor, and evaluate the work of the school in raising the attainment and progress of pupils who are eligible for the pupil premium. |  |
| Hold discussions with key staff (e.g. teachers, TAs, the SENCO and DSL about the impact of their work with disadvantaged children and the issues surrounding those eligible for the pupil premium. |  |
| Provide local governors with evidence from monitoring visits, giving assurance that key responsibilities are being met, and knowledge is being shared across the local governing board. Alternatively, present a case with evidence from monitoring visits that key responsibilities are not being met and that action is required to address certain issues. |  |
| Recommend that surveys conducted with staff/parents/pupils include questions about the impact of the PPG. Analyse the outcomes of these surveys to identify trends and evaluate against school priorities and the pupil premium plan. |  |
| Engage with pupils when monitoring the Pupil Premium Grant and strategy, ask for Pupil Premium representation when working with groups of pupils – ask the question “How are you supported to be the best you can be?”. |  |

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| **Suggested questions to monitor the Pupil Premium Grant (PPG)** | | |
| **Suggested question** | | **Comments and evidence** |
| **Whole school** | | |
| How do school leaders identify pupil premium children? |  | |
| How can the school demonstrate it is narrowing the gap between disadvantaged and non-disadvantaged pupils and making a difference? |  | |
| How are school resources used to support pupils eligible for the pupil premium? |  | |
| How does the school identify children either joining the school or already at the school who are eligible for the PPG? |  | |
| Is there a clearly understood and shared rationale for how the PPG is spent and what it should achieve? Is this communicated to all stakeholders including parents? |  | |
| How is the PPG used to better the attainment and progress of disadvantaged learners? |  | |
| Are the progress and outcomes of eligible pupils identified and analysed by the school’s assessment tracking systems? Is this information reported to local governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing? |  | |
| **Local governors and school leaders** | | |
| Do local governors know how much money is allocated to the school for the pupil premium, Recovery Funding and National Tutoring Programme funding? Is this identified in the school’s budget planning? |  | |
| Do local governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to local governors and parents via the school’s website? |  | |
| Do local governors know whether senior leaders are checking that the actions are working and are of suitable quality? |  | |
| Will local governors know, and be able to intervene quickly, if outcomes are not improving in the way that has been planned? |  | |
| How do local governors keep an ongoing check on PPG-related actions and ask pertinent questions about progress ahead of any summary evaluations? |  | |
| **Teaching staff** | | |
| Are TAs given appropriate CPD to effectively support intervention work? |  | |
| How are lessons differentiated for different needs in an inclusive way? |  | |
| Are there any additional interventions or support procedures that can be implemented to better support pupils to improve rates of progress in line with other pupils? |  | |
| Which groups of pupils are not making the progress expected? Is there a common pattern? |  | |
| What specifically is being done in a classroom context to address the gap in progress? Does this go far enough? |  | |
| Are eligible pupils achieving in line with other pupils within school who are not disadvantaged who have similar starting points? |  | |
| **The curriculum** | | |
| How do school leaders ensure that all pupils are enabled to access the school curriculum and enrichment opportunities? |  | |
| How are school leaders planning to use the Recovery Funding and National Tutoring Programme funding to support the loss of learning for pupil premium pupils to ensure they catch-up and keep up? |  | |

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| **Further questions**  **Use this space to record any further questions you would like to ask** | |
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| **Action plan**  **Use this space to record any further actions identified** | | | | |
| **Autumn Term** | | | | |
| **Action/further information identified** | **Person responsible** | **Timescale** | **Date completed** | **Comments** |
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| **Spring Term** | | | | |
| **Action/further information identified** | **Person responsible** | **Timescale** | **Date completed** | **Comments** |
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| **Summer Term** | | | | |
| **Action/further information identified** | **Person responsible** | **Timescale** | **Date completed** | **Comments** |
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