



# HAMPTON VALE PRIMARY ACADEMY



## LOCAL GOVERNING COMMITTEE MEETING

16 NOVEMBER 2021 (VIRTUAL)

at 6.00 pm

Attendees: Jemma Finch (JF) Steve Joy (SJ), Bethany Larley (BL), Paula Page (PP), Adam Powell (AP), Martin Read (MR), Katharyn Taylor (KT), Anne Whiles (AW), David Whiles (Chair) (DW)

Trust Staff: Debbie Sanderson (Clerk), John Dadge (Trustee)

School Staff: Morgan Hunter (Clerk), Helen Daniels (HD) and Corey Snuggs (for item 1) (CS)

Apologies: Carrie Buckman, Emma Krstonosic.

DW welcomed John Dadge (Trustee) to the meeting who is attending as the Trust representative, to provide linkage between individual schools and the Trust. JD noted he had made one visit to the school and hopes to visit again before too long.

Item	Minute	Action
1.	<p><b>Policy Review</b></p> <p><u>Pupil Premium (PP)</u></p> <p>HD gave a presentation on the review of spending for the last year and the predicted use of expenditure this year (see attached). HD highlighted that all children have been impacted by the recent school closures, but particularly the Pupil Premium children, therefore, expenditure and detail is even more important at the current time.</p> <p><i>SJ and AP arrived mid-way through this item.</i></p> <p>The main points of the presentation was summarised as follows:</p> <ul style="list-style-type: none"><li>• Limited assessments, predominantly internal</li><li>• Significant amounts of learning missed</li><li>• Over time the gap between PP children and the rest of their cohort is narrowing</li><li>• Overall attainment in 2020/21 in KS2 is not as high as expected due to the pandemic and school closures</li><li>• A Governor commented on the data difference and asked if the assessment criteria had changed; HD responded that teaching was now deemed better, a lot of time, energy and money has been invested and teaching is now based on children's needs; this has had a massive impact</li><li>• A Governor asked how the data compares to the national average. HD responded that there is no comparable data for last year due to not having external assessment</li><li>• The question was raised as to whether there was any specific provision for PP or whether it was a whole school approach. HD advised on a whole school approach but there was a PP plan in place from last year where funding is specifically targeted to overcome barriers, eg Forest school,</li></ul>	

	<p>intervention, improving CPD. Although specific activities are for PP children, very often the entire cohort benefits</p> <ul style="list-style-type: none"> <li>• Due to concerns over validity of the NTS assessments, the school is changing to Stars assessment. HD to send revised assessment data for Autumn term over to Governors shortly.</li> <li>• Following a Governor question on how children are assessed, HD advised that it is all test based and not teacher judgement. External moderators have confirmed accuracy with writing. Feedback on assessments so far shows that children are in line with teacher assessment</li> <li>• Impact of spending for 2020/21 – Writing will remain the biggest focus for this year</li> <li>• A Governor questioned how the gap had been closed so that Governors can see the progression. HD agreed to provide a 3-year back-track so that the closing gap can be explained to any external inspectors</li> <li>• Following a question on whether data is like for like on national averages, HD advised this is expected progress as opposed to attainment. Agreed it was not comparable with national averages</li> <li>• HD was asked whether the school is still grading lessons. She responded that leadership looks at learning over time to establish quality of teaching across the school. When questioned further as to whether there is currently any 'less than good' teaching, HD responded not currently. She acknowledged that any teaching falling short of good would be dealt with through support plans and capability. All teaching is expected to be good as a minimum</li> <li>• HD went on to outline the 7 challenges which most impact the children and provide barriers to learning. All actions and spending are rooted in these areas and all actions we are taking this year are linked to the education endowment fund and relevant research.</li> <li>• HD further discussed the impact slides and the expenditure plans going forward.</li> </ul>	<p>HD</p> <p>HD</p>
	<p><u>Fire and Evacuation</u></p> <p>CS presented the policy that had previously been distributed. He noted this has been reviewed and updated to increase evacuation times safely from the building. He advised that a trial to split evacuation from the school has taken place. The new policy proposes a more efficient system, where everyone evacuates to the main playground. CS went on to explain the maps which show how children and adults evacuate.</p> <p>The question was raised as to whether Covid bubbles affect the children evacuating. CS responded by stating that all children evacuate in their own classes and crossover is minimised.</p> <p>CS explained the use of Fire Marshalls who are trained to safely put out fires and use equipment around the buildings. Their checklist was referred to. The various zones were explained which are marked out to enable Senior Staff to ensure everyone has vacated before they then leave and report back to the Headteacher.</p> <p>All exit zones are designed to avoid congestion and time it takes for various Year Groups to evacuate.</p> <p>The question was raised on evacuation by Goslings through the hall. CS responded there needs to be a balance between the nearest exit and path to the</p>	

	<p>playground. Decisions on evacuation routes take into account staff availability and also the presence of visitors on site. Whilst Goslings are evacuating via the hall, staff carry out a toilet check.</p> <p>A Governor questioned the evacuation process for the classrooms on the first floor in the event of a fire in the stairwell. Detailed discussion took place on the use of Fire Marshalls and the fire exit process for these upstairs rooms taking into account the elevator would be inactive.</p> <p>With regard to point 3.2 a Governor asked whether this could be made more clear in terms of job roles and names.</p> <p>It was agreed that with regard to point 8.3, reference to the name of the 'Meeting Point' to be removed from the published policy and not included in any published document due to this being sensitive and confidential information. DSA recommended that this policy is also not published on the website.</p> <p>This Policy was not approved until the above query is resolved. To come back to next meeting.</p>	Clerk
2.	<p><b>Apologies</b></p> <p>Received and accepted as above.</p>	
3.	<p><b>Declaration of Business and Pecuniary Interests</b></p> <p>There was nothing to disclose in terms of business and pecuniary interests for this meeting.</p>	
4.	<p><b>Minutes of the Last Meeting and Significant Matters Arising</b></p> <p>These were approved.</p> <ul style="list-style-type: none"> <li>Item 5: Health and Safety Link Governor - DW to speak to AP about assuming the role. AP to have a discussion and consider training in the H&amp;S role. It was noted that monitoring visits and site walks would be difficult to take place during the school day. Further discussion to take place outside the meeting. DW to speak with Ben Erskine at FA about Link Governor roles and responsibilities at other Trust schools in order to gain a degree of continuity.</li> <li>Item 18: Learning Walks – it was agreed these are not taking place at the moment as visitors are not to be in the school.</li> </ul> <p><i>JF arrived at this point.</i></p>	DW/AP
5.	<p><b>Staff Governor Vacancy</b></p> <p>DW reported on a resignation of the Staff Governor. PP reported EK leaving at the end of November; the Clerk will go through the Staff Election process. If more than one nomination is received, a vote will be arranged.</p>	Clerk
6.	<p><b>Finance</b></p>	

	<p>PP referred to the Finance documents that had been distributed with the agenda, summarising the main key points as follows:</p> <ul style="list-style-type: none"> <li>• Finances are currently in a positive position; Nursery income was noted</li> <li>• Teacher performance increments will be backdated from September and are included in the budget. Support staff pay rises are not yet confirmed but if approved, would need incorporating into the budget</li> <li>• GAG funding reducing year on year due to admission numbers; hopefully it will not reduce still further as 2 of the lowest cohorts are in Y1/2; Reception is now back up to PAN and numbers are increasing across the school; in some Year Groups there is a waiting list. The Reception marketing video will hopefully assist in ensuring the school is over-subscribed</li> </ul> <p>The question was raised as to the Finance Officer's replacement. PP confirmed that a conversation is taking place at Trust level with regard to certain financial aspects becoming centralised services. Some lower level elements of the role can be picked up by administration. Trust leadership colleagues are considering how best the workload can be split, considering efficiency savings at the same time.</p> <p>The question was raised with regard the reputation of the school in terms of confidence and admissions. PP responded that she was unsure how long this will take but there were circa 60 out of 90 admissions for the current Years 1 and 2 when they were in Reception; this year there were 88. If Reception can be filled year on year, eventually the smaller cohorts will hopefully either gradually fill up through parent confidence or increased housing development.</p> <p>A Governor asked whether the school was prepared for an imminent Ofsted inspection. PP agreed that the school is well prepared, the necessary documentation is in place and the leadership team is confident that the school is at least good across the board, with early years provision predominantly ticking the outstanding boxes. There is every chance an inspection is imminent. Following a question with regard to resources for Governors to enable dialogue with Ofsted inspectors, PP advised that key information is being collated for staff and Governors and this should be circulated prior to the end of term. This will then be updated regularly.</p>	PP
7.	<p><b>Property</b></p> <p>PP referenced the report that had been issued. Discussion centred around the minor items of work that are in the process of being addressed. PP noted the new Site Manager is very thorough and tries to identify areas in advance of work requiring more urgent attention eg lighting and a move towards LED.</p> <p>There is an ongoing Site Assistant vacancy which is causing some capacity issues. Work is being prioritised until this vacancy can be filled.</p> <p>A question was raised as to the routine of a member of site staff notifying emergency services should they be required and who would assume this responsibility in their absence. PP advised she or other members of SMT would assume this role in the absence of the Site Manger.</p>	

	<p>A Governor asked for an update on the roof of the Performing Arts building. PP advised that quotes were being obtained and this work will be undertaken when there is capacity.</p> <p>PP concluded that locks to external doors are also being prioritised in favour of a fob system.</p>	
8.	<p><b>Personnel and Staffing</b></p> <p>PP reported on staff leavers; 3 teachers leaving at Christmas. Experienced teacher replacements have been appointed who will add to the staff complement in January.</p> <p>A number of maternity leaves or other staff absences were noted which affect capacity. Short notice Covid absences also add to absence issues and support staff are having to be used to cover these colleagues where necessary. There is no concern with the education delivery in the classroom at the current time.</p> <p>Governors thanked PP for being clear about how the school was dealing with absence issues. PP advised that this is a common issue in other Trust primary schools. Following a question about closure points, PP noted that support staff are covering teacher absence at the moment.</p>	
9.	<p><b>Students and Safeguarding</b></p> <p>To be covered in the Headteacher report.</p>	
10.	<p><b>Headteacher Report</b></p> <p>This had been previously distributed. The main discussion points were as follows:</p> <ul style="list-style-type: none"> <li>• Being part of the Trust has helped during recent Covid absence of Senior Leaders. Ben Erskine (BE) has provided face to face instant support during the Head/Deputy absence as well as telephone support from the CEO</li> <li>• Teaching and Learning principles are becoming consistently embedded – 2 members of the Leadership Team (CR and CS) to deliver presentation at next meeting in order to provide more detail</li> <li>• New Assessment system (STARS) has been introduced (see item 1) which provides more accurate data and material to assess and inform the next steps</li> <li>• There has been an increased focus on moderation in school recently</li> <li>• The opportunity to have a new PE hall building is being explored as the staggered lunch utilises the main hall for 3 hours a day. Various options are under consideration</li> <li>• Teaching and Learning in Year 6 is very high quality, targets are continually visited and worked towards. External data will evidence how much the school has improved</li> <li>• Additional after school tutoring sessions will be taking place to cover reading, writing and Maths. A question was raised as to the group sizes for the tutoring and how often they will change / be reviewed. PP responded that staff are in place but group sizes are not yet determined until assessments are complete. Work will then take place to consider who needs the most</li> </ul>	Clerk

	<p>support and this work will be ongoing; if children just need targeted intervention in specific areas, they will attend for shorter blocks</p> <ul style="list-style-type: none"> <li>• The Nursery continues to go from strength to strength and has a good reputation in the local area. One more group with one more member of staff is being introduced and the provision is financially viable. A question was asked as to the percentage of children in the Nursery then move to Reception. PP advised that the majority move into the Reception cohort and this is evident in the early weeks as those children are already familiar with routines and various venues in the school</li> <li>• Safeguarding data in the various areas were outlined and additional information provided where appropriate</li> <li>• PP spoke about the member of staff who has joined the Inclusion Team who works in the mental health team. She works with a large number of children and staff across the school and is a valuable resource</li> <li>• The Safeguarding Link Governor commented positively on her audit of the Single Central Record (SCR) yesterday. Two staff records had been selected randomly for scrutiny. One DOB had been interpreted in the US version and it was questioned whether the rest of the entries should be checked for a similar error. The Governor spoke of vast improvement in the SCR and the way the folders are organised was complimented</li> <li>• The Safeguarding Link Governor advised that she had visited the Nursery area during her visit to the school and complimented the school on the transformation making it a pleasure to visit.</li> </ul> <p>There were no further questions.</p>	
11.	<p><b>Policy Review</b></p> <p><u>Trips and Visits</u></p> <p>There were no questions or concerns. The policy was approved.</p>	
12.	<p><b>Four Cs Trust Update</b></p> <ul style="list-style-type: none"> <li>• KSCS – DW referenced the meeting about the public fencing and the challenge from the community. This is awaiting decision by PCC</li> <li>• MD – now resembles a building and is progressing well. Footpaths and cycling access query being raised with the Trust by DW</li> <li>• Trustees now attending LGCs by way of support</li> <li>• The MAT Development Plan is in the process of being updated.</li> </ul> <p>There were no questions on the recently distributed Trust update.</p>	
13.	<p><b>Governor Visits</b></p> <p>Aside from the visit by the Safeguarding Link Governor and the Chair of Governors, there were no further visits reported. More formal visits can be arranged once the Covid situation improves.</p>	
14.	<p><b>Governor Training</b></p> <p>Governors were asked to check the recent email from Governor Services with regard to training.</p>	

15.	<b>Any Other Business</b>  John Dadge thanked the LGC for the opportunity to attend the meeting which had been very informative.  DW commented on Louise Chatterton's marketing video for Reception is brilliant and asked for this message to be passed on to the Phase 1 team.  There was no other business.	
16.	<b>Date of Next Meeting</b>  Tuesday 8 February 2022.	

# Pupil Premium

## Context:

All children, but specifically pupil premium children, have been impacted by the pandemic and the school closures. Therefore, our Pupil Premium spending has never been more important.

Key Milestones (2020-21)	External Data	Internal provision	Outcomes of internal provision
GLD at the end of reception	Not reported to the LA	Still carried out internal assessments of all Reception children. See below. These were reported to parents.	GLD 52% PP 36%
Year One Phonics Screening	Did not take place. This will take place in Autumn 21/22 instead.	No internal replacement as the assessment has been postponed.	-----
Year Two Phonics Screening (delayed testing from June 2020)	Did take place in December. 89% passed. PP 24% passed.	-----	-----
End of KS1 SATs/Data submission	Did not take place	Internal equivalent took place using previous SATs papers. See below.	ARE+ Read - 79% (GD 16%) PP 57% (GD 0%) Write - 67% (GD 10%) PP 52% (GD 0%) Maths - 83% (GD 20%) PP 67% (GD 0%)
End of KS2 SATs	Did not take place	Internal equivalent took place using previous SATs papers. See below.	ARE+ Read - 73% (GD 34%) PP 65% (GD 15%) Write - 52% (GD 16%) PP 50% (GD 12%) Maths - 64% (GD 16%) PP 65% (GD 8%)



# Impact of 2020-21 Pupil Premium Spending

KS2 results	2018/19	2018/19 PP	2020/21	2020/21 PP
Reading	ARE+ 57%	28%	ARE+ 73%	65%
Writing	ARE+ 67%	28%	ARE+ 52%	50%
Maths	ARE+ 66%	44%	ARE+ 64%	65%
	External data		Internal unreported	
KS1 results	2018/19	2018/19 PP	2020/21	2020/21 PP
Reading	ARE+ 57%	18%	ARE+ 79%	57%
Writing	ARE+ 56%	18%	ARE+ 67%	52%
Maths	ARE+ 61%	18%	ARE+ 83%	67%
	External data		Internal unreported	

Over time the gap between pupil premium children and the rest of their cohort is narrowing as demonstrated in the table opposite.

*\*Overall attainment in 2020/21 in KS2 is not as high as expected due to the pandemic and school closures.*

# 2020-21 Internal Whole School Data

	Reading			Writing			Maths		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
REC GLD	Autumn			Spring			Summer 52%		
PP (11)	Not recorded due to baseline			Not recorded due to school closures			36%		
Non PP	Not recorded due to baseline			Not recorded due to school closures			56%		
Y1	77%	77%	80%	75%	78%	86%	86%	79%	86%
PP (19)	67%	67%	83%	67%	61%	83%	78%	72%	83%
Non PP	86%	80%	79%	78%	84%	87%	89%	82%	87%
Y2	73%	73%	79%	54%	68%	67%	84%	88%	83%
PP (18)	53%	53%	57%	35%	48%	52%	65%	76%	67%
Non PP	79%	80%	85%	59%	74%	72%	89%	91%	88%
Y3	65%	67%	68%	75%	82%	78%	82%	84%	86%
PP (24)	48%	43%	52%	64%	54%	60%	74%	70%	76%
Non PP	72%	75%	74%	80%	79%	85%	85%	89%	90%

  

	Reading			Writing			Maths		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
Y4	85%	84%	87%	69%	70%	77%	87%	88%	91%
PP (17)	62%	65%	80%	31%	29%	40%	75%	72%	80%
Non PP	90%	89%	90%	77%	79%	88%	89%	92%	94%
Y5	75%	81%	82%	63%	68%	74%	88%	87%	90%
PP (23)	62%	70%	76%	37%	44%	56%	79%	79%	84%
Non PP	80%	85%	84%	73%	77%	81%	71%	89%	92%
Y6	74%	76%	73%	36%	52%	52%	79%	78%	64%
PP (27)	64%	63%	65%	24%	37%	50%	72%	67%	65%
Non PP	78%	81%	79%	41%	59%	73%	82%	83%	73%

Due to concerns over validity of the NTS assessments, we are changing to Stars assessment this academic year. This data will then be shared with Governors.

# Impact of spending 2020-21

## Headlines:

- Internal data tells us from Reception to Year 6 that Pupil Premium children are not yet performing in-line with their peers but that the gap is narrowing.
- Attainment and progress in writing remains our biggest priority.
- Phonics for the current year 3 PP children remains a priority. Only 24% passed their phonics screening.
- The achievement of Reception children is too low, especially PP children.
- There are examples of dips in data in the spring term
- Due to the pandemic and the school closures, we were unable to achieve our intended impact in full.

# Impact of spending 2020-21

## Headlines continued

- As a whole school, attainment is rising over time for both pupil premium and non-pupil premium.
- PSHE and safeguarding curriculum now in place which has a focus on mental health and well-being. In addition, mental Health days have taken place.
- Pupil premium is led by Amy Wright and the inclusion team meaning it is a core focus for the school
- Forest school accessed by all children from Nursery to Year 6 increasing exposure to outdoor learning and provision.
- High quality reading texts increased across school with all children now having access to book band books allowing the children and staff to ensure they are accessing the correct level books
- High quality CPD, focused around our teaching and learning principles, has led to continued improvement of our teaching across school.

## Priorities for 2021-22 Pupil Premium Spending

Challenge number	Detail of challenge
1	Weak language and oracy skills
2	Low phonics ability on entry
3	Lack of experiences
4	Social and emotional barriers to learning
5	Disadvantaged children have less experience of outdoor learning
6	Parents of disadvantaged children can be less engaged in the education system
7	The gap between disadvantaged and non-disadvantaged has the potential to widen as they go through school

## How will the money will be spent 2021-22?

- First and foremost it will support the continual development of quality first teaching (with an emphasis on writing)
- Tutoring for children across school
- Continuation of forest school
- Continuation of the work of the inclusion team with a focus on attendance, wider opportunities and support for children with SEMH
- Continuation of high numbers of TAs to support teaching and learning
- Continuation of our Lexia reading programme