

As Governor with a special interest in overseeing how the school's pupil premium funding is spent, I come into school at least once a year to talk to staff about the interventions they deliver and speak to some of the children about the activities they are doing.

Margaret Brook

24 May 2013

I visited the school to find out about play therapy. This is a new intervention supported by pupil premium funding and I learnt a lot about how therapeutic play sessions can help to remove barriers to learning.

I also focussed on small group maths sessions in years 2 and 3. I observed activities the children had been working on and noted that as well as providing challenge, the activities also promoted enjoyment of the subject. It was a real pleasure to meet 6 of the children receiving maths interventions. All expressed enthusiasm for the sessions and when asked about how they thought the activities were helping them they talked about being able to tackle topics in class with more confidence.

27 May 2013

On this visit I found out about number count sessions in years 1 and 2 and enjoyed meeting two children in year 2. Individual plans are designed to help each child build self confidence and create an interest in and enjoyment of maths. Both children I met said that previously they did not like maths lessons but now looked forward to their small group sessions and were able to understand number work better in class.

I also visited year 5 and year 6 maths intervention sessions where, again, as well as providing individual plans for each child to improve number skills, there was an emphasis on building self confidence and enjoyment of the subject. I was also pleased to see that the children were encouraged to work more independently. I talked to one year 6 pupil who was very enthusiastic about the support he had received.

14 February 2014

I spent a whole day in school and focussed on interventions addressing the emotional well being of children and small group sessions in maths, reading and writing. I was particularly interested in new systems introduced this year namely Number Count 2, Write Away and Reciprocal Reading. I was pleased to see the

increases in progress made by children in year 5 on the Number Count 2 programme in the autumn term and the improvement in the range of vocabulary children in years 4 and 5 on the Write Away programme were able to use. It was a pleasure to meet 3 children from the year 6 reading group. We talked about what they were reading, what they enjoyed and how the sessions supported their work in class.

Finally, in order to get a taste of all the different activities supported by pupil premium funding , I finished the day by sitting in on guitar club and observing a couple of keyboard sessions.

I feel confident that the school's use of pupil premium funding is helping to maximise children's progress in the school.

February 2015

The focus of my visits to the school on 4 and 5 February was to listen to children's views about intervention sessions and other activities they participated in supported by pupil premium funding.

4 February

I met 3 girls from the Year 5 Write Away group who talked to me about activities they had been doing to help them structure sentences, learn new vocabulary and structure a piece of work. They were finding this support particularly helpful.

Children in the Year 6 Reading Booster group were enjoying reading a range of material and the work they were doing in pairs was helping them feel more confident with work back in the classroom.

I also met 3 Year 5 children from the Maths group. They explained that they all had their own individual programme to work on and found the extra support helped them with their work in the classroom. All expressed enjoyment of the maths games they sometimes played on the computer in sessions and all said that they were enjoying the subject more.

I then met 5 Year 2 children working in a maths intervention group. Several children said that their sessions were fun and were helping them learn. Again, some children commented that working in pairs was boosting their confidence .

5 February

Today I met children in Years 4 and 5 who attended support sessions in Maths and Reciprocal Reading groups. All the children commented that these sessions were helping them learn. Children attending the reading group talked about being much more enthusiastic about reading and were now borrowing more books to take home.

I then met children in Years 1 and 2 attending a maths support group and they explained how they worked out calculation problems and how these techniques reinforced their learning and helped them remember.

I next met 5 children receiving music tuition. They all talked enthusiastically about their enjoyment of music, playing together and enjoying the challenge of tackling new pieces.

I finished my visit by meeting a number of children who attend Challenge Club. We had a lively discussion about the activities they did and the many transferable skills they are consolidating. All found that they could use new approaches to solving problems in the classroom.

I really enjoyed the opportunity to talk to a number of children across the school and listen to their views about the sessions they were attending. It was encouraging to receive such positive feedback.