



**The Primary Local Board of the Hessle Academy**



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

Minutes of the Meeting of the Primary Local Board  
Penshurst Primary School.

Thursday 4 November 2021 at 5pm

**PRESENT:**

Mrs A Fordham (Chair, AF), Mr M Duncan (MD), Miss L Hatfield (LH), Mr B Munro (BM), Mrs R Potter (RP), Mrs J Spencer (Head of School, JS), Mrs C Thorley (CT), Dr R White (RW)

**ALSO IN ATTENDANCE:**

Mr V Groak (HT Hessle Academy, VG), Mrs G Stafford (Clerk to the Trust, GS)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

**01 WELCOME**

AF welcomed everyone to the first meeting of the academic year. The meeting was the first face to face meeting in over a year.

**02 DECLARATIONS OF INTEREST**

No conflicts of interest for this meeting were declared. Declaration of interest forms and data collection forms will be sent out for annual completion.

**ACTION: GS to circulate Pecuniary Interest and Data Collection forms for completing by all**

**03 APOLOGIES**

Mr M Peck

**Resolved:** Consent was given to the absence of the above Governor

**04 MEMBERSHIP AND APPOINTMENTS**

It is the annual duty of an LGB to elect their Chair. AF reported she was content to stand for another year. All Governors approved this appointment.

Governors were asked if they would like to be considered for the position of Vice – Chair. BM volunteered and was voted into the position.

**Resolved:** The Penshurst LGB positions for 2021/22 were agreed to be as follows:

Chair: A Fordham

Vice Chair: B Munro

DSEN Link: M Duncan

PP Link: B Munro and R Potter

Safeguarding Link: C Thorley (with support from AF and RW as required)

**05 MINUTES OF THE LAST MEETING (15 July 2021)**

**Resolved:** The minutes of the meeting held on 15 July be confirmed as a true and correct record and signed by the Chair, AF.

**06 MATTERS ARISING FROM THE MINUTES**

**06a ACTION: MPr to present PPS Theme to Middle Leaders at HHS – date set for MPr to present in January 2022 (to be removed from the action list)**

**06b ACTION: HB to present the reformed EYFS curriculum to Governors – action carried forward**

**06c ACTION: Theme Scrap Books to be available for view at the next physical meeting - complete**

**06d ACTION: SH to include detail in the LAC table to show progress against targets – action carried forward**

**06e ACTION: All Governors to complete the Home Office PREVENT online training – see minute 15**

**06f ACTION: Governors to request feedback on their performance from AF should they wish – this is ongoing should anyone wish for feedback in the future but will be removed from the action list**

**06g ACTION: JS to carry out PPS specific safeguarding training at the next meeting – action carried forward**

**06h ACTION: All Governors to complete the Safeguarding NGA module in the autumn term – see minute 15**

**06i ACTION: JS to share marshalling risk assessment at the next meeting – to be removed from the minutes as there are no PPS staff marshals**

**06j ACTION: JS and VG to consider ways to attract marshals for School Streets – VG has a meeting with the Council and will bring this up again. It was agreed that on behalf of the LGB AF would write a letter to traffic management/ ERYC and an update would be provided at the next meeting.**

**06k ACTION: Governors to consider taking on additional responsibility - complete**

**ACTION: AF to write a letter to ERYC outlining the LGB's concern with the lack of marshals down Winthorpe Road during the School Streets trial**

**07 HEADTEACHER SUMMARY**

- 20 positive Covid cases in learners and 2 in staff since the start of term this September
- Attendance currently 95%. Year 1 lowest attendance due to seasonal colds. Government publishes fortnightly data and national average for primary pupils is 90.4%. AF remarked that at a recent meeting of LGB Chairs', attendance at Penshurst was higher than most other Trust schools

- 3 recent staffing appointments have settled well and are strong; performing above the Early Careers Level (ECT) level. All are on fixed term contracts
- Staff absence at 44.5 days – reduced from last year but causes disruption to the pathway children as interventions cannot take place if staff are absent
- Safeguarding: new staff trained in procedures, welfare team linked up to provide wraparound care for SEND, DA and child protection cases

Q: (CT) What was the pre-Covid attendance rate?

JS: Always around national of 96%

Q: (RW) Is the absence due to Covid?

JS: No, general colds.

C: (RW) The younger ones have less immunity and also undeveloped social skills to cover their mouth when sneezing etc.

C: (VT) The reason the ECT teachers are on a fixed term contract is to avoid any redundancies when the PAN reduces to 60 in September 2022.

Q: (RW) Is the instruction that pregnant ladies have to work from home after 28 weeks a Trust decision?

VG: Yes, but they are not on maternity leave from 28 weeks, they are still working but from home.

Q: (AF) Could summer schools be targeted to those pupils that really need intervention?

VG: We could offer to all and then target. We need to make parents aware of the benefits of attending. Hopefully next year the transition week will take place physically as well as summer school.

## 08 REVIEW PUPIL PREMIUM STRATEGY STATEMENT

### 08a Review impact 2020/21

#### Quality First Teaching

Impact	Lessons Learned
<p>1. Increased reading fluency and comprehension across all 3 key stages evidenced with secure reading internal assessment information -<b>achieved</b></p> <p>2. EYFS data will evidence DA pupils attaining at ARE in line with Non -DA pupils-<b>partially achieved</b> -in line with DA but not at ARE due to amount of time out of school</p> <p>3. Y1/2 phonics will evidence results in line with National average- <b>achieved</b></p>	<p>1. The use of ARE lead texts impacted positively on the quality of reading of MA and HA pupils and the percentage of pupils achieving expected or above expected in assessments increased across the school by 35%. The impact on the lowest 20% of pupils was not as positive and requires a new approach to improving their fluency and comprehension skills. An intervention (Fresh Start Read Write Inc) will be put in place for pupils who need further intervention and catch up in order to reach ARE. A research inquiry by the literacy team is being conducted to look at which books engage boys in our curriculum to ensure we hook these readers quickly and effectively</p> <p>2. DA pupils needed a much more differentiated approach to online learning as many were not engaged with this style of learning during school lockdowns. There is a great need to provide hands-on resources for these children if home learning were to happen again.</p> <p>3. Read Write Inc works extremely well whether in class or online as phonics results broadly in line with 2019 national average. RWI will be continued in Y1/2 with a presence in KS2 for those who require extra intervention.</p>

<p>4. The lowest 20% of pupils in Y1/2 will improve their fluency in reading to be in line with ARE-<b>partially achieved</b></p> <p>5. Improved self-esteem and resilience impacting on stamina for testing-<b>not achieved</b> due to lockdown</p> <p>6. Accelerated internal progress (better than expected) in Mathematics -<b>partially achieved</b> in Y1,2,4,6</p>	<p>4. 100% of pupils increased their fluency although only 63% achieved ARE. Non -DA and DA achieved in line with each other proving the success of RWI in closing the gap.</p> <p>5. Due to lockdown this target has been difficult to judge especially as pupils did not complete assessments of any length and statutory assessments were cancelled. This will remain a target for 2021-22</p> <p>6. Due to lockdown we are unable to see the benefit yet of the new mastery approach to maths as the children have not been in school to experience the 'hands on' approach. We have learnt that we have to incorporate an IT scheme alongside our maths approach to support pupils when they require home learning.</p>
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**Targeted academic support**

Impact	Lessons Learned
<p>1. Improvement in provision for DA, SEN and other vulnerable groups resulting in achieved targets on the Boxall and NFER testing cycles-<b>achieved</b>-100% of pupils in the Nurture Unit made progress against BOXALL targets as all children accessed school during the school closures. ¾ pupils have transitioned into mainstream classrooms this year in line with the Nurture principles and are settling well and making progress in line with peers.</p> <p>2. Timely referrals and intervention work impacting positively on wellbeing and academic progress of the most vulnerable pupils <b>partially achieved</b>- due to school closures this has been incredibly difficult to maintain over the past year however where online interventions were in place consistently pupils are settled and do not need further support for wellbeing.</p> <p>3. Improved engagement of the parents of DA pupils resulting in 100% attendance at Parent Evening meetings and improved attendance at other specialist meetings-<b>partially achieved</b> due to school closures many attendance meetings and special events did not take place and so it is hard to show impact of strategies used to engage.</p> <p>4. Positive attitude to school rules impacting positively on behaviour with a reduction in Level 3 and 4 Fix Its (85% decline) and FTE (100% decline)-<b>achieved</b></p>	<p>1. This is further evidence of the importance of continuing the Nurture unit with the level of staffing intact. We have learnt that we may need to proceed to the next level of being an ERP to ensure consistency and quantity of staffing.</p> <p>2. The importance of maintaining parental relationships is key as where these were difficult over school closure through non-engagements, we have seen pupils regress both academically and in well- being terms. We will continue to liaise with parents of vulnerable children on a daily basis via SLT on doors, home visits, phone calls, messages home and details of interventions posted via TAPESTRY.</p> <p>3. Online parents' evenings worked well and had a positive impact on teacher workload as meetings could not be extended reducing the number of late nights teachers were in school. These online sessions will continue this academic year.</p> <p>4. The zoning of arrears and staggered breaks and lunches has been extremely successful in reducing behaviour incidents therefore having a positive impact on the afternoon sessions in school maximising learning. We will keep these changes to the school day to see if they are as effective with a whole school back in school this year.</p>

Q: (AF) Has Read Write Inc been successful?

JS: Yes, but we have not had the full year of data for evidence. Year 1 staff have said that the pupils are better prepared, despite lockdown. We still need more Read Write Inc training for staff as this has been delayed due to Covid

C: (LH) From using Fresh Start (which is used with older children), it is clear to see the evidence that interventions in Year 4 and 5 are working.

Q: (RW) Although fluency has improved, the target for KS1 has not been achieved with only 63% achieving ARE (age related expectation). Why?

JS: The children are closer than ever to achieving ARE; some are only one or two points off. It is very difficult to do RWI online – this needs to be face to face. Using NFER testing we can confirm the children are only a couple of points off and before they were 15 points away.

Q: (RW) Are you still funding NFER tests as they are a very useful benchmark?

JS: Yes, for this year.

LH: NFER replicates SATs papers the most and are the most user-friendly papers.

Q: (AF) The theme of parental relationships runs through the strategy. How do we improve this?

JS: Our SLT rotate when on the street for School Streets and parents approach with queries then.

Q: (RP) How do you engage with vulnerable parents?

JS: We call them.

Q: (RP) Does the use of the Tapestry app stop after FS2?

JS: No, we continue to use Tapestry for SEND children.

C: (JS) The success of attendance of DA parents at virtual Parents' Evenings is taken cautiously. Some parents really miss coming into school and looking through the books. The February Open Evening will be an opportunity to physically meet the teacher and view the books. We have always communicated that parents can call the teacher to meet with them and we have had 33 of these visits this term. Parents are also welcome to email any concerns.

C: (CT) It is good that working parents can have that opportunity to call or email.

C: (MD) I think offering both online and physical Parents' Evenings would be great, perhaps one day of each.

JS: Online is certainly more efficient for time, but attendance at online meetings is less than face to face meetings as some people have technical issues.

C: (VG) The less engaged families tend to live further away. Online meetings should be more appealing but don't appear to be - we need to solve any technical barriers.

Q: (RW) I have been a governor here since 2018 and Maths has always been an issue. You have cracked Reading and the curriculum is Reading focused, but when will Maths mastery take off?

JS: We have put the changes in place but for the last 2 years have not been able to embed the system. Teaching in Maths is superb.

Q: (RW) You always say teaching in Math is superb but the results are not, why?

JS: The children now work at levels. The problem is the children cannot do the tests quickly enough – there is a problem with resilience of testing. I do think that we had an issue with Early Years Maths as, unless directed, the children did not do Maths play, but they are doing now. I am concerned about our current Year 6 cohort – not just in Maths, but across all the subjects. Our Maths Leader is visiting schools that don't have gaps between subjects as we do. So far, the visits have shown that schools are doing the same as us, so we need to see after this year if results improve. We cannot change the system without seeing if there has been an impact.

Q: (RW) How many Year 4 pupils passed the times tables test?

JS: Very low numbers as the children cannot compute the answer within the 3 seconds allowed. Parents don't tend to teach times tables at home so we are putting in a focus of times tables and this will be the only topic for homework. In addition, there will be two additional times tables sessions per week.

**ACTION: LH to bring some pathway children's books for inspection at the next meeting, showing progression.**

**ACTION: Maths Leader to present plans to address Maths at Penshurst**

**08b PUPIL PREMIUM STRATEGY STATEMENT 2021-2024**

<b>Detail</b>	<b>Data</b>
Number of pupils in the academy	FS2-Y6 489 (FS1 49)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Pupil premium funding allocation this academic year	£151,985
Recovery premium funding allocation this academic year	£16, 385
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,370

*Q: (BM) There are so many great ideas around expanding the Nurture Unit and these would lead to more pupils being attracted, but it doesn't seem enough to only budget £12K for expanding the Unit.*

*JS: The £12K is to provide additional resources in the Nurture Unit. The funding for the ERP is separate and will be funded by the Local Authority.*

*C: (AF) Lack of parental engagement is a theme running through the document but there don't appear to be any activities to mitigate this.*

*Q: (RP) How do we combat against lack of parental engagement in both home reading and homework having an impact on love of reading and early fluency?*

*JS: We are looking at homework again and may make it compulsory.*

*Q: (AF) Is it harder to get DA parents on board with engagement with homework?*

*JS: Yes, due to the literacy levels of parents. 80% DA pupils do not engage with homework but it is currently optional.*

*C: (BM) In challenge 4 please put a specific number, not "a minority of pupils"*

*C: (RW) This level of detail needs to be added throughout the success criteria.*

*C: (AF) The success criteria in the Intended Outcomes section is too wordy and needs to be smart, measurable targets.*

*C: (CT) It would also be useful to state what national 2019 is for the areas we are trying to measure against. Are these linked to performance management targets?*

*JS: Yes. We don't want to make the targets unobtainable but yes, they need to be Smart.*

*Q: (RW) Should we aspire to some pupils exceeding ARE?*

*JS: All pupils have individual targets.*

*Q: (AF) Have the strategies from last year been carried forward?*

*JS: Yes – they have not changed much.*

*C: (RW) It is a very good idea to have the Education Endowment Foundation (EEF) targets included in the Strategy.*

*C: (MD) It is interesting that reducing class size is listed as having low impact at high cost.*

*JS: It is true – we have some classes of 35 and some of 22 and there is little difference in attainment of DA.*

*VG: Class size can only positively affect outcomes if the way of teaching is adapted to the numbers.*

*Q: (BM) On a recent Link visit we spoke to the PP Lead and she confirmed that she had not been involved in writing the Strategy. If Ofsted were to come in her involvement would be instrumental*

*JS: DA pupils are the focus of the whole SLT, not one person.*

*C: (BM) It may be possible that the focus is diluted if too many staff are involved. We fear the PP Strategy and the DA may not get the attention they deserve.*

*C: (VG) Intended outcomes of the DA are covered by Subject Leads and every member of staff has an appraisal target to improve DA outcomes.*

*C: (AF) It would also be useful if staff names that were responsible for each target were supplied on a governor edition of the strategy.*

**ACTION: JS to amend the PP Strategy, adding specific success criteria throughout and national averages where applicable. Strategy to then be tabled at the December meeting.**

**ACTION: JS to include staff names against each PP target and supply to Governors**

## **09 COVID CATCH UP STATEMENT**

- £118,960 catch up premium had been allocated to the through school (pro-rated to approximately £35K for PPS)
- Funding is based on £80 per learner

*Q: (RW) How do you know that the provision of lead texts to pupils at a cost of £15K has led to accelerated progress in reading?*

*JS: I see more engagement with reading when I walk round the school and more books are being signed out of the library. 81% pupils have passed Phonics – this was a good use of money. Not all staff love to read so we need to develop this too.*

*LH: It is also about understanding contemporary literature.*

*JS: Now we have the breadth and balance of texts we do change the contemporary texts and have a better mix of classics and contemporary.*

*VG: We carried forward any underspend to this year. The Recovery Premium is added to the Pupil Premium funding and reviewed together in the Pupil Premium Strategy.*

*Q: (RW) Are you using National Tutoring funds too?*

*VG: We are at secondary but as yet don't know how much we will use for primary as it is so difficult to meet the criteria required.*

**ACTION: VG to update the Catch-Up Plan to change 'projected' spend to 'actual' spend and 'approximate' cost to 'actual' cost.**

## **10 REVIEW IMPACT OF SPORTS PREMIUM 2020/21**

- Total sport premium allocation 2021/22 was £20,235 (16K plus £10 per pupil based on January 2020 census)
- Next year JS will write the Strategy following consultation with a cluster meeting of 6 primary HTs

*Q: (AF) The data around swimming competency – is that from when the children had swimming lessons in Y4?*

*JS: Yes, the data comes from the swimming teachers at Haltemprice. I think the standard of swimming may need more moderation though.*

*Q: (AF) How do our swimming figures compare to national?*

*JS: I have never seen national averages for swimming – I will try to find out.*

*Q: (AF) Is the money ringfenced for sports spend?*

*VG: No, but we can justify the spend.*

*Q: (BM) Why has £500 been allocated to investigate other providers? It seems very high to do some basic enquiries*

*JS: This is the money for the hire of the mini buses to attend the venues.*

Q: (AF) As per the PP Strategy it is hard to quantify success if no detail is given. Who delivers PE?  
JS: The teachers and the Sports Coach. The Sports Coach money is for before and after school clubs. Staff haven't had CPDL for sport in over 3 years.

Q: (AF) Is there the option to shadow the Sports Coach?

JS: Yes, if staff can get cover

Q: (AF) Does the whole class go out for PE together?

JS: The Sports Coach takes some children and the HLTA does an activity.

Q: (RW) Sports Premium can be used for CPDL, so could the Sports Coach deliver CPDL?

Q: (AF) Are key groups (like DA) targeted at after school clubs?

JS: When the parental forms come in they are dealt with on a first come first served basis. If a number of forms come in at the same time then we would prioritise the DA.

RW suggested encouraging less mainstream sports such as indoor curling and table tennis. These sports are enjoyed by children who may not want to participate in the more popular sports. VG agreed to be more creative when re-designing the KS2 playground, considering different sports.

**ACTION: JS to include national 2019 swimming statistics to the Sports Premium Strategy**

## **11 RATIFY SPORTS PREMIUM 2021/22**

It was agreed that in the July 2022 meeting governors would be able to see the Strategy with the impact column completed. At the September 2022 meeting the 2022/23 strategy will be reviewed and ratified.

**ACTION: JS to amend the Sports Premium Plan with the suggestions made. Plan will be circulated to Governors prior to the next meeting.**

## **12 ACADEMY DEVELOPMENT PLAN**

This is a 16-month (4 term) plan. Each member of SLT had been given the responsibility of improving a specific area. There were 22 strategies.

Q: (AF) Do you think there are too many priorities?

VG: Yes, we will tweak them down, this plan is flexible, we can add or remove strategies and it will become a rolling plan. This documents the next steps required but all are not necessarily priority. Mrs Price and Mrs Spencer are working together to agree the non-negotiables that will remain on the Plan. The Plan will then be presented to Governors again.

Q: (RW) I love the concept and it is a quick way of seeing what has been achieved. To RAG rate each would be good. Having a link to access the evidence of each will be good – we just need to make sure that each is quantifiable. Do some link to the Pupil Premium Strategy priorities?

VG: Yes.

AF requested that full staff names are used and for the ownership to be covered by one person as currently some strategies have two initials

## **13 RISK REGISTER**

The CEO has requested that academy risk registers are a standard agenda item for all LGBs. VG was very honest in presenting the risk register and said that he had put this together with no training and so was very open to comments / recommendations to improve. The register showed Hesse Academy's top ten risks. Training will be organised for the HT and Governors. Details to follow.



#### 14 GOVERNOR LINK VISITS

A Pupil Premium Link Visit had been completed by BM and RP on 20 October. BM articulated that the visit was positive but the overriding concern was that the person responsible for the DA leaves to work from home as she is 28 weeks pregnant in a few weeks' time. The Links queried who would cover the DA role in her absence and would sufficient time be devoted to the role?

VG confirmed that the post was being backfilled and interviews are taking place week, commencing 8 November. JS confirmed that focus on the DA is a responsibility of all staff, including all members of the SLT.

BM asked if there was flexibility to give more management time to the newly appointed role holder. VG confirmed that they would have 3 days management time, supported by the Head of School and Assistant Head to dedicate themselves to the task. He pointed out that the work of the Disadvantaged Champion is integrated across the school and everything revolves around the DA: Quality First Teaching, tracking and DA first.

BM re-iterated that there was a lot of work to do for someone carrying out the role for 3 days and requested the concern was noted. JS offered that the role had been more streamlined and the subject leaders are responsible for the assessment part of the role with the new appointment focusing more on attendance of DA pupils.

JS stated she understood the concern and would monitor the situation and feedback to the LGB.

#### 15 GOVERNOR TRAINING AND SUPPORT

Safeguarding NGA Module (2021) – all governors present had completed the requirement.

PREVENT – all governors present had completed this training

**ACTION: M Peck to complete the Safeguarding NGA module and PREVENT training ASAP**

**ACTION: GS to circulate the NGA Skills Audit for completion by all**

#### 16 ANY OTHER BUSINESS

None raised

#### 17 MEETING DATES 2021/22 (all 5pm)

Thursday 16 December 2021

Thursday 7 April 2022

Thursday 16 June 2022

Thursday 21 July 2022

#### 18 AGREED ACTION POINTS

**18a ACTION: GS to circulate Pecuniary Interest and Data Collection forms for completing by all (minute 02)**

**18b ACTION: HB to present the reformed EYFS curriculum to Governors (minute 06b)**

**18c ACTION: SH to include detail in the LAC table to show progress against targets (minute 06d)**

**18d ACTION: JS to carry out PPS specific safeguarding training at the next meeting – carried forward (minute 06g)**

- 18e **ACTION: AF to write a letter to ERYC outlining the LGB’s concern with the lack of marshalls down Winthorpe Road during the School Streets trial (minute 06)**
- 18f **ACTION: LH to bring some pathway children’s books for inspection at the next meeting, showing progression (minute 08a)**
- 18g **ACTION: Maths Leader to present plans to address Maths at Penshurst (minute 08a)**
- 18h **ACTION: JS to amend the PP Strategy, adding specific success criteria throughout and national averages where applicable. Strategy to then be tabled at the December meeting (minute 08b)**
- 18i **ACTION: JS to include staff names against each PP target and supply to Governors (minute 08b)**
- 18j **ACTION: VG to update the Catch-Up Plan to change ‘projected’ spend to ‘actual’ spend and ‘approximate’ cost to ‘actual’ cost (minute 09)**
- 18k **ACTION: JS to include national 2019 swimming statistics to the Sports Premium Strategy (minute 10)**
- 18l **ACTION: JS to amend the Sports Premium Plan with the suggestions made. Plan will be circulated to Governors prior to the next meeting (minute 11)**
- 18m **ACTION: M Peck to complete the Safeguarding NGA module and PREVENT training ASAP (minute 15)**
- 18n **ACTION: GS to circulate the NGA Skills Audit for completion by all (minute 15)**

The meeting closed at 7.25pm.