



**Minutes of the Meeting of the
CURRICULUM, INCLUSION & COMMUNITY COMMITTEE
of Lower Peover CofE Primary School**

Date:	Wednesday 16 th September 2020 at 10.30am.	
Venue:	Via Zoom Video Conferencing	
Present:	Martin Hughes MH Debbie Rutter DR Jason Haslam JH Tim Knowles TK Paula Perry PP Kristen O'Shea KO'S Fr Murray Aldridge-Collin	Foundation Governor Parent Governor Deputy Headteacher Foundation Governors Staff Governor Parent Governor Foundation Governor
Apologies:	Sharon Dean	
Absent:	None	
In Attendance:	John Addison	Clerk

The meeting met its quorum.

Decisions, actions and areas of challenge during discussions indicated in bold text.

Agenda item 1	APPOINTMENT OF CHAIR AND VICE CHAIR
Resolved:	That Debbie Rutter and Tim Knowles be appointed as Chair and Vice Chair respectively of the Committee.
Agenda item 2	INTRODUCTIONS AND APOLOGIES FOR ABSENCE
Discussion:	An apology was received from Sharon Dean.
Resolved:	That the apology be accepted.
Agenda item 3	DECLARATION OF PECUNIARY, PERSONAL OR EDUCATION INTEREST
Discussion:	None were declared.
Agenda item 4	DECLARATION OF ANY OTHER BUSINESS
Discussion:	None was declared.
Agenda item 5	MINUTES OF THE LAST MEETING of 29th JANUARY 2020
Discussion:	The minutes of the previous meeting of 29 th January 2020 had been circulated to Governors prior to the meeting.
Resolved:	That the minutes of the meeting of 29th January 2020 be approved as a correct record.
Agenda item 6	ACTION LOG
Discussion:	No action was required in respect of this Committee.

Agenda item 7	ATTAINMENT SUMMARY AND TEACHER ASSESSMENT
Resolved:	That this matter be deferred to the Full Governing Body9
Agenda item 8	PUPIL PREMIUM STRATEGY STATEMENT 2020/21
Discussion:	<p>Governors were required to review how Pupil Premium monies had been utilised to benefit the outcomes for eligible children and Looked After Children in an effort to ensure that parents, carers and others were made fully aware of the attainment of pupils covered by the Pupil Premium. This review should ensure that the outcomes of the eligible pupils had/were improving. The approval must be recorded in the minutes.</p> <p>By way of background information the Committee was advised that the Pupil Premium was allocated to children from low-income families who were currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who came from Services families. From 2012-13 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). This funding now also included any child who was looked after immediately before being adopted on, or after, 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being Looked after.</p> <p>After reviewing outcomes of support given to pupils in receipt of PP funding last year the school had decided to continue to provide similar provision in the form of small focussed and tailored interventions which met the needs of all children in the group. The school looked carefully at the needs of each pupil and used the following intervention strategies:</p> <ul style="list-style-type: none"> • Providing small group work for pupils entitled to funding with an experienced teacher, HLTA (Higher Level Teaching Assistant) or teaching assistant focused on overcoming gaps in learning to improve progress and raise attainment. • Additional teaching and learning opportunities both within and outside the classroom supported by teachers and teaching assistants to raise attainment and promote lifelong learning skills to ensure future economic well-being. • Emotional Learning Support/Mentoring to enable children to fully access learning and support where there are specific barriers other than Special Educational Needs. • Acquiring effective materials for pupils and training for staff to narrow the gap as required. <p>Pupil premium resources was aimed at helping children to achieve maximum progress and/or at least age related expectations in Phonics, Key Stage 1 and Key Stage 2.</p> <p>At Lower Peover CofE Primary School, Pupil Premium was used to fund some important roles in school. These roles were focussed on raising standards, especially in English and Mathematics, as well as ‘diminishing the attainment gap’ for those pupils who were not on track to be at age related expectations and/or had nor made as much expected progress.</p> <p>For 2019/20 the School had been allocated £26,194 of PP Funding. The Committee considered a detailed report submitted by the Head Teacher which set out, in detail, the various initiatives which had benefitted from the PP funding.</p>

Resolved:	That approval be given to the allocation of Pupil Premium Funds as detailed in the report.
Agenda item 9	SPORTS PREMIUM STRATEGY
	<p>The Committee was advised that Sports Premium funding must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2020 to 2021 academic year, to encourage the development of healthy, active lifestyles.</p> <p>Governors were reminded that the Department for Education Vision for the Primary PE and Sport Premium required ALL pupils leaving primary school to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.</p> <p>It was expected that schools would see an improvement against the following 5 key indicators:</p> <ol style="list-style-type: none"> 1. The engagement of all pupils in regular physical activity – All children aged 5-18 should engage in at least 1 hour of physical activity a day, of which 30mins should be at school 2. The profile of PE and sport being raised across the school as a tool for whole school improvement 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport 4. A broader experience of a range of sports and activities offered to all pupils 5. Increased participation in competitive sport. <p>For 2020/21 the School had been allocated £18,074 and a report was presented to the Committee detailing how the monies would be utilised.</p>
Resolved:	That approval be given to the allocation of Sports Premium Funds as detailed in the report..
Agenda item 10	SCHOOL IMPACT PLANNING
Discussion:	<p>The Committee received the headline School Impact Planning priorities and was advised that the final plan would be shared with Governors following final discussion by the Senior Leadership Team.</p> <p>The Committee noted that the headline priorities were as follows, viz:-</p> <p><u>Quality of Education</u></p> <p>To ensure that the developing curriculum plans fitted Lower Peovers' curriculum intent .</p> <p><u>Behaviour and Attitudes</u></p> <p>To further improve attendance (disadvantaged) and children's attitudes towards their learning with a focus on developing the key skills set out in the Teaching and Learning Policy.</p> <p><u>Personal Development</u></p> <p>To develop the pupils confidence and resilience so that they could keep themselves mentally healthy.</p> <p><u>Leadership and Management</u></p>

	<p>To develop the curriculum by further improving middle/subject leadership with a focus on high quality CPD, mentoring and monitoring, To ensure Reading was at the heart of the curriculum and all children were making excellent progress</p> <p><u>Quality of Early Years</u></p> <p>To further improve the provision in the EYFS resulting in all pupils making at least good progress by July 2021, particularly in literacy and numeracy.</p>
Resolved:	That the report and update be noted.

Agenda item 11	CURRICULUM RECOVERY PLAN
Discussion:	<p>The Committee considered the Curriculum Recovery Plan which sets out key principles for curriculum planning; assessment and accountability and contingency planning for further outbreaks in 2020-21. This would ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – were given the catch-up support needed to make substantial progress by the end of the academic year.</p> <p>The key principles which underpinned the curriculum planning were:</p> <ul style="list-style-type: none"> • Education was not optional: all pupils would receive a high-quality education that promoted their development and prepared them for the opportunities, responsibilities and experiences of later life • The curriculum would remain broad and ambitious: all pupils would be taught a wide range of subjects. The curriculum would continue to be broad and ambitious • Remote education, if needed, would be high quality and align closely to the in school provision: pupils would be able to be educated remotely, where this was needed, to a high standard. <p>The aims of the Plan were as follows, viz:-</p> <ul style="list-style-type: none"> • To teach an ambitious and broad curriculum in all subjects from the start of autumn term • Create a detailed plan to recover missed content and gaps in core knowledge • Outline a comprehensive plan for the delivery of remote education learning in the event of further outbreaks or individuals and groups of self-isolating pupils • Construct a guide for EYFS provision for addressing gaps in language, early reading and mathematics with a particular focus on Phonics • Detail approaches to assessment for informing planning <p>Outline systems for assessment and accountability in order to prepare pupils for statutory primary assessment in 2021. The Curriculum Recovery Plan then went on to provide detailed information on the following:-</p> <ul style="list-style-type: none"> • Full Return Curriculum;

	<ul style="list-style-type: none"> • Vulnerable Pupils at Home Curriculum; • Full Lockdown Curriculum; • Behaviour; • Pastoral Support; and • Assessment and Accountability <p>JH advised that owing to some of the restrictions around Covid 19, the curriculum offer in respect of music and PE would have to be adopted to comply with social distancing guidance. JH also explained what the process would be if there were a partial lockdown. Governors sought re-assurance that parents were aware of the guidance to be followed should a child display symptoms of Covid. JH advised that the School was following Cheshire West and Chester Council Guidance and that issued by Public Health England. School erred on the side of caution and understood that strict adherence to the guidance could have a detrimental impact on some families but School had to do what was considered best for the pupils.</p> <p>DR suggested that families could ignore the guidance should it have a detrimental impact on family finances. JH responded that School acknowledged this but parents had to be honest and transparent with School if the guidance was to prove effective.</p> <p>KO'S raised the issue of testing children who displayed symptoms which later came back as negative but could be a-symptomatic or a false negative. JH acknowledged the problems but the guidance was unclear around this aspect and some tests could come back as negative whilst being a false negative. KO'S suggested that the message to parents around the official position of false negatives needed to be reinforced with parents.</p> <p>TK reminded Governors that a major issue was the difficulty in accessing testing facilities locally and once tested the timescale in getting the results.</p> <p>In response to a question from MH, PP advised the Committee how class bubbles operated for After School Clubs and on the School Bus.</p> <p>DR referred to the Full Lockdown Curriculum and the virtual teaching platforms used. JH confirmed that Google Classroom would be utilised and the children would be trained in how this worked. However, School also needed to know which children did not have access to IT facilities .</p>		
Resolved:	That the report be noted		
Action:	What:	Who:	When:
	The message to parents around the issue of false negative tests be reinforced.	School	ASAP
Agenda item 12	LOST LEARNING PLAN		
Discussion:	The Lost Learning Plan had been produced in response to the school closures for COVID 19. The Plan clearly mapped out how leaders could recover the lost learning due to the widespread closures of schools. The Plan was part of a wider approach that considered the impact that school closures might have had on childrens' academic achievements as well as their socio-emotional development. Childrens' academic progress was an important factor, however it was also important to remember that children were living through extremely stressful times, which might have a considerably negative impact on adults' and children's mental health and wellbeing (WHO, 2020).		

Reconnection

Reconnection was the primary focus when pupils returned to school. During school closure pastoral staff had maintained regular contact with vulnerable pupils and families to ensure there was regular communication. On pupils return to school all teaching staff focussed on reconnecting and re-building relationships with pupils and families. A common reaction to trauma was emotional and social isolation, by helping children re-establish social relationships and make connections this would support their wellbeing by promoting stability and recovery (Kataoka et al., 2012). There would be increased opportunity for promoting interaction between students through partner work and class discussions. Pastoral leaders, e.g. ELSA trained staff, in school had access to high quality and pertinent resources for bereavement support, plus much more. Leaders would utilise resources from <https://www.annafreud.org> to support pupils where necessary.

Resources

Ensuring appropriate resourcing was in place would support pupils successful return to school. Leaders had carefully considered staffing levels, as some staff would have also suffered significant trauma and loss. Consideration would be given to the deployment of staff to continue to support pupils' wellbeing. The online learning platforms that had been successfully utilised during closure would continue to be used which would support in the event of a second spike. Leaders would encourage shared planning utilising the recovery plan and the sharing of resources to support teachers wellbeing. Positive relationships partnered with high quality teaching would ultimately be what made the difference for pupils, particularly those from disadvantaged backgrounds. Supporting and developing teachers while ensuring they had a manageable workload was key.

Recovery

The closure of schools and the related economic and social consequences that children and families were exposed to would also influence their academic progress and development. Once pupils had returned to school, leaders would inevitably undertake assessments to understand the gaps in learning, and these assessments would be well planned and delivered in a way that did not add any additional stress to pupils. Assessments used were a diagnostic tool so that teachers could utilise teaching strategies such as 'triage teaching' to target learning needs. Reading and phonics continued to be prioritised in the curriculum, time tables at Key Stage 1 had been altered to reflect this focus with short burst Phonic lessons taught twice daily. Phonic interventions would be delivered in Key Stage 2 to those pupils who require the support and Year 3 would continue on Phase 6. Reading would continually be promoted and be at the heart of the curriculum. The curriculum would not be narrowed as it was vital to support pupils mental health and wellbeing and that they experienced a broad and balanced curriculum.

Teachers would continue to utilise strategies to support long term memory such as spaced retrieval (activities designed to help children recall information over progressively longer intervals of time), dual coding (combining words and visual aids to help the children understand better) and cognitive load theory (information must be held in the working memory until it had been processed sufficiently to pass into the long-term memory). Pupils would be presented with information in small and manageable chunks and would have opportunities to revisit learning to ensure it was secured in long-term memory. One page plans would be used to support all pupils and teaching in Theme and Science. Pupils with SEND and those pupils from disadvantaged backgrounds would have opportunities for pre and post teach to support them in their learning.

Sustained support would be required to enable disadvantaged and vulnerable pupils to catch

	<p>up with their peers. EEF stated that it was highly likely that the gap would have widened when pupils returned to school, even if the strongest possible mitigatory steps were put into place. Catch up provision, including assessment of lost learning and targeted support, would be essential. The assessments of lost learning for disadvantaged pupils would be a priority on the return to school and targeted support given where appropriate e.g. deployment of additional staff or through targeted teaching approaches (pre-teach). Pupils in Key stage 1 would undertake a Phonics assessment check and then subsequent intervention groups could be planned accordingly using the recovery plan. Transition meetings had been held between all year groups, particularly EYFS to Year 1. Staff had discussed and shared the learning needs of their cohorts, along with individual cases. The SENDCo had held transition meetings with all class teachers to ensure high expectations for their achievements continues. Standardised testing would resume in summer 2021 and leaders continued to plan to support pupils to achieve highly, particularly the most disadvantaged pupils.</p> <p>KO's asked if the "booster classes" for Years 5 and 6 would involve all children? JH responded that it would as School had already undertaken a baseline assessment which showed that very few children were above the 100 baseline which equated to being a term behind where they should be.</p> <p>DR asked if there were any plans to extend "booster sessions" to other year groups? JH responded that this would be addressed when School had a better idea of where children were at. It was important that Year 1-3 concentrated on phonics by doing 2 lessons a day instead of 1 in order that they reached the required level for the phonics screen testing in November 2020.</p> <p>In response to a question from TK, JH advised that information as to how much learning children had lost was contained in the Plan.</p>
Resolved:	That the contents of the Lost Learning Plan be noted
Agenda item 13	DATES OF FUTURE MEETING
Resolved:	Wednesday 18th September 2019 at 10.00am Wednesday 29th January 2020 at 10.00am Wednesday 22nd April 2020 at 10.00am

There being no further business the meeting closed at 11.35am