



Governor Link Visit Record

Governor Link Area	Sports and pupil support
Governor/s	Helen Robinson
Staff	Lisa McCaffrey
Date	23.01.2026

Agenda and findings

To discuss the application of sports and pupil premium funding.

Discussion and challenge

Sports Premium – all SP monies are applied to extra-curricular opportunities for the children, after school sports club, funding for a sports coach and staff CPD. Lisa explained that all the children have an opportunity to access enrichment activities which include mountain biking for the older pupils, rock climbing, ice skating, bowling and gymnastic coaching.

The children really enjoy the extra-curricular sports coach sessions (Mon/Tues Yrs 5&6, Weds Yr2, Thurs/Fri Yrs 3&4). Additionally the sports coach leads PE lessons for KS1 Lisa advised that although staff are not leading these sessions, they actively support the coach and use this as CPD.

What is the uptake like for the after-school clubs?

Lisa advised that all spaces are taken up, the children are really keen to take part, e.g. each phase/cohort had to be split so that one group could attend in the Autumn term, and the other in spring.

What about the impact of the additional and extra-curricular activities?

Lisa explained that the extra-curricular activities are key part of enrichment and the sports coach leads on these. Planned activities within the school day such as mountain biking and gymnastics might well be beyond the scope of most of our families' finances so being able to allow the children to access them through the SP funding is incredibly important.



Pupil premium. The application of PP funding continues to be predicated on an evidence-based approach. The key challenges to achievement remain as follows:

- 1 Weak and limited language and communication skills – including on entry to Early Years.
- 2 Significantly low attainment on entry into EYFS across all areas.
- 3 High level of persistent absence across school but higher amongst the disadvantaged and this is negatively impacting pupil's progress. Punctuality is also a barrier to children's learning again increasingly so for our disadvantaged pupils.
- 4 Challenging family circumstances and lack of support at home and poor parental engagement.
- 5 Below average phonics, reading and maths attainment throughout school.
- 6 High number of children with significant SEND.
- 7 Mental health and well-being issues of both parents and children.
with core families despite interventions and ongoing support and encouragement from school.

The challenges have not been changed as the needs of our children have not changed. They still face considerable barriers to learning which the school are working hard to overcome. 37% of children are eligible for PP but this is not indicative of the numbers of children who are disadvantaged and in need.

We discussed, at length, the intended outcomes for each challenge. It is evident that the school's approach to each challenge is considered and, above all, child centred. A large apportionment of funds (£105,000) is dedicated to quality first teaching as this is the cornerstone to success. We discussed staff training and support, particularly access to the NPQ programme and further purposeful professional development. Targeted academic support (budgeted cost £61,000) was also discussed at length, with particular emphasis on children with significant SEND needs and also those children who are at risk of falling behind. Tutoring is aimed at children in yrs 5&6. In some cases, the impact of the pandemic is still having a real effect on attainment. Wider strategies (budget cost £134,000) such as employing a full time DSL, subsidising play scheme places for disadvantaged children, funding the school minibus to facilitate school trips, uniform bank etc all serve to support the school's ambition to provide all pupils with the right support both academically as well as socially and emotionally.

What are the primary challenges faced by children starting school?

Children are starting school with poor executive function, some are not clean and dry, they can't dress themselves etc, so a great deal of input and support is needed. Punctuality is a problem in KS1, as it is across school. Phonics lessons are taught first period and if the children are consistently late, they miss this key input and therefore the children need greater support going forward.



What about the social and emotional health of children? How are we identifying children who need further support?

Teachers are acutely aware of the impact that deprivation can have on the mental health and well being of our children. Identified children have nurture interventions and are given extra support to address concerns and build resilience. Non class based SLT can really help here as they are able to provide early intervention, speak to children who are worried and provide immediate support so that they feel more settled and therefore ready to learn.

Staff Signature: Lisa McCaffrey

Governor Signature: Helen Robinson