

**The Oak Partnership**  
**The Role of Local Governance Committee Pupil Premium (PP) Link Governors**

Role of the PP link
<p>The link person will: -</p> <ul style="list-style-type: none"> <li>• become familiar with the PP policy, if there is one</li> <li>• meet regularly the school lead for PP</li> <li>• make sure that PP funding is used effectively and efficiently to support pupils that are eligible for this funding and that there is a clear audit trail evidencing appropriate use of resources</li> <li>• make sure that the school/academy website is compliant with statutory information regarding PP – amount received, its spend and impact</li> </ul>
<p>To monitor: -</p> <ul style="list-style-type: none"> <li>• the spend of PP making sure money is spent in identifiable ways</li> <li>• the performance data for this group of pupils and their progression against others</li> <li>• the impact of the PP spend</li> </ul>
<p>To report to the Local Governance Committee (LGC)</p> <ul style="list-style-type: none"> <li>• by championing PP at meetings</li> <li>• by taking an active part in discussions when allocation and monitoring of the PP is discussed and decisions taken</li> <li>• the number of PP students in the school and the amount of funding the school/academy receives</li> <li>• the impact of the spend and the progression of pupils in comparison to those pupils who aren't eligible for PP funding.</li> </ul>

**Over the course of an academic year, the PP Link Governor should raise these issues in discussion with the Headteacher and report back termly to the Local Governance Committee on the outcomes.**

Questions	Evidence – as provided by the school e.g. HT. DSL, reports and pupils	How does the board monitor this and how do you know (Corroboration sought through triangulation)
How many pupils are eligible for the PPG?		
What is the amount the school receives for the PPG?		
How will the funding be used		
Are all staff aware of which pupils are eligible for the PPG and the strategies they should be using to support these pupils?		
Have all staff received the training they need to support the disadvantaged children effectively?		
How is the school evaluating the effectiveness of its Pupil Premium (PP) strategy?		
Is the school checking the impact it is making with the PP		

Questions	Evidence – as provided by the school e.g. HT. DSL, reports and pupils	How does the board monitor this and how do you know (Corroboration sought through triangulation)
funding against impact in successful schools in the country		
Is the school using its best teaching and support staff with PP-eligible pupils?		
What are the barriers to learning that staff members have identified for PP-eligible pupils?		
What specific outcomes does the school aim to achieve with PP funding in relation to raising attainment, accelerating progress, improving attendance, reducing gaps and increasing opportunities?		
Is the school using the PPG to improve the engagement of parents with the educational progress of their children; if so how and is it effective?		
How does the school promote awareness of eligibility among the parents so that all eligible pupils claim and are supported?		
Because high expectations of pupils are so important, what is the school doing to raise expectations for what PP-eligible pupils can achieve among the children themselves, their parents and the school staff?		
Are there any 'barriers to learning' that could be contributing to the poorer progress observed in this pupil? (Attendance, behaviour etc.)		
Are there any additional interventions or support mechanisms that can be put in place to better support a pupil to make improved rates of progress in line with other pupils?		