

What does challenge look like?

So much more than just one question ...

What is pupil premium?

This is a question but it isn't a challenge. A governor or trustee would be expected to know or easily find out the answer to this question themselves. **Clerk to minute the question and signpost to where the answer could be found: DAG Busy Governors Guide to Pupil Premium**

How many pupil premium children are there in Year 5?

This is also a question but it isn't a challenge, it is specific to the school or academy, but it would be hoped that the head's report already contained this information. **Clerk to minute the question and signpost to where the answer could be found.**

Why do pupil premium children do less well than the rest of the children in Year 5?

This is a challenge, it is asking the headteacher or chief executive to justify something following data that has been received by the board. **The clerk to minute the challenge.** The answer might be...

Often challenge stops at the first answer that is provided, but there is more to be established if a board is really focused on outcomes for pupils. The follow-up question could be...

Attendance for pupil premium children in this class is poor.

What are we doing about that?

This is also a challenge, it is interesting to note the use of the word 'we' not 'you'. This is not a finger pointing exercise, it is trying to establish if and what actions have been put in place. The response could be..

The next question could be about how this is being done, but the real challenge would be...

We are working with parents to improve attendance

When will we know if this action has improved attendance?

This question sits within the boards monitoring role and is vital to establish if the action is successful or not, if not, what else will happen?

This supports the 'golden thread' of school improvement by being able to trace evidence of school improvement discussions and actions through subsequent meetings. **The clerk to minute the response, the action and add the item to the next agenda.**

The latest attendance figures will be available for the next board meeting.

This could end this series of challenge, but a further challenge could well be...

How will we help the pupil premium children in Year 5 catch up?

This is a key challenge to establish outcomes for this group in this class. Note the use of 'we' again not 'you'.

Very useful information and the **clerk to minute the action** but again the key question to follow this would be...

We will be introducing small group working with an HLTA in this class for these children.

When will we know if this has worked?

Interventions may or may not work, so it is important to find out when this will be established.

This continues the 'golden thread' of school improvement and will provide answers at the next but one meeting. **The clerk to add the item to the relevant agenda.**

The progress data will be available at the end of this term so available at the next but one board meeting

Would it be possible to arrange a governor visit to see small groups working in Year 5?

This would tie into school improvement priorities and provide a visit feedback form for one of the future meetings where this intervention is discussed. This would also provide evidence towards triangulation, the board not only hearing about steps taken for pupil premium children, but also seeing them happening too and looking at

the data. This is exactly the sort of response Ofsted are looking for when they ask "... apart from hearing it from the headteacher, how else do you know...?" **The clerk to minute the agreed action and by when to be completed and then add the item to the relevant agenda.**