

# TERMS OF REFERENCE

Pupils experiencing disadvantage  
and/or from under resourced  
backgrounds link governor role



Education South West  
Local Governing Body

Approved By:	Full Governing Board
Date Approved:	September 2025
Appointed Governor:	<i>Tbc</i>
Cycle Review:	Annually
Date of Next Review:	September 2026

## 1. Summary of Role

You need to hold senior leaders to account for:

- How they spend the pupil premium – they **must** use the Department for Education's (DfE) menu of approaches (see pages 13 and 14 of [Using pupil premium: guidance for school leaders](#))
- The impact of spending on targeted groups
- The attainment and progress of eligible pupils compared with others

You need to know how the pupil premium funding is calculated and allocated, which groups attract the funding and how it can be spent.

The time commitments required to deliver this role during the school year are:

- Attendance at Full Governing Board Meetings each half term
- 2 x meeting with the Headteacher/ Wellbeing and Mental Health lead teacher
- Where possible, informal drop in visits with staff

## 2. Monitoring

**You can monitor through:**

- Asking your school leaders questions on pupil premium spending (see below)
- Receiving reports from school leaders about the pupil premium
- Looking at everything through a 'pupil premium' lens, for example: when looking at attendance data, ask how attendance figures for pupils eligible for pupil premium compare with others.
- Monitoring data at key points in the year (see below)

Ask senior leaders questions during:

- Local governing body meetings
- School visits

In an answer, you want to hear:

- Senior leaders have a clear idea of how pupils eligible for the pupil premium perform compared to others, and refer to assessment data (both recent and historic data) when making these comparisons
- If their attainment is worse, why this is the case and what's being done to address it
- If there isn't an attainment gap at your school, how they're using the funding to stretch pupils further

### Suggested questions to ask

- How does the attainment of pupils eligible for the pupil premium as a group compare with others?
  - What is the pupil premium spent on?
  - How do you decide what interventions or activities to spend the pupil premium on?
  - How is this spending informed by research evidence?
  - How do you monitor the progress of eligible pupils?
  - What impact is the pupil premium funding having?
  - How do you make sure the pupil premium grant is spent appropriately on the intended target groups?
-

- Do we have a pupil premium policy that sets out how we support the target groups?
  - Are our strategies to improve attainment for pupils eligible for the pupil premium set out in an action plan or school improvement plan?
  - What are the main challenges in the use of the pupil premium, and how are you working to overcome them?
-