

# Pupil Premium Strategy Statement



1. Summary information			
<b>School</b>	Alderman Pounder Infant & Nursery School		
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£68,500.00
<b>Total number of pupils</b>	244  (at time of writing 12.09.18)	<b>Number of pupils eligible for PP</b>	59 (22%)
	<div style="border: 1px solid blue; padding: 5px;">                     N1: 13                      N2: 35                      FS2: 61                      Y1: 66                      Y2: 69                 </div>		<div style="border: 1px solid blue; padding: 5px;">                     Pupil Premium                      N1: 2/13 = 15%                      N2: 6/35 = 17%                      FS2: 10/61 = 16%                      Y1: 22/66 = 33%                      Y2: 19/69 = 28%                 </div>
			<div style="border: 1px solid blue; padding: 5px;">                     LAC/Post LAC: 5                      FSM: 28                      Service Family: 14                      Ever 6: 12                 </div>

FS2 results 2018	Alderman Pounder <b>PP children</b>		<b>ALL Pupils (national average)</b> Data Dashboard 17.08.18
<b>% achieving GLD</b>	58.33%	FSM: 62.5%    Ever 6: 66.7%	70.7%
<b>% achieving ARE or above in Literacy</b>	54.2%	Reading FSM: 62.5% Writing FSM: 62.5%	73%    Reading: 77% (2017) Writing: 73% (2017)
<b>% achieving ARE or above in Mathematics</b>	58.3%	Numbers FSM: 75.0% Shape, Space & Measure FSM: 62.5%	78%    Numbers: 79% (2017) Shape, Space & Measure: 82% (2017)

Y1 results 2018	Alderman Pounder		<b>ALL Pupils (national average)</b> Data Dashboard 17.08.18
<b>% attaining expected standard in phonics screening</b>	82.4%	FSM: 60%    Ever 6: 66.7%	83%

Y2 results 2018	Alderman Pounder <b>PP children</b>		<b>ALL Pupils (national average)</b> Data Dashboard 17.08.18
<b>% achieving ARE or above in reading</b>	68%	FSM: 66.7%    Ever 6: 71.4%	75%
<b>% achieving ARE or above in writing</b>	74%	FSM: 66.7%    Ever 6: 71.4%	70%
<b>% achieving ARE or above in maths</b>	74%	FSM: 83.3%    Ever 6: 78.6%	76%
<b>% achieving ARE in science</b>	84%	FSM: 83.3%    Ever 6: 85.7%	
<b>% attaining expected standard in phonics resit</b>	67%	FSM: 66.7%    Ever 6: 75.0%	61%

1. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Factors affecting emotional health and well-being can have a detrimental effect on behaviour and academic progress, especially for some of those children eligible for PP.
B.	Lack of parental engagement in literacy related activities is having a detrimental impact on progress and attainment, especially for some of those children eligible for PP.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
C.	Poor attendance rates can have a detrimental effect on achievement and attainment.

2. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	School will have a well-trained and well-used Family Support Worker in place, allowing us to better support the emotional health and well-being of all our children, with particular focus on that of our PP children.  <i>This will be measured through analysis of time spent in support, impact of specific interventions and feedback from stakeholders.</i>	Family Support Worker will be established within school and will have formed good relationships across the school community. Family Support Worker will have set up and successfully run specific interventions to meet particular needs. Feedback will show the positive impact the Family Support Worker is having on children and other stakeholders.
B.	Statistics for reading, writing and phonics will show an improvement for PP children from last year.  <i>This will be measured through Scholar Pack assessments.</i>	The percentage of Y1 PP children passing the phonics screening will be more in line with national for all pupils. The percentage of KS1 PP children achieving ARE in reading and writing will have improved on last year's statistics.
C.	Attendance rates for PP children will have improved.  <i>This will be measured using Scholar Pack, both for individual vulnerable pupils and PP as a group.</i>	There will be a reduction in the number of PP children with persistent absence. (2017/2018: 7/13 [54%] children with attendance below 90% were PP children) Attendance rates for PP children will be more in line with the rest of school. Last year PP statistics show 93.86%, against 96.07% for whole school. Family Support Worker will have impacted attendance issues for PP children in particular.

3. Planned expenditure					
Academic year		2018/2019			
The three headings below demonstrate how Alderman Pounder are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. SLT will meet termly, following Pupil Progress meetings, to decide on the needs of PP children for the subsequent term. Budget will be allocated accordingly.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>B. Statistics for reading, writing and phonics will show an improvement for PP children from last year.</b></p>	<p>HT has introduced 'recovery plans' to more closely monitor those children below ARE. These will be reviewed at Pupil Progress meetings.</p> <p>We will carry out some additional termly monitoring and tracking phonics mocks, including for FS2 during the summer term only, to identify early areas of weakness.</p> <p>More support materials will be shared with parents to support the acquisition and retention of the phonemes.</p> <p>PP parents will be targeted for attendance at Loving Literacy information evening.</p> <p>PP children will be more closely monitored in terms of reading support at home.</p> <p>Whole class reading programme to be introduced across whole school to improve quality of reading comprehension, in line with FFT training.</p> <p>Development of WAGOLL for writing, especially for Y1 to help establish a clearer understanding</p>	<p><b>EEF Teaching &amp; Learning Toolkit Reading comprehension strategies (+6)</b>  <i>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p>We have found our reading levels do not match our phonics scores.</p> <p>We are aware that statistics show us that it is often our PP children who are underachieving in phonics and reading:</p> <p>71% of Y1 PP children passed phonics  86% of Y1 non-PP children passed phonics</p> <p>69% of those below ARE in reading in Y1 are PP</p> <p>We want more of our PP parents to engage with and benefit from literacy support provided by school.</p>	<p>Reading comprehension scheme training to take place with all staff.</p> <p>The scheme will be monitored by class teachers in the first instance and by Literacy Leads.</p> <p>Phonics mocks to be carried out by HT &amp; DHT to ensure consistency across all classes.</p> <p>Literacy Leads will analysis results and provide 'next steps' for individual class teachers.</p> <p>FSW will write to all PP families, inviting them to Loving Literacy evening and monitor attendance, following up with support materials where needed.</p> <p>PP Lead will monitor reading at home, from information provided by class teachers.</p> <p>Literacy Leads will create moderate WAGOLLs, within school and across FHT school network.</p>	<p>Miss Hall &amp; Mrs Banks (Literacy Leads)</p> <p>Miss Hemsley/Mrs Ingram HT/DHT</p> <p>Mrs Hibbert (FSW)</p> <p>Mrs Ingram (PP Lead)</p>	<p>termly</p>
<b>Total budgeted cost</b>					£2,148.80

Academic year		2018/2019			
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A.</b> <i>School will have a well-trained and well-used Family Support Worker in place, allowing us to better support the emotional health and well-being of all our children, with particular focus on that of our PP children.</i></p>	<p>Our new Family Support Worker will run intervention groups addressing particular aspects of emotional health and well-being with identified children.</p>	<p><b>EEF Teaching &amp; Learning Toolkit Individualised Instruction (+3)</b> <i>Individualised instruction has a positive effect, on average, for learners.</i></p> <p><b>EEF Teaching &amp; Learning Toolkit Small group Tuition (+3)</b> <i>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p><b>EEF Teaching &amp; Learning Toolkit Teaching Assistants (+1)</b> <i>Evidence suggests that TAs can have a positive impact on academic achievement. Where TAs support individual pupils or small groups on average this shows moderate positive benefits.</i></p> <p>Experience has shown us that many of our most needy children will respond more positively to small group intervention. The more intimate nature of these groups allows them to build relationships of trust to open up about emotive issues in their lives, away from their peers.</p> <p>There is a growing concern about the mental health of younger and younger children and we want to address this as early as possible to minimise the negative impact it can have on progress and attainment. Our newly appointed Family Support Worker has undergone training to equip her to lead on interventions addressing some of these challenges.</p>	<p>Interventions will be monitored for impact.</p> <p>HT will get feedback from FSW on impact of interventions and further identified needs.</p> <p>External support will be sought as and when needed.</p> <p>Class teachers will also monitor impact on their children and continue to identify needs as they arise.</p>	<p>Mrs Ingram (PP Lead)</p> <p>Miss Hemsley (HT)</p> <p>All class teachers</p>	<p>half termly</p> <p>weekly</p> <p>on-going</p>

<p><b>B.</b> <b>Statistics for reading, writing and phonics will show an improvement for PP children from last year.</b></p>	<p>Our TAs will continue to run specific interventions to meet the needs of individuals and groups of children.</p>	<p><b>EEF Teaching &amp; Learning Toolkit</b> <b>Small group Tuition (+3)</b> <i>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p><b>EEF Teaching &amp; Learning Toolkit</b> <b>Teaching Assistants (+1)</b> <i>Evidence suggests that TAs can have a positive impact on academic achievement. Where TAs support individual pupils or small groups on average this shows moderate positive benefits.</i></p> <p>We have a highly skilled and experienced team of TAs who lead on interventions. Year on year they build good relationships with all pupils. This has shown to have a positive impact on the outcomes of interventions. Our children respond well to small group intervention work.</p> <p>Statistics show:</p> <p>71% of Y1 PP children passed phonics 86% of Y1 non-PP children passed phonics</p> <p>69% of those below ARE in reading in Y1 are PP 69% of those below ARE in writing in Y1 are PP</p> <p>27% of those below ARE in reading in Y2 are PP 37% of those below ARE in reading in Y2 are PP</p> <p><b>EEF Early Years Toolkit</b> <b>Parental Engagement (+4)</b> <i>Research has shown that actively involving parents in supporting their children's learning and development can positively impact children's progress, especially in early years.</i></p> <p>Last year we introduced Class Dojo as one strategy for improving communication between school and home. It was positively received by the majority of parents and we achieved:</p> <p>KS1: 96.2% FS2: 92.5% FS1: 80%</p> <p>Our aim this year is to ensure that figures for FS1 are more in line with the rest of school as this is now becoming one of our main forms of communication with parents. Staff are sharing information about learning that is taking place and how parents can best support their child/children at home. This has the potential to have a very positive impact on progress, especially in phonics and reading.</p>	<p>Each intervention is documented and regularly monitored by class teachers and PP Lead to ensure the intervention is having a positive impact.</p> <p>KS Leaders will also monitor these interventions through team meetings.</p> <p>All staff will be answerable to HT during Pupil Progress meetings specifically about the interventions being implemented for their children.</p> <p>Class teachers will ensure maximum take up of their parents.</p> <p>Dojo Lead will support staff and parents in use of Dojo and monitor connection statistics.</p> <p>Class teachers will lead of class information, as well as 'individual' stories, being shared.</p> <p>HT will lead on information shared on whole school story.</p>	<p>All class teachers</p> <p>Mrs Ingram (PP Lead)</p> <p>Miss Hemsley (HT)</p> <p>Ms Barnes (FS Lead)</p> <p>Miss Davison (KS1 Lead)</p> <p>All class teachers</p> <p>Miss Collins (Dojo Lead)</p> <p>Miss Hemsley (HT)</p>	<p>regularly by class teachers</p> <p>each KS Team meeting</p> <p>half termly monitoring by PP Lead</p> <p>termly Pupil Progress meetings</p> <p>on-going</p>
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<p><b>C.</b> <b>Attendance rates for PP children will have improved.</b></p>	<p>Our Family Support Worker will closely monitor attendance, and work with those families that are a cause for concern.</p>	<p><b>EEF Teaching &amp; Learning Toolkit Digital Technology (+4)</b> <i>Research shows that digital technology can have a moderate impact on learning gains, though there is considerable variation. Different technology has the potential to enable changes in teaching and learning interactions.</i></p> <p>Scholar Pack, introduced last year, is allowing us to more closely monitor attendance of specific groups of children. It also identifies if there are patterns to non-attendance. This information is accessed by all staff, including our new family Support Worker.</p> <p>Those children identified as having the poorest attendance rates are some of our PP families, especially some of our FSM families. We want to be able to better support these families to overcome the barriers to getting their children in to school daily, and on time. Our FSW will work closely with these families to achieve this.</p> <p>Last year attendance for PP children was 95.42%, for FSM it was 91.64%, whole school was 95.66% - including nursery.</p> <p>We have seven children who had persistence absence last year, two of whom are from the same family, all of whom are PP children. We want to reduce this number as we are aware of the impact attendance can have on progress.</p> <p><b>EEF Early Years Toolkit Parental Engagement (+4)</b> <i>Research has shown that actively involving parents in supporting their children's learning and development can positively impact children's progress, especially in early years.</i></p> <p>If we can get parents, from the start of their time with us, to appreciate the importance of good attendance and the impact that poor attendance can have on progress then we will establish good patterns for life! Regardless of whether they are statutory school age or not, we want parents to support good attendance. There is recognition that parents of younger children will tend to keep them off more readily and for longer, however, we want to raise awareness that even at this young age good attendance is important for their child's progress and development.</p>	<p>Office staff will make initial follow up call.</p> <p>FSW will follow up with identified 'at risk' families. Where necessary she will go and fetch children to get them in school.</p> <p>FSW will work closely with identified at risk families and put appropriate strategies in place. These will be monitored by PP Lead and HT.</p> <p>Attendance figures will continue to be sent to all staff on a weekly basis to keep it as a focus.</p> <p>Staff will continue to encourage good attendance for the class.</p> <p>FSW will look for patterns in non-attendance and address as needed.</p>	<p>Mrs Hancox (admin)</p> <p>Mrs Hibbert (FSW)</p> <p>Mrs Hibbert (FSW)</p> <p>Mrs Ingram (PP Lead) Miss Hemsley (HT)</p> <p>Mrs Hancox (admin)</p> <p>All class teachers (including nursery staff)</p> <p>Mrs Hibbert (FSW)</p>	<p>daily</p> <p>as needed</p> <p>on going</p> <p>weekly</p> <p>weekly</p> <p>on going</p> <p>on going</p>
<b>Total budgeted cost</b>					£49,805.60

Academic year	2018/2019				
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p><b>A.</b> <i>School will have a well-trained and well-used Family Support Worker in place, allowing us to better support the emotional health and well-being of all our children, with particular focus on that of our PP children.</i></p>	<p>Full-time Family Support Worker will set and resource 'The Pulse'.</p> <p>This will be a dedicated space in school for our FSW to meet with children, either individually or in small groups for specific intervention work concerned with their emotional health and well-being.</p> <p>The FSW will also work with parents as needed, especially those in vulnerable situations.</p>	<p><b>EEF Teaching &amp; Learning Toolkit Social &amp; Emotional Learning (+4)</b> <i>SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</i></p> <p>School continues to recognise an increasing need and demand for social and emotional support, both for children and parents. Last year we started looking at more effective ways to support our families and use the existing expertise within school. This year we are taking that a step further by having a full-time Family Support Worker.</p> <p>We want to be able to offer support to children and parents when appropriate.</p>	<p>Further CPD for family Support Worker.</p> <p>Feedback from stakeholders.</p> <p>Weekly meetings with HT.</p> <p>Measure impact of specific interventions.</p> <p>Half termly meetings with PP Lead and governor for PP.</p>	<p>Mrs Hibbert (FSW)</p> <p>Miss Hemsley (HT)</p> <p>Mrs Ingram (PP Lead)</p> <p>Mrs Hibbert (FSW) Mrs Ingram (PP Lead) Mrs Ginger (governor for PP)</p>	<p>half termly</p> <p>weekly</p> <p>half termly</p> <p>half termly</p>
<p><b>A.</b> <i>School will have a well-trained and well-used Family Support Worker in place, allowing us to better support the emotional health and well-being of all our children, with particular focus on that of our PP children.</i></p>	<p>FSW will liaise with our Pod Squad Lead to ensure the emotional health and well-being of our Service Family children.</p> <p>Our Pod Squad Lead will continue to run Pod Squad for those PP children who are our Service Family children.</p>	<p><b>EEF Teaching &amp; Learning Toolkit Social &amp; Emotional Learning (+4)</b> <i>SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</i></p> <p>The greatest need of our Service Family children concerns their emotional well-being. We have found that these children can become quite unsettled when a parent has been deployed. By bringing them together in groups we can offer the targeted emotional support that they need. This helps to minimise the impact on progress.</p> <p>Our Pod Squad Lead is an experienced TA who has led on this for a number of years now and can respond well to the needs of individual children as well as the group as a whole.</p> <p>As these children are part of the larger PP group our FSW will also monitor their well-being and offer additional support or intervention if needed.</p>	<p>Reports from Pod Squad Lead to monitor any issues raised.</p> <p>Progress will be monitored regularly through Pupil progress meetings.</p>	<p>Mrs Foston (Pod Squad Lead)</p> <p>Miss Hemsley (HT) Mrs Ingram (PP Lead) Mrs Hibbert (FSW)</p>	<p>half termly</p> <p>termly</p>
<b>Total budgeted cost</b>					<b>£9,087.00</b>

4. Review of expenditure				
Previous Academic Year		2017/2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved engagement of, and contact with, parents.	Parent Champion will attend training in specific areas (ELSA: Emotional Literacy Support Assistant/Attachment Disorder etc) to better equip her to support children and parents.	<p>Our 'Parent Champion' has attended the following training this year:</p> <ul style="list-style-type: none"> <li>• ELSA training</li> <li>• Inclusion network</li> <li>• CACHE L2 Mental Health training</li> <li>• Attachment awareness</li> <li>• Executive Function &amp; Working Memory</li> <li>• PDA training</li> <li>• MAPA training</li> </ul> <p><b>IMPACT</b> Our Parent Champion has supported a number of families this year, who have experienced a variety of parenting issues. Her impact has been limited by time due to the fact she has been a full time TA but this will be addressed next academic year by changing her position to full time Family Worker.</p>	<p>SLT has taken the decision to further develop the role of this member of staff, hence much of the specific training this year.</p> <p>She has developed good working relationships with many of our more vulnerable families and could further the impact she has by being able to come out of the classroom full time.</p> <p>It has been agreed to change the role into that of full time Family Support Worker, being based in a designated room, which will be more 'parent friendly'.</p>	

<p>Improved quality of digital technologies in school to better engage staff and children in teaching and learning.</p>	<p>Training for all staff in use of scholar pack for assessment.</p>	<p><b>Scholar pack will be installed and being used effectively by office and teaching staff.</b> Scholar pack is now up and running both in the office and in the classroom. This has taken some time to get all the information on but is proving to be very beneficial.</p> <p><b>IMPACT</b> Attendance is now taken on iPads, using scholar pack, which has sped up the process of this information getting through to the office and improved communication between office and classroom about absenteeism.</p> <p><b>Staff will be trained in the use of scholar pack, specifically for monitoring attendance and assessment.</b> Attendance monitoring is up and running and some of the assessment features are now being used. A programme of further training in the use of the assessment and reporting side of scholar pack has been scheduled for next academic year.</p> <p><b>IMPACT</b> All statutory assessments were completed on scholar pack this year by SLT and office staff which has allowed for easy reporting and access for all staff.</p>	<p>Scholar was initially a lot of additional work for office staff in particular but has proven itself to be easy to use and very beneficial.</p> <p>There is such a wealth of information that can be drawn from it and it will take some time to filter through to find the most useful features.</p> <p>It is already well used by the office and SLT for monitoring and assessment purposes but further training is required, especially for classroom teachers. A programme of training has been designed for next academic year.</p> <p>It has also shown itself to have a good support team, which have been well used throughout the year!</p>	<p><b>£2,985</b></p>
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Previous Academic Year		2017/2018		
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (& whether you will continue with this approach)	Cost
Improved engagement of, and contact with, parents.	Courses for parents and/or parents/children, through Sure Start, to support parents in aspects of child development and behaviours.	<p><b>We will have delivered curriculum information evenings Literacy/ Maths/ online Life/ Speech and Language, with specific invites for FSM families</b></p> <p>Once again these information evenings proved very popular and beneficial for those attending, though the Speech &amp; Language course, which was run during the day, was less well attended.</p> <p>We would still like to see the number of PP families attending increase and will be trying a different approach next year, using PP Lead &amp; new Family Support Worker to deliver some courses throughout the year.</p> <p><b>IMPACT</b> These courses, though beneficial, only had a small impact. Feedback from parents was very positive about each event.</p>	<p>These courses are beneficial, but for a small number of parents and often not those we have most concern about.</p> <p>We would like to continue to run these courses but will use our new Family Support Worker to target individual families for this specific support.</p>	
Improved quality of digital technologies in school to better engage staff and children in teaching and learning.	<p>Continue with subscription to Education City, an online site, with games and activities to support literacy and maths.</p> <p>Continue to research and provide quality educational APPs on an increasing number of iPads.</p>	<p><b>PP children will be accessing current digital resources (Education City, APPs etc) in school and at home.</b></p> <p>PP children were all given free Education City passes to access this resource at home.</p> <p><b>IMPACT</b> At Pupil Progress meetings it was reported by the PP Lead that this resource is not being used to any great effect and the recommendation would be that school stops its subscription. The equivalent money could be better spent on APPs.</p> <p>Staff have become aware of popular APPs through colleagues at other schools which we will look to subscribe to instead.</p>	Education City is an example of a now dated resource. Though it has re-written some of its resources into code suitable for use on iPads not all the site has been, this has affected its accessibility in school. Because of the nature of the games it is also not as popular now at home as children have such a range of online games and APPs to choose from.	<b>£875</b>
Specific needs met through interventions.	There will be numerous interventions put in across school as specific needs are identified. For the most part these will be led by our team of skilled TAs.	<p>A range of interventions have been led by the TAs, across a range of subjects and skills.</p> <p><b>IMPACT</b> The needs of many different children have been met through these, not just PP children. The impact has been varied, which is what we would expect. Regular monitoring of these interventions has helped to identify the most effective ones. We have seen children making progress in a range of curriculum areas such as reading, maths, emotional development, social interaction, managing feelings and behaviour, fine and gross motor skills and speech and language development.</p>	We will continue with this approach next year as we have a highly trained team of TAs who are skilled at delivering interventions. We continue to train staff to deliver these and new interventions and small group support.	<b>£38,569.43</b>

Previous Academic Year		2017/2018		
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (& whether you will continue with this approach)	Cost
Improve engagement of, and contact with, parents.	<p>Further develop the role of the Parent Champion.</p> <p>Research the possibility of our Parent Champion having a full time post as this and that of attendance officer.</p> <p>Trial parent coffee mornings.</p> <p>Deliver curriculum information evenings to support parents in particular aspects of learning (literacy, maths &amp; online life).</p> <p>Provide 'Little Talkers' for parents of children in Seedlings (confidence in talking and listening).</p> <p>Link all parents to ClassDojo and provide initial set-up support.</p>	<p>Our 'Parent Champion' has attended the following training this year:</p> <ul style="list-style-type: none"> <li>• ELSA training</li> <li>• Inclusion network</li> <li>• CACHE L2 Mental Health training</li> <li>• Attachment awareness</li> <li>• Executive Function &amp; Working Memory</li> <li>• PDA</li> <li>• MAPA</li> </ul> <p><b>IMPACT</b> Our Parent Champion has supported a number of families this year, who have experienced a variety of parenting issues. Her impact has been limited by time and this will be addressed next academic year.</p> <p><b><i>We will have delivered curriculum information evenings Literacy/ Maths/ online Life/ Speech and Language, with specific invites for FSM families</i></b> Once again these information evenings proved very popular and beneficial for those attending, though the Speech &amp; Language course, which was run during the day, was less well attended. We would still like to see the number of PP families attending increase and will be trying a different approach next year, using PP Lead &amp; new Family Support Worker to deliver some courses throughout the year.</p> <p><b>IMPACT</b> From the feedback received from parents, for those who attended it was felt to be very worthwhile, helping them to understand how children are taught and how they learn. Parents felt better equipped to be able to support learning from home.</p> <p><b><i>We will have at least 90% of parents linked to ClassDojo by the end of the academic year.</i></b> Dojo has allowed for improved communication and engagement with most families. The average Dojo sign-up was: KS1: 96.2% FS2: 92.5% FS1: 80% Though it is worth noting that FS1 did not start signing parents up for Dojo until the summer term and FS2 had a number of new children join them late in summer term.</p> <p><b><i>Most parents will be engaging with ClassDojo. Feedback will indicate improved relationships with parents, especially some of our 'hard to reach' parents.</i></b> Feedback from parents has been really positive about the use of Dojo and our aim would be to get 100% signed up and engaging with it next academic year.</p> <p><b>IMPACT</b> It has allowed school and class teachers to share what is happening in school on a more regular and responsive way. It has also been a valuable tool in helping parents to understand what their child is learning about in school. Being able to share special moments through text, pictures and video has been very popular.</p>	<p>SLT has taken the decision to further develop the role of this member of staff, hence much of the specific training this year.</p> <p>She has developed good working relationships with many of our more vulnerable families and could further the impact she has by being able to come out of the classroom full time.</p> <p>It has been agreed to change the role into that of full time Family Support Worker, being based in a designated room, which will be more 'parent friendly'.</p>	<b>£13,160.57</b>

<p>Improved quality of digital technologies in school to better engage staff and children in teaching and learning.</p>	<p>To start a programme of improvement and development of IT equipment across school to enhance teaching and learning for all children.</p> <p>Our IT technician will carry out an audit of existing equipment in order for us to plan a considered long-term programme of improvement.</p>	<p><b>Discrete Y2 classes will have fit-for-purpose digital technology by end of the academic year.</b> New IWB have been fitted in both classes, with one being 'movable' so that it can be used in the hall and elsewhere as needed.</p> <p><b>IMPACT</b> Staff and children have access to fit-for-purpose equipment to use in a variety of ways. We have developed a timetable for updating other out-dated technologies, which will help will budgeting issues as well.</p> <p><b>Designated staff will be trained in the use of the new technologies, and will be leading rest of staff forward.</b> Some staff have been trained in the use of these new IWB and will pass this training on as needed. An audit has been carried out and recommendations made. These have been budgeting for next academic year, with a rolling programme being looked at as well.</p> <p><b>IMPACT</b> Y2 teachers have enjoyed using the new boards and continue to discover and use new aspects of the software. The boards are also being used by the wider school for training events.</p>	<p>Updating technology is an expensive aspect of school life, hence the need for forward planning.</p> <p>We will continue to update equipment over the coming years.</p> <p>The audit has helped us to identify needs and set priorities.</p>	
<p>Improve attendance rates for pupils eligible for FSM.</p>	<p>Office staff to continue to monitor attendance closely and report concerns immediately to HT &amp; PP lead for follow-up. PP Lead to monitor FSM children specifically.</p> <p>Look into the change of role of a current member of staff to become an attendance officer.</p>	<p><b>There will be a reduction in the percentage of persistent absence (90%) for FSM children from 12.82% to below 7.5%</b> <b>FSM: 20.69%</b> <b>Non-FSM: 6.99%</b></p> <p><b>Overall FSM attendance will have improved from 93.79% to 97%, in line with non-FSM pupils.</b> FSM: 93.18% Non-FSM: 96.53%</p> <p><b>IMPACT</b> Though careful monitoring has continued throughout the year, with follow up calls and conversations, including from the head teacher, we continue to have issues with a small number of families who have brought the figures down. Impact has been minimal with these few families.</p>	<p>New monitoring of attendance is good and has helped to spot patterns and highlight main areas of concern, however..</p> <p>A different approach is needed!</p> <p>School will have a full-time Family Support Worker, who will work closely with HT, PP Lead and office staff to address attendance issues, especially of those families impacting the figures for whole school.</p>	

**iv. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

**1. Case studies of intervention that have shown high impact.**

