

# Weston Park Primary School: 3-year pupil premium strategy 2021 -2024

Summary Information			
Pupil Premium Strategy	2021-2024		
Current Pupil Information			
Total number of pupils:	479	Total premium estimated budget:	£383,325 (£1,345 x 285) academic year
Number of Pupils eligible for Pupil Premium Spending:	285	59.4%	Amount per pupil premium received per child 1,345 X 256 Pupil premium plus 1 x £2,345
Cohort Information			
Characteristics	Number in group	Percentage of group	
Boys	140/234	59.8%	
Girls	145/245	59%	
SEN support	78/112	70.5%	
EHCP	12/13	92.3%	
EAL	23/62	37.1%	
CP (CIN)	26/28	1 x CLA	92.8%

## Assessment Data (2019 -2020 Internal data due to Covid)

EYFS Data						
	All Pupils	Pupils Eligible for PP	National Average	Data from previous 3 years		
				2016-2017	2017-2018	2018-2019
Good Level of Development (GLD)	67%	43%	71.5% (2018) 71.8% (2019)	66%	71%	70%

Year 1 Phonics						
All Pupils	Pupils Eligible for PP	Pupils not eligible for PP	National Average	Data from previous 3 years		
				2016-2017	2017-2018	2018-2019
84%	67%		81% (2017) 82% (2018) 82% (2019) 71% disadvantaged pupils 84% all other pupils	80.7%	79.6% (null in void)	70%

Year 2 Phonics Retake									
All Pupils	Pupils Eligible for PP	Pupils not eligible for PP	National Average 2019	Data from previous 3 years					
				2016-2017	2017-2018	2018-2019			
64%	58%		91% All pupils 71% disadvantaged pupils 84% all other pupils	NA	NA	65%			

Written September 2021

2021 Autumn mid review  2022 Spring mid review  2022 Summer mid review

Annual formal evaluation 2022

End of KS1													
	All Pupils	Pupils Eligible for PP	Pupils not eligible for PP	National Average 2019	Data from previous 3 years								
					2016-2017			2017-2018			2018-2019		
					All	PP	NPP	ALL	PP	NPP	ALL	PP	NPP
% achieving the expected standard in reading	69%	54%	15% gap	75%	65%	54%	81%	48%	46%	50%	66%	60%	71%
% achieving the expected standard in writing	65%	50%	15% gap	69%	57%	42%	78%	36%	30%	43%	46%	37%	54%
% achieving the expected standard in maths	74%	65%	9% gap	76%	61%	48%	81%	25%	25%	26%	71%	60%	83%

End of KS2													
	All Pupils	Pupils Eligible for PP	Pupils not Eligible for PP		Data from previous 3 years								
			School	National Average 2019	2016-2017			2017-2018			2018-2019		
					All	PP	NPP	All	PP	NPP	All	PP	NPP
% achieving expected standard or above in reading, writing and maths	EXS =64%	60%	23% gap	65% all pupils 51% disadvantaged 71% all other pupils	29%	19%	44%	41%	32%	50%	46%	36%	61%
% making expected progress in reading	EXS =68 % GDS =8 %	EXS =67 % GDS = 7%	15% gap	75% 2019	46%	38%	59%	56%	49%	63%	56%	50%	64%
% making expected progress in writing	EXS = 72% GDS = 13%	EXS =63 % GDS = 15%	15% gap	69% 2019	68%	64%	74%	61%	59%	63%	67%	60%	77%
% making expected progress in maths	EXS = 69% GDS = 8%	EXS =67 % GDS = 13%	31% gap	76% 2019	39%	29%	56%	54%	49%	61%	61%	48%	81%

Written September 2021

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### Autumn data 2020

	Reading ARE	Writing ARE	Maths ARE
Year R			
Year 1 31/58 (53%) Pupils are PP	38.7% PP 59.3 % Non PP 20.6% Difference	32.3% PP 59.3 % Non PP 27% Difference	38.7% PP 66.7 % Non PP 28% Difference
Year 2 24/55 (43%) Pupils are PP	54.2% PP 74.2% PP 20% Difference	28.8% PP 67.7 % Non PP 38.9% Difference	33.3% PP 83.9 % Non PP 50.6% Difference
Year 3 40/56 (71%) Pupils are PP	27.5% PP 43.8% Non PP 16.3% Difference	22.5% PP 37.5 % Non PP 15% Difference	30% PP 50 % Non PP 20% Difference
Year 4 48/79 (61%) Pupils are PP	33.3% PP 48.4% Non PP 15.7% Difference	12.5% PP 22.6% Non PP 10.1% Difference	25.5% PP 58.1% Non PP 32.6% Difference
Year 5 54/87 (62%) Pupils are PP	36.5% PP 45.5% Non PP 9% Difference	38.9% PP 48.5% Non PP 9.6% Difference	17.3% PP 36.4% Non PP 19.1% Difference
Year 6 50/78 (64%) Pupils are PP	42% PP 39.3% Non PP +2.7% Difference	24% PP 50% Non PP 26% Difference	22% PP 35.7% Non PP 13.7% Difference
<b>Mean Average Whole School</b>	<b>13.1%</b>	<b>21%</b>	<b>27.3%</b>

Written September 2021

2021 Autumn mid review  2022 Spring mid review  2022 Summer mid review

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**Barriers to future attainment (for pupils eligible for PP)**

**Academic barriers (issues to be addressed in school, such as poor oral language skills)**

A	<p>Maths has the largest gap between pp and npp:                  KS1 23% gap between NPP and PP (2019)                  KS2: 33% gap between NPP and PP (2019)                  Mean average of whole school 27.3% gap between NPP and PP in Autumn 2020 data</p>
B	<p>Develop and support early reading and early identification of barriers to reading in EYFS and KS1, Year 3 additional cohort of WIS                  42% difference between PP children and non PP children in reading in Yr R at 40-60 months.</p>

**Additional barriers (including issues which also require action outside school, such as low attendance rates)**

C	<p><b>Attendance:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Whole School Attendance</th> </tr> </thead> <tbody> <tr> <td>Autumn 2019</td> <td>93.61%</td> </tr> <tr> <td>Spring 2020</td> <td>94.10%</td> </tr> <tr> <td>Summer 2020</td> <td>59.09%</td> </tr> <tr> <td>Autumn 2020</td> <td>92.07%</td> </tr> </tbody> </table> <p style="text-align: center;">Average Pupil premium attendance is 89.17% compared to Non-pupil premium at 96.18 (Autumn 2020)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Families open to EWO 2019 – 2020 – how many families here and % that are pupil premium here</th> </tr> </thead> <tbody> <tr> <td>Autumn 2019</td> <td>% (pupil premium % of families open here)</td> </tr> <tr> <td>Spring 2020</td> <td>%</td> </tr> <tr> <td>Summer 2020</td> <td>%</td> </tr> <tr> <td>Autumn 2020</td> <td>%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5">Persistent Absence</th> </tr> <tr> <th></th> <th>Autumn 2019</th> <th>Spring 2020</th> <th>Summer 2020</th> <th>Autumn 2020</th> </tr> </thead> <tbody> <tr> <td>Students who met absence threshold</td> <td>105 pupils (519 on roll) 20.2%</td> <td>104 pupils (503 on roll) 20.6%</td> <td>125 (498 on roll) 25.1%</td> <td>134 (491 on roll) 27.2%</td> </tr> <tr> <td>Students who met absence threshold and PP</td> <td>83 pupils (79.0% of PA)</td> <td>78 pupils (75% of PA)</td> <td>68 pupils (54.4% of PA)</td> <td>112 pupils (83.5% of PA)</td> </tr> <tr> <td>Students who met absence threshold and SEND</td> <td>60 pupils (57.1% of PA)</td> <td>61 pupils (58.6% of PA)</td> <td>57 pupils (45.6% of PA)</td> <td>85 pupils (63.4% of PA)</td> </tr> <tr> <td>Students who met absence threshold and LAC</td> <td>1 (0.95% of PA)</td> <td>1 ( 0.96% of PA)</td> <td>1 (0.8% of PA)</td> <td>0</td> </tr> </tbody> </table>	Whole School Attendance		Autumn 2019	93.61%	Spring 2020	94.10%	Summer 2020	59.09%	Autumn 2020	92.07%	Families open to EWO 2019 – 2020 – how many families here and % that are pupil premium here		Autumn 2019	% (pupil premium % of families open here)	Spring 2020	%	Summer 2020	%	Autumn 2020	%	Persistent Absence						Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Students who met absence threshold	105 pupils (519 on roll) 20.2%	104 pupils (503 on roll) 20.6%	125 (498 on roll) 25.1%	134 (491 on roll) 27.2%	Students who met absence threshold and PP	83 pupils (79.0% of PA)	78 pupils (75% of PA)	68 pupils (54.4% of PA)	112 pupils (83.5% of PA)	Students who met absence threshold and SEND	60 pupils (57.1% of PA)	61 pupils (58.6% of PA)	57 pupils (45.6% of PA)	85 pupils (63.4% of PA)	Students who met absence threshold and LAC	1 (0.95% of PA)	1 ( 0.96% of PA)	1 (0.8% of PA)	0
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D	<p>Parental Engagement to develop support around meeting their children’s needs at home and at school to improve attendance and engagement with school events.</p>																																																		

## Our Aims

At Weston Park Primary, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, mathematics and a range of other subjects. Our priorities to ensure that we do this are:

### **AIM 1: To ensure that we significantly reduce absence rates of pupil premium children.**

Closing the gap is more than just data and we know that many of our pupil premium children persistence absence is an issue. We recognise that we need to have high expectations of attendance and punctuality and not wait for our pupil premium children to be recognised as persistent absentees before acting. We will set ambitious targets for all pupils above national averages and work closely to address concerns by creating a personalised attendance action plan with parents, children, attendance leads and the EWO. We know that quality first teaching, an engaging curriculum and a variety of rich extra-curricular activities make sure children want to come to school and have reflected this within our provision. We will monitor attendance data daily, weekly and in 20 day cycles and share this with all stake holders. In order to raise the profile of attendance we will share with parents the benefits of attending school, attendance data and celebrate those pupils who improve attendance by 10% or meet 100% attendance.

### **AIM 2: To close the Maths and Reading gaps in attainment between pupil premium children and our non-disadvantaged children.**

We know that access to high quality teaching is absolutely essential for all children. Research shows us that disadvantaged children make the best progress when they have access to first quality teaching. In achieving consistently good or better teaching across the school, we will see outcomes improve for all children, regardless of their ability or background. Our bespoke curriculum is born from a progressive knowledge and skills curriculum. It creates a secure bank of knowledge and skills that children build upon and gives them the capital required to access secondary school. As well as focusing on teaching, we will also ensure that we have specific targeted interventions that uses pupil premium funding to support our disadvantaged pupils to keep up or catch up in their learning. This, combined with close monitoring and tracking, will ensure that every child has better access to age appropriate curriculum and no child 'slips through the net'.

### **AIM 3: To ensure that we improve parental engagement through a whole school shared approach and ethos that 'all families are reachable'.**

We believe that small, regular and informal parental engagement strategies value parental input and are most effective. Research shows us that reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools and that this is most effective when it is implemented in early education. Our interventions will focus both on academic outcomes and parenting skills rather than addressing either aspect in isolation. As well as focusing on interventions, we will also create opportunities for parental engagement based on maximising choice and minimising barriers. This, combined with prioritising communication will ensure we are approachable, flexible and willing to consult with parents regularly. Furthermore, with robust monitoring and evaluating, we will ensure a sustainable and lasting relationship for parents, children and the school.

### **AIM 4: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.**

We know that many of our pupil premium children will not have access to the cultural provision of their non-disadvantaged peers. We have therefore built 'cultural compensation' into our new curriculum (launched in September 2019). Our tailored curriculum ensures that vocabulary acquisition is planned for so that language is carefully developed over time and helps children to access the range of experiences on offer. Furthermore, citizenship and British Values have been specifically catered for so that we are building the personal qualities required for life such as resilience and independence. We recognise the need for our disadvantaged children to have fair and equitable access to our extra-curricular offer; we have to go above and beyond to achieve this equality. Our list of clubs has been designed to appeal to a range of hobbies, from craft all the way through to sporting activities. All clubs, visits and trips target our disadvantaged children and we provide spaces to ensure that they have access, regardless of cost. In many cases we know that the support required is not academic and we have a range of pastoral support on offer to help our disadvantaged families be the best they can be.

**AIM 1: To ensure that we significantly reduce absence rates of pupil premium children.**

Objectives	Actions to be taken	By whom	By when	Resources	Progress Indicators	Success Criteria
1.) To improve attendance of pupil premium students to at least 95% and PA to less than 10%.	<p>Whole school attendance policy and procedures to be reviewed.</p> <p>SLT lead to liaise with the attendance admin to monitor attendance and identify Pupil Premium students who are 'at risk' of having an attendance of 95% or less at the end of the academic year and ensure early intervention.</p> <p>Monitor attendance over 20 day cycles: 'up to this date' and 'last 20 days'.</p> <p>To complete attendance action plans and monitor weekly for all PA pupils, signposting to a range of external agencies including EWO, Trust Education Access Officer, Family Support Worker, Family Support Manager and Children's Services where appropriate.</p> <p>To send regular text reminders to include benefits of attendance, attendance figures and comparisons via Mykas</p> <p>Conduct pupil and parent surveys to identify barriers to attendance.</p> <p>To ensure that Pupil Premium students are 'ready to learn' when they are in school: Breakfast club, resilience kids club, ELSA support, resources.</p> <p>To monitor the arrival times of PP pupils and action</p> <p>Work with local companies to sponsor attendance awards for weekly, ½ termly and termly attendance and share this in a newsletter, assemblies and classrooms.</p> <p>When chn return from absence – chn are caught up on key performance indicators and listened to reading out loud.</p>	<p>SLT GOVERNOR</p> <p>DHT</p> <p>DHT</p> <p>SLT</p> <p>Admin DHT T</p> <p>DHT</p> <p>DHT</p> <p>SLT T YL</p> <p>Admin SLT</p> <p>SLT</p> <p>T</p>	<p>Sept 2021</p> <p>Weekly</p> <p>20-day cycle</p> <p>ongoing</p> <p>Daily, weekly</p> <p>Autumn and Summer</p> <p>half-termly</p> <p>Summer term</p> <p>weekly</p> <p>weekly, termly</p> <p>ongoing</p>	<p>EWO</p> <p>Attendance officer</p> <p>Collaborate with local infant and secondary schools to target families</p> <p>Communication with parents-texts</p> <p>LSA /ELSA additional hours for breakfast club</p> <p>Breakfast resources</p> <p>Uniform</p> <p>Resources</p> <p>Local companies support</p>	<p><b>2021-2022 Implement</b> 20-day monitoring cycle: Good attendance (absent fewer than 5% of days) At-risk attendance (absent between 6%-9% of days) Chronically absent (absent more than 10% of days) All PA pupils have attendance action plan Sept 2021 Audit attendance systems Reduce PA to 20% or below</p> <p><b>2022-2023</b> Reduce PA to 15% or below</p> <p><b>2023- 2024</b> Reduce PA to 10% or below or in line with national.</p> <p>Book looks show learning of key intentions is shared and caught up when pupils are absent.</p> <p>Reading logs reflect that absent pupils have been listened to after a period of absence</p>	<p>Reducing the attendance gap between pupil premium and non –pupil premium children.</p> <p>Reduce persistent absentees to 10% or in line with national</p> <p>Where attendance is below 95% action plans and where appropriate outside agencies will be evidenced in line with policy.</p> <p>Impact from breakfast club shows improved attendance for PA and improved punctuality half termly.</p> <p>Parent and pupil surveys in summer show a reduction in barriers compared to Autumn</p> <p>Progress in Reading, Writing and Maths outcomes.</p>

**AIM 2: To close the Maths and Reading gaps in attainment between pupil premium children and our non-disadvantaged children.**

Objectives	Actions to be taken	By whom	By when	Resources	Progress Indicators	Success Criteria
1.)To increase the percentage of PP children achieving expected standard in Maths and Reading through quality first teaching	<p>To continue to strengthen teaching standards after areas of development are identified through monitoring- plan for CPD and coaching.</p> <p>Year Leaders are provided with appropriate CPD on the above standards which will be cascaded down to teachers in their year groups during ½ a day per week of non-contact leadership time.</p> <p>Strengthen formative assessment strategies prior to planning to reflect accurate pupil starting points and gaps in prior knowledge.</p> <p>Target pupil premium during learning to assess progress against LO using a range of questions.</p> <p>To analyse data to establish individual and group interventions to address gaps in learning to ensure accelerated progress from starting points.</p> <p>Develop Precision Teaching to ensure that individual needs of eligible pupils are met, and progress is accelerated.</p> <p>Target the bottom 20% in reading to read out loud twice a week to an adult. 1:1 reading time for PP boys with specialist male PE teacher.</p> <p>To ensure early identification of reading barriers through effective and accurate assessment of tool such as Lexplore prioritised from EYFS to year 3</p> <p>To ensure EYFS have access to a wide range of quality phonic books</p> <p>To continue Speech and Language screening and intervention for all EYFS pupils</p>	<p>SLT</p> <p>SLT YL</p> <p>DHT and YL</p> <p>T</p> <p>SLT YL T</p> <p>T LSA PE SENCO</p> <p>T YL DHT</p> <p>YL ENG L</p> <p>SENCO DHT</p>	<p>½ termly review meeting for key teachers and Year leaders.</p> <p>½ termly review of teacher assessment data to review progress from impact of teaching in class and interventions</p> <p>Termly Pupil Progress Meetings for all year groups.</p> <p>Weekly book monitoring.</p>	<p>Use of Sports Teacher (AB) first 15 mins 4 x weekly (EYFS, 1,2 &amp; 3)</p> <p>Lead non-contact time and CPD time for staff.</p> <p>LSA time</p> <p>Timetable implications</p>	<p><b>2021 -2022</b> Teachers use a range of questions in class to pupil premium and assess their knowledge and understanding- identified for 'keep up' Target set for each year in Autumn 21 (repeat in Y2 &amp; 3). Teachers analyse test results for gaps in knowledge</p> <p><b>2022-2023</b> Teachers know their pupil premium students and assess their learning prior to planning a new topic, during and after. Pupils know their next steps to 'keep up' and 'catch up'</p> <p><b>2021-2022</b> Monitoring and Evaluation undertaken by senior leaders within school will evaluate teaching standards. Deep dives in Reading and Maths</p> <p>Academy Trust learning advisors will identify strengths against teaching standards in Maths and Reading with a focus on PP pupils.</p>	<p>Quality first teaching is consistent across the school and where support is required this is evidenced.</p> <p>Attainment gap between pupil premium children and non-disadvantaged reduces in line with national averages and other similar schools</p> <p><b>20-21</b> The % of PP ch in the achieving EXS+ in Reading and Maths increases.</p> <p><b>21-22</b> The % of PP ch in the achieving ARE&lt; in Reading and Maths is in line with national or above</p> <p><b>22- 23</b> The % of PP ch in the achieving ARE&lt; in Reading and Maths and combined is in line with national or above.</p>



<p>3.) To target PP children using a programme of high quality keep up and catch up interventions to diminish the gap between PP and non-disadvantaged</p>	<p>To ensure that intervention groups are evaluated so that impact can be evidenced against clear targets.</p>	SLT	½ termly	Staff meeting time where needed	<p>Subject leaders devise intent statement for vulnerable pupils and action plan accordingly</p> <p><b>2021-2022</b> embed formative assessment to ensure that areas for development are targeted in a timely manner. 'Catch up' intervention timetable and interventions developed across the sch through implementation of provision maps using edukey. Start and end points are used to measure impact</p> <p><b>2022-2023</b> Teachers use what they learnt from interventions to appropriately differentiate at the point of planning and use 'keep up' information to inform on the day interventions and pre-teaching. Following impact evaluation using edukey, interventions are targeted from termly data.</p> <p><b>2021 -2022</b> 'keep up' same day interventions delivered by TAs and delivered in environments that reflect current learning walls, vocabulary, resources and curriculum coverage. TAs coached by teachers.</p> <p><b>2022-2023</b> Evaluate on impact of 'keep ups' from Summer data and adapt interventions. Reflect on TA subject knowledge and adapt training need.</p>	<p>A high-quality intervention programme runs across the sch to target areas of need and as a result, PP chn make good or better progress from their starting points.</p> <p>Reading interventions continue to show improved comprehension and reading ages.</p> <p>Provision maps are of a high quality and accurately record targeted interventions and show progress from starting points – targets met.</p> <p>The gap between attainment for PP chn and non-disadvantaged peers in Reading and Maths is diminishing over time.</p> <p>Children who are PP with SEND are identified early and targeted.</p> <p>Link governor has clarity over how PP ch with SEND are performing, the strengths, areas for development and key personnel.</p>
	<p>Through pupil progress meetings and SEND Review meetings identify areas of need for PP children and target provision accordingly. This includes early identification of PP children with additional needs so that appropriate action can be taken in a timely manner.</p>	SENCO SLT YL	½ termly	CPD		
	<p>Teachers use a range of strategies to differentiate the learning</p>	T, YL, DHT	Daily – reviewed ½ termly	DC Pro support from DHT and YL		
	<p>Teachers check pupil understanding systematically and identify misconceptions to inform keep up and or catch up interventions, both reviewing learning from the day or through a specific intervention.</p>	SLT		Edukey software and support		
	<p>Develop a range of high quality catch up interventions where TAs are trained to specialise in a particular area of need in Maths and Reading.</p>	SLT		Timetable implications		
	<p>A rigorous intervention timetable to run across the school where skilled TAs work across classes and phases to target support effectively.</p>	SLT	Sept	Oxford research project		
	<p>Provision mapping format to be reviewed, amended and launched to ensure clear monitoring as well as meet the requirements of the SEND Pathway</p>	SLT	30 mins weekly			

**AIM 3: To ensure that we improve parental engagement through a whole school shared approach and ethos that 'all families are reachable'.**

Objectives	Actions to be taken	By whom	By when	Resources	Progress Indicators	Success Criteria
1.) To improve parental engagement across the school	Stakeholder questionnaire to identify intentions and at a later date to measure impact.	SLT	ongoing	Families Connect	<b>2021 – 2022</b> Organise family workshops (academic and social/emotional) and resource space, breakfast club running Start award for Leading Parent Partnership Award (LPPA)	Parents view PP chn as active members of their sch community
	Audit current provision and self- evaluate against Leading Parent Partnership Award (LPPA)	SLT admin	ongoing	Space to run workshops		
	Create action plan using evaluation and results from stakeholder surveys	SLT	ongoing	Mykas text service	<b>2022-2023</b> Monitor and improve upon 1 <sup>st</sup> year parent and family support. Introduce Early Bird opening if punctuality not improved Maintain LPPA award	Surveys show improved attitudes towards engaging with school.  Parent teacher reviews increase in attendance  Improved attendance and punctuality
	To deliver academic workshops based on parent need and those linked to Phonics, early reading and maths workshops, Love of Reading Club	SLT	Sept and June	Early help		
	To deliver parenting workshops based on parent need to support behaviour strategies, healthy eating, attendance, routines, sleep, financial.	SLT YL T	ongoing	LPPA award cost		
	Continue to contact parents through a range of communication methods: text, email, letter or calls to share information or to offer support.	SLT	ongoing termly		<b>2023- 2024</b> Embed the culture of parental engagement at events and workshops. Maintain LPPA award	
	To continue to support parents who need additional support via external providers e.g. food banks, financial support, early help	YL, DHT, SL	termly			
	Achieve the Leading Parent Partnership Award (LPPA)	SENCO DHT	ongoing			
	Admin SLT	ongoing				
	DHT SENCO	Fortnightly				

**AIM 4: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.**

Objectives	Actions to be taken	By whom	By when	Resources	Progress Indicators	Success Criteria
1.) To provide an aspirational curriculum for our children that builds cultural capital over time	<p>All pupils entitled to the Pupil Premium are able to access learning by having the correct resources, uniform and attendance to breakfast club.</p> <p>The curriculum intent and implementation are embedded securely and consistently across the school</p> <p>Support our PP families with financial assistance for trips and residential.</p>	<p>SLT ELSA</p> <p>T SLT YL</p> <p>Finance officer SLT</p>	<p>ongoing</p> <p>termly</p> <p>ongoing</p>	<p>CPD time</p> <p>Timetable implications</p> <p>Leadership time</p>	<p><b>INTENT</b> trips and visits are planned across the sch to ensure that ch visit a beach, castle, museum, gallery, theatre etc. Costs are conceived early and planned for accordingly. Implementation admin and HSLWs work together to fund places for ch whose families cannot afford the cost of trips.</p>	<p><b>IMPACT</b> All children, including PP ch, attend trips and have access to visitors.</p> <p>PP children draw upon their experiences to make links with learning</p> <p>PP children have access to the full curriculum offer.</p> <p>PP children’s vocabulary acquisition and development is good as a result of a range of broad and balanced experiences that link the outside world to their learning in sch.</p> <p>PP children have high aspirations and the personal skills to pursue them.</p>
2.) To ensure that our wider curriculum offer is broad and rich and that our PP children have fair and equitable access to it.	<p>Develop a wide and varied programme of clubs where PP children are proportionately represented.</p> <p>To target and fund PP places on paid extracurricular experiences i.e. Rocksteady.</p> <p>Develop PP children’s leaderships skills through: • School Council • Reading Ambassadors • sport leaders • prefects</p> <p>To support pupil mental health through targeted support and a whole school culture of ‘we are all responsible’.</p> <p>Audit current mental health provision through stakeholder questionnaires and school evaluation</p> <p>Offer high-quality, ongoing professional development for pupil wellbeing and mental health</p> <p>Ensure systems and external partnerships are in place to support different types of emotional and mental health needs.</p> <p>Achieve the Wellbeing Award for Schools (WAS) in partnership with the National Children’s Bureau</p>	<p>Sport’s Prem &amp; PE Lead</p> <p>Admin, PP Lead PSHE Lead Literacy Leads</p> <p>PP leader</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>PE specialist to provide 2 free clubs a week, targeting PP.</p> <p>Clubs Lead to ensure a range of clubs are on offer and organise termly PP targeted &amp; invited to clubs to ensure representation.</p> <p>Paid clubs within the sch required to offer PP ch places as Implementation of real dance (Sports’ Premium budget)</p> <p>WAS award cost</p>	<p><b>2021-22</b> Targeted PP attend the clubs on offer. Club Lead monitor this. Achieve WAS award through intent and implementation of vision and strategies.</p> <p><b>2022-23</b> PP ch are engaged in clubs and pursue access, with targeting still in place. Maintain WAS award and monitor impact</p> <p><b>2023-24</b> The enrichment offer of clubs is embedded into the culture of the sch where PP ch have equitable and supported access. Maintain WAS award and monitor impact</p>	<p><b>IMPACT</b> PP children have access to the full curriculum offer.</p> <p>Staff have a good understanding of the barriers that may prevent PP participation in clubs and work to overcome them i.e. finance, travel etc.</p> <p>PP ch see themselves as active members of their sch community and build a range of personal skills such as fair play, tolerance &amp; resilience.</p> <p>Stakeholder surveys show impact of wellbeing and mental health actions</p> <p>Targeted support for pupils mental health shows progress</p>

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