

Pupil premium strategy statement

1. Summary information					
School	St Wilfrid's Catholic Academy				
Academic Year	2020/21	Total PP budget	£74,284	Date of most recent PP Review	Sept 2020
Total number of pupils	355	Number of pupils eligible for PP	66	Date for next internal review of this strategy	September 2021

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in reading, writing & maths (or equivalent)	70% (30%)	73% (13% Exceeding)
% achieving Expected or above in reading.	80% (20%)	80% (31% Exceeding)
% achieving Expected or above in writing.	70% (30%)	80% (18% Exceeding)
% achieving Expected or above in maths	70% (40%)	78% (27% Exceeding)
Progress in Reading	NA	NA
Progress in writing	NA	NA
Progress in maths	NA	NA

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Staff knowledge and expectation on the right strategies and help and expectations in early years to avoid those with persistent communication needs going on to have reading difficulties later.
B.	Staff knowledge on the identifying disadvantaged children with Emotional, Social and Mental Health needs as these struggle to fulfil their potential in learning. Success depends on how well these adults in the school understand and take action to help them overcome the multiple and complex barriers they can face.
C.	Pupils from low-income families are more than twice as likely to be identified as having SEND as compared to their better-off peers. This is evident in school as a high percentage of disadvantaged pupils are also SEND.
D.	Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to the close gaps that have occurred as a result of the closure.
E.	Staff knowledge and expectations in maths needs to improve to ensure age related expectations are achieved

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

F.	Those who are eligible for free school meals are often more persistently absent than other children and those who are persistently absent often face a number of multiple and overlapping needs within the home.
G.	The families in the low socio-economic positions provide fewer home learning experiences due to home circumstances. This is due to the challenges these families face in accessing the financial and social resources needed to provide a rich home learning environment for the children.

4. Desired outcomes *(Desired outcomes and how they will be)*

Success criteria

A.	Improve language, comprehension and writing skills for pupils eligible for PP to give disadvantaged pupils the speech, language and communication skills needed to ensure improved literacy skills across the school.	Outcomes at the end of EYFS, Phonics, KS1 and KS2 show that all PP pupils (where appropriate) achieve Age Related Expectations
B.	Support for the Emotional, Social and Mental Health of pupils addresses the barriers to learning and ensures that the organisational and structural arrangements within the school are not barriers to learning.	Staff are able to identify the personal demographic characteristics, stressful life experiences and poor social and economic circumstances that increase a child's vulnerability to developing mental health difficulties. The relationship between mental illness and/or a poor sense of wellbeing is recognised.

B.	Continued.....	Staff understand the interplay between these factors and how they combine to create barriers for an individual. This is a key focus to enabling learners to overcome those barriers and succeed in learning and as a result the attainment of disadvantaged children with these barriers improves and they make at least expected progress.
C.	Additional support provided for disadvantaged children with SEND, including one to one tuition is successful in accelerating progress.	PP pupils on the SEND register make at least expected progress from their individual starting points
D.	A recovery programme is developed to support the disadvantaged pupils affected by the school closure focused on addressing identified issues.	PP pupils with no SEN make accelerated progress so that they perform in line with non PP pupils closing the gap with national at the end of EYFS, Phonics, KS1 and KS2.
E.	<p>Increase the attendance of Pupil Premium pupils and as a result the attainment of this group of children improves (the difference in the attendance is often mirrored in the attainment gap).</p> <p>School effectively works with all parents in the community especially those that resist contact as well as those that come willingly through the door.</p>	<p>The focus on key issues impacts on improving the attendance of disadvantaged children especially those that are persistent absentees so that attendance for this group is in line with or above the national figures for this group.</p> <p>The focus which improves attendance is:-</p> <ul style="list-style-type: none"> - first, getting children in to school, ready to learn. - Second, improving links to parents and families and working effectively with all parents in the community including those that resist contact - There is a continued emphasis on reducing absence which is targeted at children from the most disadvantaged backgrounds
F.	To improve the attainment of some of the most deprived in the school staff are working with families to address the underlying issues behind children's barriers to education.	<p>Support for identified families is in place to enable them to access the financial and social resources needed and support is in place to help them to provide a richer home learning environment for children. As a result confidence, self-esteem and the engagement of families which all impact on health and behavioural issues improves.</p> <p>Improved self-esteem and confidence enables disadvantaged children in the school to make at least expected progress.</p>

5. Planned expenditure

A tiered approach to Pupil Premium Spending (The EEF Guide to The Pupil Premium):

1. Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2.Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3.Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Why, therefore, do so many educational professionals insist on addressing the needs of Pupil Premium learners without first identifying exactly what those needs are? How can we even begin to contemplate closing the gap if we do not know, for each child or young person, what has caused the gap in the first place

Teaching

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>A. Improve language, comprehension and writing skills for pupils eligible for PP to give disadvantaged pupils the speech, language and communication skills needed to ensure improved literacy skills across the school.</p>	<p>Teaching and whole school strategies. Ensuring every teacher is supported and prepared for the new year to achieve the best outcomes for disadvantaged pupils. Opportunities provided for professional development in language and communication development Phonics training to be delivered whole school and EYFS and KS1 staff. Teacher expectation Support for the development of oral language skills will be integrated into the</p>	<p>Pupil Premium pupils achieving ARE in reading and writing is below that of non Pupil Premium pupils at the end of KS1 and KS2. <i>Letters and Sounds</i> Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>Ensure that the timetables are organised, ensuring staff delivering provision have sufficient preparation and delivery time. Ensure that most achieve the national standard in Phonics. Training for all EYFS and KS1 teaching staff and support staff. Good practice visits set up for Year 1 teachers to St Mary's.</p>	<p>Phonics and Reading lead Principal</p>	<p>Pupil Progress Meetings – December, April and July September 2020- training from AH. Phonics training from DS and additional phonics training from JS. September 2020</p>

	<p>curriculum from preschool through to year 6</p> <p>Education and specialist services for language delay will focus on the oral language skills of children from socially disadvantaged backgrounds.</p> <p>Time set aside to enable teachers to assess pupils' wellbeing and learning needs to enable teachers and other school staff to provide effective support and high-quality feedback, building on accurate assessment.</p>	<p>Speech, language and communication needs of the disadvantaged children entering the school seriously affects the children's learning. Poor language predicts poor literacy skills so having the right strategies and help in place in school to avoid those with persistent communication needs going on to have reading difficulties is essential.</p> <p>EEF's guidance on Assessing and Monitoring Pupil Progress</p>	<p>Lesson visits and monitoring of evidence to ensure work is challenging and children are making progress.</p> <p>The quality of education provided in the early year's curriculum impacts on all children but particularly the most disadvantaged.</p>		
<p>A. Improve language, comprehension and written skills for pupils eligible for PP</p>	<p>English lead to be released to monitor English across the school to ensure high quality English provision, particularly reading.</p>	<p>The Sutton Trust research has found that improving reading comprehension strategies is particularly effective with KS2 children who are lagging behind in their reading.</p> <p>Appropriate CPD to be developed for teachers and all learning support staff to develop and enhance reading comprehension skills of all pupils. To ensure PP pupils achieve highly as well as 'meeting expected standards', CPD for teachers will inform their practice and enable them to provide stretch and encouragement for these pupils.</p>	<p>Release English lead to monitor reading/English throughout school. Teachers identified as needing support will be released to work with English Lead.</p> <p>SPAG training for all KS2 teaching and support staff delivered by RF.</p>	<p>English Lead Principal</p>	<p>Pupil Progress Meetings – December, April and July</p>
<p>B Support for the Emotional, Social and Mental Health of pupils addresses the barriers to learning and ensures that the organisational</p>	<p>CPD to ensure staff are able to identify the personal demographic characteristics, stressful life experiences and poor social and economic circumstances that increase a child's vulnerability to developing mental health difficulties. The relationship between mental illness</p>	<p>Staffs understanding is key to enable learners to overcome those barriers and succeed in learning.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and</p>	<p>Timetable CPD for growth mind-set training.</p>	<p>SENDCO Principal</p>	<p>December 2020</p> <p>Feb 2021</p> <p>April 2021</p> <p>July 2021</p>

<p>and structural arrangements within the school are not barriers to learning.</p>	<p>and/or a poor sense of wellbeing is recognised by staff.</p> <p>A broad and balanced curriculum that prepares pupils for life and not just for exams is embedded in the school.</p> <p>Lessons are aimed at boosting resilience, promoting wellbeing and giving pupils an understanding of mental health issues.</p> <p>Mental Health and bereavement training.</p> <p>Have a whole school approach to mental health to encompass both the pastoral and curriculum elements as well as considering staff wellbeing and the school culture and ethos.</p>	<p>academic achievement, crime, employment and income.</p> <p>Research in the UK has shown that good social and emotional skills— including self-regulation, self-awareness, and social skills— developed by the age of ten, are predictors of a range of adult outcomes such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> • Improved social and emotional skills; • improved academic performance • improved attitudes, behaviour and relationships with peers; • reduced emotional distress (student depression, anxiety, stress and social withdrawal); • reduced levels of bullying; • reduced conduct problems; and • improved school connection. 	<p>‘Drop in’ to look at children’s motivation and engagement during reading sessions.</p> <p>PSHE scheme of work- Jigsaw is being used. Additional resilience kit for Jigsaw has been purchased.</p>		
<p>C Additional support provided for disadvantaged children with SEND, including one to one tuition is successful in accelerating progress.</p>	<p>To create a positive and supportive environment for all pupils by promoting positive relationships, active engagement, and wellbeing for all pupils. All staff ensure all pupils can access the best possible teaching.</p> <p>All teachers should aim to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach.</p>	<p>Research conducted by EEF.</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to</p>	<p>Staff CPD</p> <p>Lesson visits and monitoring of evidence to ensure work is challenging and children are making progress.</p>	<p>SENDCO</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

		support pupils with SEND; and — scaffolding.			
D A recovery programme is developed to support the disadvantaged pupils affected by the school closure focused on addressing identified issues.	Use the EEF guidance:- COVID-19 SUPPORT GUIDE FOR SCHOOLS to support the implementation of a recovery programme in school Use the guidance to support and inform decisions about how to use catch-up funding especially in relation to enabling disadvantaged pupils to catch-up.	Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap requires a sustained response. As a school we will plan what to prioritise in the coming months, recognising the tremendous strain the pandemic has already placed on teachers and children.	Ensure that the timetables are organised, ensuring staff delivering provision have sufficient preparation and delivery time. Additional member of staff has been employed, part time, to support KS1. Lesson visits and monitoring of evidence to ensure work is challenging and children are making progress. Monitor the use of strategies using modelling and structured support, and how they are strategically reduced as a child progresses until they are capable of completing the activity independently	Principal	Throughout the Autumn term 2020
					Total budgeted cost: £49,580
ii. Targeted Academic 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>A. Improve language skills for pupils eligible for PP.</p>	<p>Use communication screening tool in Early Years to identify those needing intervention and support. Class teacher and SENCO to identify those needing support at KS1 and KS2. 1:1 and small group provision of Nuffield Language Intervention for children in Early Years.</p>	<p>The Nuffield Early Language Intervention is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. Children who receive the intervention show improvements in expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling also improve, indicating the foundations of phonics are in place.</p>	<p>Acting Deputy Principal (Early Years & SENCO) to organise timetable to ensure staff delivering provision have sufficient preparation and delivery time; oversee impact of provision</p>	<p>Acting Deputy Principal – Early Years SENCO</p>	<p>Pupil Progress Meetings – December, April and July</p>
<p>B. Improve attainment of PP pupils by improving the social and emotional aspects of learning.</p>	<p>Provide interventions to focus on pupils' social and emotional needs and/or behaviour:</p> <ul style="list-style-type: none"> ○ Social speaking ○ Comic strip conversations ○ One to one tailored support <p>'Time out' area set up for children in emotional distress.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income</p>	<p>SENCO to monitor programmes and other outside agencies if appropriate.</p>	<p>SENCO</p>	<p>Pupil Progress Meetings – December, April and July</p>

<p>B. Improve attainment of PP pupils by improving the social and emotional aspects of learning.</p>	<p>Subsidising educational visits to keep low income family contributions minimal and support PP pupils in full participation. Offer a range of curriculum, educational and experiential visits to maximise take-up by pupils.</p>	<p>Learning outside the classroom adds value to each pupil's academic and personal learning. Learning experiences outside the classroom will impact on self-confidence, self-esteem increasing motivation and engagement in learning.</p>	<p>Offer a range of curriculum, educational and experiential visits to all pupils regardless of ability to pay and to maximise take-up by pupils.</p>	<p>Principal</p>	<p>Pupil Progress Meetings – December, April and July</p>
<p>C. Accelerate progress of PP pupils with <u>no SEN</u> so that they perform closer in line with non PP pupils</p>	<p>Small group sessions for identified pupils targeted with high quality teaching from an experienced teacher, delivering same input as class teacher either within the class or withdrawing groups. Additional teachers to provide extra support for identified pupils.</p>	<p>Some pupils need targeted support to catch up and to have individual support matched to their needs. The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Studies comparing one to one with small group tuition show mixed results. In some cases one to one</p>	<p>Pupils will be identified through pupil progress meetings. Outcomes tracked to measure the impact of the support. Careful and regular tracking of pupil progress will support teachers in ensuring pupil outcomes are improving and that the provision matches their needs.</p>	<p>Principal SENCO</p>	<p>Pupil Progress Meetings – December, April and July</p>

		tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective (EEF Teaching and Learning Toolkit)			
Total budgeted cost £12,552					
Wider Strategies					
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?
C. Provide additional support for PP SEND children	Learning support staff to be responsible for one-to-one and small group interventions across the school. <ul style="list-style-type: none"> ○ Wave Three intervention ○ SOS spelling ○ Precision teaching ○ Pre/Post teaching ○ Better Reading ○ Socially Speaking ○ One to One Phonics (Letters and Sounds) 	School data shows that in year groups where PP pupils are also on the SEN register, they need to make accelerated progress to bring them in line with all pupils.	Acting Deputy Principal for Inclusion and SENCo will take lead on ensuring pupil outcomes are improving and that the provision matches the pupils needs. CPD for TAs.	Acting Vice Principal SENCO	Pupil Progress Meetings – December, April and July
E. Increase the attendance of Pupil Premium pupils and as a result the attainment of this group of children improves.	Use the -Checklist for school leaders to support full opening: behaviour and attendance. Use this advice to develop a plan for reengaging pupils in a way that works for the pupils' needs and in line with the following key actions: 1. Plan 2. Communicate 3. Be consistent 4. Support 5. Monitor and Improve Attendance Officer to promote good attendance throughout the school and to be proactive in supporting persistent absentees.	Attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes. Levels of attendance are lower and levels of persistent absence are higher for PP pupils than that of non PP pupils. Research shows that the difference in the attendance between disadvantaged pupils and non-disadvantaged is often mirrored in the attainment gap. Increase the attendance of Pupil Premium pupils and as a result the	Attendance officer to monitor attendance of targeted families and offer support where needed.	Attendance officer Acting Vice Principal Principal	Pupil Progress Meetings – December, April and July

	<p>'Parent support advisors' (attendance officer/family support lead and Inclusion lead) work with parents and pupils to solve any issues that are preventing pupils from attending school.</p> <p>Additional support in the new school year to focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p> <p>Breakfast club - support the punctuality of pupil Premium pupils and ensure that they start the day fully fed.</p>	attainment of this group of children improves			
<p>F. Improve attainment of PP pupils by improving the social and emotional aspects of learning.</p>	<p>A high quality Family Support worker to work with vulnerable families and children. Support parents of children with early signs of social, emotional, health and behavioural issues, and work with them, school staff and other support agencies to prevent problems worsening and interfering with the child's ability to engage with school and learning. Provide impartial information about or referrals to, relevant local services. At the request of parents or the school, talk to children experiencing difficulties and convey the voice of the child to parents and school staff. Identify, in partnership with parents, their needs for parenting support groups or parenting classes for those wishing to enhance their relationship with their children and deal positively with discipline, conflict and other issues.</p>	<p>Pupils with social, emotional, health and behaviour issues need additional support to address these needs alongside learning needs. Well-being is key to supporting pupils learning.</p> <p>The EEF Toolkit for Teaching and Learning states: 'On average, SEL (Social and Emotional Learning) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.'</p>	<p>Regular meetings and discussions with Family Support lead to ensure families are receiving timely and appropriate support. Discuss identified pupils in pupil progress meeting to review the impact of intervention on pupil outcomes.</p>	SENDCO Principal	

2. Review of expenditure

Previous Academic Year

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
<p>Identification of PP children and children with SEN to ensure there are no limits or barriers to the children's achievements.</p> <p>Most PP children achieve ELG expected, particularly in CLL</p>	<p>Small group targeted speech and language support –Nuffield and Time to Talk programs of study</p> <p>Additional adult support.</p> <p>Training/courses for EYFS staff with LA.</p> <p>SLCN support through advised targets.</p> <p>School is part of the Opportunity Area project (PP)</p>	<p>Due to COVID EYFS end of Year results were not entered. Since 2017 COM has increased at the exceeding standard from 0% to 25% for PP pupils.</p> <p>Children were identified and groups set up to develop children's speech, language and communication.</p>	<p>Remote learning will be worked on to make sure that it has maximum impact.</p> <p>Speech, language and communication groups will be ongoing and children who would benefit from this support will be identified. Children who require additional support will be identified and support will be up into place, after liaising with outside agencies.</p>	

<p>Higher rates of progress across KS2 for expected attaining PP pupils so that attainment is at least in line with National average and gaps are diminished.</p>	<p>Raising standards of teaching through coaching with a focus on reading and feedback. Offering intervention and additional learning opportunities. Guided reading training for all staff. Part of the MEP, engagement in CPD. Change the Maths scheme used. Developed Maths planning and delivery, particularly for disadvantaged children to ensure it meets their needs.</p>	<p>Due to COVID SATS were not taken but data tracking indicates that the rate of progress for PP pupils is increasing across the year groups for 2019/20.</p>	<p>Remote learning will be worked on to make sure that it has maximum impact.</p>	<p>£49.743</p>
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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 (and whether you will continue with this approach)	Cost
The % of PP pupils exceeding the National expectations is improved at the end of KS2	<p>Pupils are identified at the start of the academic year.</p> <p>Targeted intervention both in school and externally with secondary school.</p> <p>Staff to be familiar with the exceeding standards.</p> <p>Staff targets include % of PP achieving GDS.</p> <p>MEP moderations in Maths</p>	<p>Due to COVID SATs were not taken.</p> <p>PP Pupils were identified at the start of the academic year.</p> <p>Targeted intervention in school, after school boosters and before school boosters. Staff developed their understandings of exceeding standards.</p> <p>Support from collegiate in terms of the teaching of Maths.</p>	Remote learning will be worked on to make sure that it has maximum impact.	
Through additional support and interventions, PP pupils who are currently below the expected standard make progress and most do well at the end each key stage	<p>Pupil are identified/targeted for specific interventions with match the individual needs.</p> <ul style="list-style-type: none"> - Early morning readers - Homework club - Rapid phonics - Comprehension groups - Early morning Maths - Same day intervention (Maths) 	<p>Children were identified and targeted interventions in place for reading and maths and phonics.</p> <p>KS1/ KS2 Early morning readers.</p> <p>Afterschool boosters were put into place for maths and English and phonics.</p>	Remote learning will be worked on to make sure that it has maximum impact.	

<p>Identified families and PP pupils access the support of the Family Support Workers</p>				<p>£15.257</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Persistent absenteeism of PP children is reduced and is no higher than the National average for this group of children. Attendance improves for all PP children across the school.</p>	<p>Monitor punctuality and Office to follow up quickly on absences. Home school link worker to support identified children. Identified children invited to morning reading club. EWO to continue to target the PA PP pupils.</p>	<p>Persistent absenteeism was improving prior to Lockdown. It was in line with National.</p> <p>EWO and Acting Vice Principal worked with families on punctuality rates all PP pupils are monitored. PP Persistent absentee children are rang daily by Acting Vice Principal.</p> <p>Families and children at risk or in crisis are well supported and as a result are able to attend school and progress. Family support worker has worked with families throughout COVID and has provided support and liaised with social care and Safeguarding Lead.</p>	<p>Acting Deputy Head and EWO will continue the approach used last year.</p>	

<p>Increased PP family engagement with learning</p> <p>Improve aspirations and expectations through increasing parental engagement throughout the school</p>	<p>Families of PP pupils are invited to workshops and progress meetings.</p> <p>Improved communication and involvement in school life.</p>	<p>Families and children were identified and encourage to attend workshops and clubs that were on offer. Families and children did attend these clubs.</p>	<p>Acting Deputy Head and Extended school lead will continue the approach used last year.</p>	<p>£4,018</p>
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