

Donington Cowley Endowed Primary School
Pupil Premium Strategy 2023-2024

2023-2024		
PP Budget for academic year: £167,871 (inclusive of carry forward £24,407) £143,465 allocation for 2023-2024	Number of pupils on roll- 262 265 November 2023 263 March 2023	Dates of most recent external review: June 2019 (Ofsted) March 2023 (J Marston LEAD PP Review)
PP Leads- Sarah Ogden and Ingrid Williams Inclusion Governor- Rob Cole	Number of pupils eligible for PP funding – 85 (from September 2024) 95 (October 2022 Census) 94 (March 2023)	Dates of internal reviews: Autumn term 2023 Spring Term 2024 Summer Term 2024 External Review (LEAD) September 2024

2023-2024 Year Group	Number of pupils eligible for PP funding September 2023 November 23 March 24	PP % of cohort September 2023 November 23 March 24
Reception	3 5 5	12% 20% 20%
Year 1	6 5 5	20% 16% 16%
Year 2	17 17 17	39% 40% 40%
Year 3	15 18 16	32% 37% 34%
Year 4	11 12 14	30% 32% 36%
Year 5	15 16 17	43% 46% 49%
Year 6	18 19 20	42% 43% 44%
Whole School	85 91 94	32% 34% 36%

2022-2023 Summary

	% Achieved GLD Whole Cohort PP
Reception	62% 17%

Phonics Screening Check	% Attained 32 or above Whole Cohort PP
Year 1	73 69
Year 2	62 75

KS2	% Achieving expected standard Whole Cohort PP	% Achieving a higher standard Whole Cohort PP	Average 'Scaled Scores'
Reading	55% 53%	18% 24%	97
Writing	68% 59%	8% 12%	
Maths	45% 47%	8% 18%	96
R+W+M Combined	39% 35%	3% 6%	
Spelling Punctuation and Grammar	45% 41%	13% 24%	97

KS1	% Achieving expected standard or above Whole Cohort PP	% Achieving a higher standard Whole Cohort PP
Reading	72% 67%	20% 13%
Writing	65% 67%	13% 7%
Maths	72% 73%	24% 13%
Combined	61% 60%	7% 0%

Multiplication Times Table Check	% Whole cohort % PP
20+ out of 25	50% 40%
25 out of 25	12% 6%

Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2023-2026

2023-2024	2024-2025	2025-2026
<ul style="list-style-type: none"> Funding is used to support pupils in making accelerated progress in Maths and English Key Stage 2 outcomes are significantly improved and are broadly in line with Local and National Disadvantaged pupils access a wide and interesting curriculum and make accelerated progress in all subjects so attainment gaps are closed. Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues) ADPR processes are embedded and utilised to monitor and evaluate progress of PP pupils Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support. <p>EYFS</p> <ul style="list-style-type: none"> All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD Planning reflects upon how PP pupils can be supported to make accelerated progress 	<ul style="list-style-type: none"> There is a narrowed gap in attainment between PP and Non-PP in all core curriculum areas where there is no identified SEN. Outcomes continue to be in line with Local and National across all key stages. Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences. Interventions are purposefully planned, implemented and evaluated to ensure that all pupils make good or better progress across all subjects. Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support. <p>EYFS</p> <ul style="list-style-type: none"> All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD 	<ul style="list-style-type: none"> Disadvantaged pupils make exceptional progress across all areas of the curriculum. The gap in attainment between PP and Non PP pupils, where there is no identified SEND, is narrowed. Personal development continues to be prioritised and there is a strong focus upon pupil wellbeing and mental health <p>EYFS</p> <ul style="list-style-type: none"> There is no gap between PP and Non- PP achieving GLD (unless SEN)

Key challenges for disadvantaged pupils

Internal Challenges

Lower attainment upon entry to school

Literacy development and skills- including vocabulary acquisition, communication, language, reading and writing.

Gaps in Mathematical Knowledge

Challenges affecting mental health and well-being of pupils

External Challenges

Increase in levels of support needed for pupils and their families – including SEND and referrals to TAC, Early Help and other external services

Persistent absenteeism and poor attendance

Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2023-2024	Spring 2023-2024	Summer 2023-2024
Teaching					
To ensure strong leadership of teaching and learning across the school- teaching is consistently evaluated as at least good.	<p>Leaders are highly skilled in monitoring teaching and learning. They are able to develop teachers and support staff in skilfully identifying pupil needs and building upon what pupils know, can do and understand across all curriculum areas</p> <p>Investment in CPD for Teachers and School Leaders ensure high quality provision across the curriculum</p>	<ul style="list-style-type: none">Professional development of leaders, teaching staff and subject leadership is prioritised to ensure HQT.Training and development needs are rapidly identified through appraisal to lead to improvement.Learning gaps are quickly identified and adaptations are made to teaching to target learners- scaffolding yet providing stretch and challenge.Pupils make good or better progress and a higher % attain ARE + in RWM in line with Local and NationalThere is no gap between PP and Non-PP pupil attainment	<p>All teaching staff have received focused training in line with our School Improvement Priorities. A number of staff are undertaking NPQs and subject leadership CPD. This has increased staff pedagogical knowledge and understanding and confidence and accuracy in assessing across core areas of the curriculum as well as supporting PP and SEND children.</p> <p>A follow-up external PP review through LEAD is scheduled for January 24 to externally assess progress against actions in the previous review. Further CPD opportunities will be sought as appropriate and available. Tutoring groups have been established in Y6 to target learning gaps.</p>	<p>Tutoring groups, both in-school and after school have targeted to increase the number of Y6 pupils achieving EXS and GDS. 64% of pupils achieved EXS in the practice Reading SATs paper (2023) compared to 55% in the Autumn term. 62% of pupils achieved EXS in Maths compared to 27% achieving EXS in the Autumn term</p> <p>The follow-up LEAD review is now due to be rearranged in the summer term / autumn term to allow for external assessment of progress from the previous review. Guided groups allow for learning gaps to be quickly identified in all classes. Through performance management review, training, including NPQs, has been identified for the remainder of this academic year and 24/25.</p>	

<p>To support disadvantaged pupils to make rapid progress from baseline</p>	<p>High quality teaching accelerates progress and narrows the gap between PP and Non PP</p> <p>Pupils in Early Years make good or better progress towards GLD</p> <p>Adaptive teaching and effectively targeted guided practice ensures that all pupils make good or better progress in R, W, M</p> <p>Increased attainment- higher % achieving ARE+</p> <p>Effective phonics teaching leads to better outcomes in reading and writing</p>	<ul style="list-style-type: none"> • <i>Staff training and development is prioritised to ensure that pupils have the best possible start.</i> • <i>There is a strong focus upon early language and vocabulary and this is effectively modelled and explicitly taught</i> • <i>Regular, accurate assessment shows that PP pupils are making strong progress in core areas.</i> • <i>Adaptive practice ensures that no child is left behind.</i> • <i>Guided teaching within core subjects effectively supports all children to make strong progress towards individualised targets</i> • <i>PP pupils make good progress through a systematic early reading programme (RWInc)</i> • <i>APDR processes are embedded and are effectively used to track and support progression of PP pupils</i> 	<p>Staff training and development continues to be prioritised across the school to ensure the greatest impact upon pupil progress.</p> <p>Within EYFS, Communication, Language and Literacy is prioritised through a language rich environment and focus upon vocabulary development. Quality interactions are modelled and scaffolded by EYFS staff.</p> <p>Additionally, to address emerging Speech and Language difficulties, further work will be undertaken in the spring term to establish whole-class NELI.</p> <p>Across the school, adaptive practice and guided groups in English and Mathematics is in place and has been evidenced in monitoring activities undertaken by subject and key stage leaders.</p> <p>RWInc training has been accessed by all staff.</p> <p>APDRs and Provision maps are in place and targeted interventions are reviewed half termly. The impact of these will be measurable once practice is embedded.</p>	<p>Further CPD opportunities have been organised such as ELKLAN for 3-5 years. This will allow our younger children with speech and language difficulties to make good progress through HQ interventions. In year 2, 3 and 5 children are making good progress in both PP and non PP groups. Adaptive progress continues to be embedded throughout the school. Fast track tutoring and small group phonic sessions are effective in allowing children to make good progress through the early reading programme. All children in school have an APDR with individualised targets to ensure any learning gaps are addressed and all staff and pupils are aware of the next steps within their learning.</p>	
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To develop pupil aspiration, self-motivation and independent learning strategies.	<p>Pupils are resilient and self-motivated. They take responsibility for their learning and are keen to progress.</p> <p>There is a strong sense of aspiration throughout the school.</p>	<ul style="list-style-type: none"> • <i>Effective assessment and feedback is used skilfully to scaffold learning- building upon what pupils know can do and understand.</i> • <i>Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.</i> • <i>Pupils are eager to learn and are able to discuss their aspirations and achievements.</i> • <i>Pupils understand the school vision and values and are able to apply these to their learning.</i> 	<p>Assessment CPD and internal moderations across all year groups has supported all teachers in becoming more confident and consistent in assessment.</p> <p>Pupils are increasingly aware of their targets and are proactive in responding to feedback, particularly in UKS2- this needs developing in LKS2 and KS1.</p> <p>Children talk positively about their learning and consistently demonstrate good learning behaviours.</p>	<p>Internal moderations have taken place and have included teachers from another school which has further developed staff confidence and consistency.</p> <p>The assessment format is to be reviewed during the summer term to take account of staff feedback in ensuring it is effectively utilised.</p> <p>All children are aware of their targets and are increasingly taking responsibility for their progress.</p>	
Targeted Academic Support					
To utilise additional adults effectively in order to provide targeted academic support	<p>All disadvantaged pupils, including the 'First 20%', are effectively supported and benefit from adaptive and guided practice, smaller groups and adult support within core subjects.</p>	<ul style="list-style-type: none"> • <i>All staff delivering RWInc have accessed training to ensure high quality teaching</i> • <i>RWInc is taught systematically within small groups which are reviewed in line with assessments to ensure progress</i> • <i>Maths and English interventions are taught within small groups which are reviewed half termly to ensure progress.</i> • <i>Adults are deployed effectively within the classroom to support teaching and learning- adaptive teaching and guided practice ensures inclusion.</i> • <i>The gap between PP and Non PP pupils is closed</i> 	<p>RWInc training has ensured that the programme is taught with consistency and fidelity and relevant 1:1 support is in place in KS1 and KS2.</p> <p>School-led tutoring has been established within UKS2. Maths and English interventions are being taught but now need to be further embedded throughout the school.</p> <p>Pupil Progress meetings ensure that those children not on track to meet ARE are quickly identified and interventions are used to address areas of need.</p>	<p>Maths and English interventions are becoming embedded within LKS2. In KS1 focus on 1:1 tuition, particularly in phonics, or small group work based on APDR targets.</p> <p>UKS2 are receiving school led tutoring in addition to after school booster groups. These have been organised to target borderline expected and greater depth children and ensure good progress is made by all.</p> <p>Pupil progress meetings have allowed the identification of children</p>	

		<ul style="list-style-type: none"> Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress. 		<p>not presently on track and strategies identified to accelerate progress in the summer term.</p> <p>RWINc continues to be taught systematically and further training is allocated should it arise, both face to face and following the online pathway.</p> <p>Teaching assistants are deployed effectively throughout the school, and this is consistently reviewed to ensure adults are deployed where they are most needed.</p>	
<p>Specific interventions are in place to address early language and communication difficulties.</p>	<p>Specific speaking and listening intervention is in place for pupils to address emerging SLCN.</p> <p>Targeted support focuses upon communication and social skills.</p> <p>The Vocabulary Gap is narrowed.</p>	<ul style="list-style-type: none"> Emerging SLCN are identified quickly and are proactively addressed. Trained support assistants deliver high quality Speech, Language and communication support. Pupil social communication needs are identified and appropriate and timely interventions are used to address these. Vocabulary development through language exposure and experience is prioritised for all pupils. 	<p>Teaching assistants effectively support pupils within the classroom and in delivering interventions eg. ELKAN. Further training and development of the use of NELI as a whole class strategy is being prioritised.</p> <p>Our newly installed immersive suite is utilised to enhance pupil experience and engagement thereby increasing pupil vocabulary.</p>	<p>Additional Immersive suite training is being accessed to allow individual programmes to be created which are bespoke to the topics covered in school and will increase vocabulary and pupil's experience.</p> <p>ELKLAN intervention addresses speech and language needs within the school and fewer referrals to SALT are now required. Furthermore, CPD in ELKLAN for 3-5 year olds will commence next term. SNAP assessments are also in place to help identify specific learning gaps in relation to SLCN.</p>	

Interventions are effective in addressing gaps in learning and accelerating progress	<p>Interventions demonstrate measurable impact.</p> <p>Gaps in learning are identified and addressed in a timely and effective manner.</p>	<ul style="list-style-type: none"> • <i>Provision maps effectively identify pupil learning needs and ensure a robust cycle of evaluation and review.</i> • <i>Teaching assistants are skilful in the delivery of all interventions</i> • <i>Effective interventions in R, W, M address individual learning needs and support pupil progress.</i> • <i>APDRs track individual progress and targets and ensure maximised impact.</i> 	<p>Provision maps and APDRs are updated half termly and reflect pupil needs – Progress within interventions is recorded by support staff to ensure communication with class teachers. This practice continues to be embedded. Support staff have attended relevant CPD to ensure they have the knowledge and skills to deliver specific programmes confidently.</p>	<p>Child friendly target sheets have been introduced which include the interventions that will help the children to succeed – this increased awareness will allow the pupils to have more understanding of their targets and what will support them within the classroom. Provision maps are reviewed termly, and teachers are more accountable for on entry and exit data. Teaching assistants are skilful within their interventions and further CPD opportunities are shared amongst staff.</p>	
Wider Strategies					
Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support.	<p>Pupil personal development, mental health and well-being is prioritised.</p> <p>Pupils feel safe, valued and reassured.</p>	<ul style="list-style-type: none"> • <i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i> • <i>Pupils are confident and happy- they can all name a trusted adult they can go to.</i> • <i>ELSA trained assistants utilise strategies effectively to support pupils.</i> • <i>Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation</i> • <i>Fixed term exclusions are rare.</i> • <i>PIVATs PSED are used as an assessment tool and to target specific areas.</i> 	<p>The Senior Mental Health Lead has successfully completed DfE training to ensure children are identified early and support can be assessed efficiently. A Mental Health Action Plan is in the process of being developed alongside a review of policy. ELSA intervention is effectively targeted to support pupils and impact is evidenced within and outside of sessions. There is strong communication between relevant staff. Behaviour and attitudes are consistently good and</p>	<p>The Mental Health Action Plan has now been developed, shared with Governors and is currently being embedded to ensure mental health is supported and includes all stakeholders. The policy has been reviewed and ratified by Governors and is now in place. ELSA intervention has increased to seven afternoons to promptly support the increase in children with SEMH difficulties and therefore reduce the number of children with severe anxieties.</p>	

			where additional support is needed bespoke risk management plans are in place to support.		
PSHE continues to be prioritised and is taught with consistency.	Pupils receive high quality PSHE and SRE provision which ensures that they develop the knowledge and awareness of key concepts and citizenship and supports pupil wellbeing.	<ul style="list-style-type: none"> • There is consistent programme for PSHE and SRE in place. • PSHE is prioritised through assemblies, displays and in lessons. • Pupils talk confidently about their learning and understanding of areas of the PSHE and SRE curriculum which they have been taught. • Pupils are able to use and apply their knowledge to wider areas of the curriculum. • Personal Development remains of a consistent high standard across the school. • Pupils demonstrate strong awareness and understanding of Protected Characteristics. 	PSHE scheme is embedded across the school and children respond positively to the programme. We continue to teach about Protected Characteristics through our curriculum offer and children's understanding is developing well. PSHE is further enhanced through our wider curriculum learning such as Black History month, Parliament week etc. Personal Development is strong as has been recognised in Local Authority visits.	SLT will lead weekly assemblies on BV and PC. This will continue to raise the profile in BV and PC. The children will be able to talk confidently about BV and PC and how it relates to their own lives. Pupil voices will be gathered. PSHE continues to be further enhanced with a visit to the Houses of Parliament for the Year 6 children. The school continue to use Jigsaw where children are encouraged to voice their opinions and thoughts. This encourages respect and to be able to openly and freely discuss matters.	
Effective support is in place for families to support inclusion and promote pupil attendance.	There is no gap between attendance of PP and Non-PP pupils and there is effective support in place to support families where children are at risk of persistent absenteeism. Families are effectively supported through TAC and EH processes and where appropriate external support is required.	<ul style="list-style-type: none"> • Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils • Reduction in persistent absenteeism. • Families are effectively supported through TAC and Early Help processes. • External services are accessed appropriately to support families. • There are strong networks of collaboration between home and school. 	The Attendance Officer is proactive in monitoring the attendance of all children. Support is in place for families to improve attendance and reduce severe/ persistent absenteeism such as BOSS, EBSA. In Autumn 23 the number of children at risk of severe persistent absence (PA) has been reduced from 6.8% to 4.6% (last autumn). The number of children at PA has been	The termly reporting of attendance to parents has highlighted the importance of regular attendance. Absenteeism is proactively followed up and phone calls, home visits and a robust system of recording is in place to inform of non-attendance patterns so that they can be addressed promptly. Families continue to be supported through EH referrals and the TAC process. We have held a	

			<p>reduced from 21.8% last autumn to 8.4%; The number of children at risk of PA has been reduced from 26.9% to 11.9% and the number of children at expected attendance has increased from 44.4% to 73.9% this autumn.</p>	<p>four-week course in school for parents to support with behaviours. The feedback has been good and this will enable us to pursue further training for our parents.</p> <p>In spring 2024 the number of children at risk of severe persistent absence (PA) has been reduced from 4.6 in autumn to 4.2%. The number of children at PA has been reduced from 14.8% last spring to 13.7% this spring; The number of children at risk of PA has been reduced from 23.6% to 15.3% and the number of children at expected attendance has increased from 57.4% to 64.9% this spring.</p>	
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Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx./ proposed spending)	Review Date
Teaching	<p>Ensure that leaders, teaching and support staff have access to high quality training and development opportunities through external CPD and opportunities for collaboration.</p> <p><i>EEF Guide to Pupil Premium 2019- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium</i> <i>EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching- securing teacher development</i></p>	Staff knowledge and skills across the curriculum will be developed, ensuring that there is expertise in all subjects leading to accelerated progress as a result of high-quality teaching and learning opportunities.	<p>Learning walks</p> <p>Lesson observation</p> <p>Work scrutiny</p> <p>External visits</p> <p>Pupil Progress meetings</p> <p>Governor monitoring</p> <p>Subject leader monitoring and action plan evaluations</p> <p>LA review</p>	Headteacher, Senior Leaders and Subject Leaders to identify training needs of staff through appraisal and monitoring and through School Improvement planning and monitoring	£6,700	Termly through subject leader action plans and SIP evaluations
Teaching	<p>Improve curriculum leadership in core and foundation subjects through specific teaching and learning responsibilities and subject leader development.</p> <p><i>EEF Guide to Pupil Premium 2019- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium</i> <i>EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching- securing teacher development</i></p>	Leaders are champions of their areas of responsibility and demonstrate secure understanding of these, effectively supporting other members of staff to increase staff confidence and ensure consistent high-quality teaching and learning.	<p>Subject leader monitoring and action plan evaluations</p> <p>LA review</p> <p>SEF</p> <p>Governor monitoring</p>	Key Stage and Subject Leaders	£8,000	Termly through subject leader action plans and SIP evaluations
Teaching	<p>Deployment of additional support staff to provide enhanced teaching support within core subjects through focused small group tuition across all key stages (Small group tuition EEF +4)</p>	Additional support within the classroom and small group tuition will provide greater opportunity for focused support and address gaps in learning.	<p>Assessment</p> <p>Monitoring of teaching and learning</p> <p>English and Maths leader monitoring</p> <p>LA Visits</p> <p>SEF</p>	Class teachers Assessment lead Pupil Premium Leaders Headteacher	£26,300	Termly review of progress through moderation to identify impact across RWM

			Governor monitoring			
Teaching	Additional staff appointed to lead phonics across EYFS and KS1 to provide small group teaching based upon assessment. (Phonics EEF +5)	Pupils benefit from small groups and this will allow for pupils to be grouped appropriately according to programme assessments thereby addressing learning needs and accelerating progress.	Phonics monitoring and coaching RWInc leader visits Phonics tracker and assessment data	Phonics and English Leaders SLT Class teachers	£25,400	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
Targeted Academic support	Small group/ 1:1 tuition and intervention across RWM- Including Fresh Start, RWInc phonics (1:1 tutoring) and comprehension and Get Writing, Ready to Progress (Mathematics) (Teaching assistant interventions EEF +4)	Where there are specific gaps in learning additional intervention will be used to target these and support pupil progress across all core areas.	Provision mapping Intervention evaluations and observations Headteacher report to governors Assessment data	Pupil Premium Leaders English and Maths Leaders Class Teachers Assessment Lead	£28,750	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly in line with APDRs
Targeted Academic support	Targeted support for emerging SLCN through language and communication programmes including ELKAN (Oral Language intervention EEF +6)	Teachers quickly identify emerging SLCN and ensure that there is targeted intervention and support in place to address these. Staff receive appropriate high-quality training.	Provision mapping CLL assessments Observations Pupil discussion Assessment data	SENCo Pupil Premium Leaders English Lead Class Teachers SLT	£19,250	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly in line with APDRs
Wider strategies	Enhanced Music and Drama provision through Act II Theatre Group to promote inclusion and widen experiences for all pupils (Arts Participation EEF +3)	Access to a wide and varied music curriculum develops pupil knowledge, skills and appreciation of music. Involvement in the whole school production is important in developing language and communication skills and increasing confidence. As a whole school, parental event this is also important in developing community cohesion and parental engagement.	Pupil interview Parental questionnaires Governor visits	Music Lead	£6,300	Annually
Wider strategies	Continue to embed a cohesive and progressive PSHE curriculum- Jigsaw- Year R-6 (EEF +4 Social and Emotional Learning)	There is a consistent approach to PSHE and SRE. Pupils develop knowledge and understanding of areas of personal, social, health and economic development and this in turn supports their wellbeing and understanding of citizenship.	Assemblies Pupil voice Teacher evaluation Learning walks PSHE monitoring	Class teachers PSHE Lead Personal development review LA and Governor monitoring	£1,000	Review impact half termly

Wider strategies	Targeted intervention- including ELSA- to support well-being and pupil mental health. (Behaviour interventions EEF +4 and Social and Emotional Learning EEF +4)	ELSA is used purposefully are delivered to support pupil wellbeing and support SEMH needs.	Intervention monitoring APDRs Provision maps Behaviour logs CPOMs	DSLs SLT Inclusion Leader Class Teachers PSHE Lead	£20,000	Review half termly in line with provision map and APDR evaluations
Wider strategies	Inclusion Leader to support attendance, mental health and wellbeing and increase parental engagement. (Parental Engagement EEF +4 Social and Emotional Learning EEF +4)	Family support increases parental engagement and is effectively impacts upon pupil wellbeing. Through working with families pupil attendance improves.	APDRs Provision maps Behaviour logs CPOMs TAC/ Early Help records of meetings Attendance data HT reports to governors LA monitoring	DSLs SLT Inclusion Leader	£20,000	Supervision of safeguarding meetings each month (DSLs) SLT meetings fortnightly to review. Attendance report to Governors and LA termly
Wider strategies	Breakfast Club provision. Children eligible for PP attend breakfast club free of charge.	To ensure that disadvantaged pupils have a healthy, nutritious start to the day. The children can interact with their peers and have a calm and settled start to the day	Parental engagement / voice Pupil voice	Pupil Premium lead Inclusion Leader	£6,200	Termly
Total					£167,900	