

Pupil premium 3 year strategy statement Rose Hill Primary School

1. Summary information					
School	Rose Hill Primary School				
Academic Year	2023-2024	Total PP budget 2022-23	£133,860	Date of most recent PP Review	September 2023
Total number of pupils	274	Number of pupils eligible for PP	84 – 31%	Date for next internal review of this strategy	January 2024

2. Current attainment		
<i>Data is from Summer 2023 however this will not be validated until Jan 2024</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2023 national average)</i>
Year 1 % achieving expected standard in phonics	63%	82%
Key Stage 1 % achieving expected standard in reading	58%	74%
Key Stage 1 % achieving expected standard in writing	58%	66%
Key Stage 1 % achieving expected standard in maths	83%	76%
Key Stage 2 % achieving expected standard in reading, writing and maths	20%	66%
Key Stage 2 Progress score in reading	-2.9	0.4
Key Stage 2 Progress score in writing	-0.7	0.3
Key Stage 2 Progress score in maths	-9	0.5

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	In some cases, level of attainment and rate of progress is below national expectations due to gaps in learning.
B.	In some cases, spoken language skills and vocabulary need developing, due to low baseline and EAL pupils, which impacts upon reading comprehension and learning.
C.	In some cases, pupils' social, emotional and mental health issues can impact on readiness to engage with learning.

D.	In some cases, effective behaviours for learning needs embedding.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	In some cases, attendance is below national expectations
F.	In some cases, a lack of regular routines (including reading and homework) is below expectations.
G.	In some cases, a lack of experiences and life skills is below expectations which impacts on confidence, self- esteem, resilience etc
H.	In some cases, pupils come to school without items that aid the running of the school day such as uniform items, water bottle, book bag etc.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Disadvantaged pupils' outcomes will meet or exceed national expectations for attainment and progress.</p> <p>Teachers will accurately assess gaps in pupils' knowledge and plan and deliver learning sequences to address these.</p> <p>Teachers/Support staff will respond rapidly with targeted teaching for pupils who are at risk of under achievement.</p>	<p>Outcomes for disadvantaged pupils match or exceed national expectations for non-disadvantaged learners.</p> <p>Termly gaps analysis shows progression in pupils' knowledge.</p> <p>Book scrutiny shows accelerated progress to increase attainment in pupils' books.</p> <p>SLT monitoring shows that 100% of teaching is at least good over time and across the curriculum so that needs of all pupils are being met.</p> <p>Intervention records show that pupils with misconceptions / gaps in learning are making accelerated progress to close gaps having received planned intervention.</p> <p>Teachers to use small step targets to ensure disadvantaged pupils' outcomes meet or exceed non-disadvantaged national expectations for attainment and progress.</p>
B.	<p>Pupils' oral and written vocabulary will be increased, and they will be able to use this to learn more effectively.</p>	<p>Disadvantaged pupils will meet or exceed national expectations for High Frequency Words reading and spelling.</p> <p>The quantity of pupils reading (at age related expectations) will increase (evidenced through Read, Write, Inc Phonics, Accelerated Reader, book banding, reading objectives and internal testing data such as SATS and NTS tests.)</p> <p>Pupils reading books will be matched to their phonics level.</p> <p>Summative assessments of reading and phonics will meet or exceed non-disadvantaged national expectations.</p>
C.	<p>To demonstrate inclusive practice to ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<p>Pastoral lead will support pupils with behavioural, emotional and social needs and will log support which will decrease over time.</p> <p>Pupils will spend more time engaged in learning.</p> <p>More disadvantaged pupils attend breakfast club consequently resulting in more pupils being ready to learn.</p> <p>Increase structured learning time available at breakfast club through use of multiple adults and supporting resources.</p>
D.	<p>To improve resilience of learners by increasing the level of self-regulation and increasing enrichment experiences.</p>	<p>Increasing opportunities for self and peer assessment</p> <p>Increasing opportunities for pupils to articulate their learning both orally and in written form.</p> <p>All children are aware of the 3 school rules (be kind, be safe, be ready to learn) and school values (6 R's) and can articulate and display their meaning consistently.</p>
E.	<p>To ensure that attendance of disadvantaged pupils meets or exceeds national expectations for non-disadvantaged pupils.</p>	<p>Increased number of pupils attending breakfast club</p> <p>Attendance of disadvantaged pupils decreased from 94.6% (2020-2021) to 92.2% (2021-2022) and then to 90.1% (2022-23) which is below the current national for non-disadvantaged of 92.8% (based on 2022 FFT data).</p> <p>Termly report with RAG rated attendance to be sent to all families, and more regular meetings with parents if attendance becomes a concern.</p>

		<p>Incentives and rewards used to increase attendance of disadvantaged pupils. Information shared with parents/ carers to ensure they are aware of Rose Hill expectations. Regular meetings with SLT to discuss attendance and a structure system to communicate with parents introduced (below 94% - phone call from teacher, below 92% - phone call from SLT, below 90% - first letter from school liaison officer).</p>
F.	To ensure that pupils have the opportunity to complete homework and additional reading.	<p>Disadvantaged pupils invited to attend breakfast club where they will receive support to complete homework, read and partake in Mathletics, Spelling Shed and Rockstars. All disadvantaged pupils will read 2 times a week to an adult. Disadvantaged pupils access opportunities to improve cultural capital through extra – curricular activities including homework club. Introduction of Boom Reader to encourage additional home and school reading.</p>
G.	To expose children to different experiences and responsibilities to develop confidence, self- esteem and increase aspirations.	<p>Healthy eating to be promoted on the website through video tutorials outlining how to cook healthy and affordable meals for the family. Disadvantaged pupils to form 31% of all pupil responsibility roles to ensure equal representation and pupil voice. Introduction of Seeds to Citizenship to promote cultural capital for all pupils. Specialist music teacher to teach all classes across the school to promote cultural capital.</p>
H.	To ensure that pupils have everything they need in readiness to engage with the school day.	<p>Disadvantaged families issued with a ‘stamp book’ which entitles them to a free item of uniform, water bottle, trips, free breakfast club space and story book. Disadvantaged families take up this opportunity and pupils are ready and equipped for the school day.</p>

5. Planned expenditure					
Academic year	2021-2024				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Pupils 'outcomes will meet or exceed national expectations for attainment and progress of non-disadvantaged pupils.	<p>Use structured CPD to ensure teaching is at least good over time and across curriculum.</p> <p>Fortnightly support staff CPD meetings with a focus on supporting disadvantaged pupils that are at risk of underperforming.</p>	<p>DFE Disadvantaged Pupils Good Practice Research Report (Nov 2015) identified the importance of the focus on high quality teaching.</p> <p>July 2016 DFE standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p> <p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p>	<p>Termly data monitoring will show disadvantaged pupils' outcomes will meet or exceed national expectations for attainment and progress of non-disadvantaged pupils.</p> <p>SLT monitoring shows that teaching is pitched appropriately, is responsive and accessible for all and progress is seen in books.</p> <p>CPD records shows an impact on the quality of teaching.</p> <p>Middle Leaders take responsibility for developments in the teaching and learning of their subject areas and deliver CPD.</p> <p>Opportunities to reflect and adapt school approaches are built into CPD cycle.</p>	HT, DHT, AHT, Middle leaders, Subject leaders.	End of Autumn Term 1
A. Teachers accurately assess gaps in pupils' knowledge and plan and deliver learning sequences to address these.	<p>Teachers to adapt teaching sequences based on formative and summative assessment, including termly data drops, daily and weekly AFL.</p> <p>Maths planning is adapted and revised to include Ready to Progress Criteria (White Rose Maths).</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>A sound foundation of phonics is essential. EEF research has found that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)</p>	<p>Maths lead to ensure termly gaps analysis is used to adapt and inform teacher plans and that Ready to Progress Criteria is included.</p> <p>Accelerated reader metrics used to ensure disadvantaged pupils are reading regularly and passing quizzes.</p>	Maths / English Subject Leaders / Class Teachers/ Read, Write, Inc Lead.	End of Autumn Term 1

	<p>Timetable Rock stars to be used to ensure pupils know timetables to 12 by the end of Year 4.</p> <p>Accelerated reader is used to ensure a high frequency of reading and regular comprehension quizzes from Year 3- Year 6. Read, Write, Inc texts to be taken home by KS1 pupils that are matched to phonics levels to ensure high frequency of reading and accurate tracking of pupils' progress.</p> <p>Read, Write, Inc to be embedded consistently across the school with the main focus on EYFS and KS1, with pupils in LKS2 significantly behind peers accessing too. Read, Write, Inc Lead to monitor and deliver coaching/team teaching where necessary.</p>	<p>According to a summary of research by Cambridge Mathematics, knowing times tables is important 'to ensure fluency for late mathematics,' while Australian academics Monica Wong and David Evans describe multiplication facts as 'foundational for further advancement in mathematics'.</p> <p><i>Read Write Inc.</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</p>	<p>Maths Lead to carry out learning walks and monitor results from weekly times table tests to track progress of pupils and the school as a whole.</p> <p>Read, Write, Inc Lead to ensure assessment points are carried out regularly and analysed to ensure children are grouped correctly and receive the appropriate support.</p>		
<p>B. Pupils' vocabulary will be increased, and they will be able to use this to learn.</p>	<p>Accelerated reader is used to ensure a high frequency of reading and regular comprehension quizzes from Year 3- Year 6. Read, Write, Inc texts to be taken home by KS1 pupils that are matched to phonics levels to ensure high frequency of reading and accurate tracking of pupils' progress.</p> <p>To ensure that tier 2 and 3 vocabulary is taught explicitly in lessons and pupils have opportunities to use and apply vocabulary</p>	<p>DfE Updated Departmental Plan January '18, Priority 1: Closing the word gap. Boosting access to high quality early language and literacy both in the classroom and at home ensuring more disadvantaged children leave school having mastered the basics of literacy that many take for granted.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>Accelerated reader metrics used in KS2 to ensure disadvantaged pupils are reading regularly, passing quizzes and accelerated progress is evident e.g. reading ages.</p> <p>In KS1, Read, Write, Inc assessments carried out every 6 weeks to ensure children are grouped appropriately.</p> <p>Learning walks will show that reading is given the same level of priority around the school as writing.</p> <p>Key vocabulary is evident in teacher planning, learning walks, star testing, examples of writing, HFW scores, comprehension scores, reading ages,</p>	English / Maths Lead	End of Autumn Term 1

	<p>orally and in written work. This is mapped through curriculum subjects and challenging class texts provide exposure of new vocabulary during reading for pleasure sessions.</p> <p>Key vocabulary displayed and accessible to pupils e.g. year group spelling lists and subject specific terminology.</p> <p>English lead to audit reading and spelling to see how taught across the school and as a result of this plan CPD to build on strengths and develop areas of weakness.</p> <p>English lead to review, revise and embed the Rose Hill Reading journey to ensure children are receiving at least good teaching of reading.</p> <p>Wellcomm to be used as a language assessment tool for EYFS pupils entering reception to target pupils with a vocabulary deficit.</p> <p>EAL entry programme in place and being reviewed and revised in order to identify pupils' language ability when joining the school in order to put together a tailored programme of support.</p> <p>Classes to introduce daily shared reading of 'Favourite 5 Books' to</p>	<p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader.</p> <p>Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read. Teachers are able to closely track quantity of reading and analyse comprehension of texts. This can be used as a tool to inform future teaching.</p> <p>Isabel Beck is an advocate for the importance of good-quality teaching of reading and robust vocabulary instruction which "involves directly explaining the meanings of words along with thought-provoking, playful and interactive follow-up".</p> <p>The EEF states 'Language and literacy are grouped together... as they are closely related. Language is especially important in the Early Years and it continues to be important through primary and secondary education. The EEF's science literature review found that students reading capability was the best predictor of later science achievement. We also know that a focus on language and literacy is especially important for pupils with English as an Additional Language.'</p> <p>The Imagination Tree website outlines that by becoming familiar with 5 favourite books, the children become empowered and are able to "read" and re-tell stories from a young age, and it also makes them very fluent in a range of text types and literature styles.</p>	<p>working wall audits. Improved outcomes and gaps are closed for disadvantaged pupils.</p> <p>CPD sessions will show English / Maths pedagogy and subject knowledge as improving overtime.</p>		
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	inspire the love of reading and introduce new vocabulary, through shared reading sessions.				
D. To improve resilience of learners by increasing the level of self-regulation and increasing enrichment experiences.	Teachers to increase opportunities for self and peer assessment and increase opportunities for pupils to articulate their learning both orally and in written form.	<p>Sutton Trust research has found that metacognitive approaches have proved to be high impact and low cost.</p> <p>John Hattie's research revealed that feedback was one of the most powerful influences on achievement.</p> <p>Self and peer assessment allow children to take ownership of their learning.</p> <p>The EEF outline the importance of metacognition to support pupil progress.</p>	<p>Learning walks / Book scrutinies will show increased opportunities for self and peer assessment. Governors to be included within monitoring timetables.</p> <p>Pupils able to articulate their learning and that of others.</p> <p>Teachers will plan opportunities for peer / self-assessment / speaking and listening opportunities – this will be seen on teacher's plans. Pupils will be explicitly taught how to self / peer assess and how to articulate their learning.</p>	English / Maths Subject Leaders/ Class Teachers	End of Autumn Term 1
Total budgeted cost					£20,004

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. To respond rapidly with targeted teaching for pupils who are at risk of under achievement.</p>	<p>Support staff within allocated phases to have access to class teacher expertise to support them in running planned interventions where necessary.</p> <p>Support staff to have fortnightly CPD to develop subject knowledge and recommendations from EEF guidance report 'Making Best Use of Teaching Assistants.' This will be led by: Maths lead/ SENCO / English lead / Phase Leader based upon staff CPD needs.</p> <p>One-page profiles and small step targets for disadvantaged pupils. CT ownership and accountability for all pupil outcomes – Teacher Standards</p> <p>Targeted phonics 1:1 tutoring for KS1 PP children and 1:1 reading support where necessary.</p> <p>Fresh start intervention programme to support targeted pupils in Years 5-6. Extend RWI offer to LKS2 including 1:1 tutoring intervention programme to support targeted pupils in years 3-4.</p> <p>Stock more texts suitable for boys in the school library such as graphic novels and comics, and invite an external provider to deliver drama workshops across the school to engage boys with reading and writing.</p> <p>Reintroduce whole school writing days to encourage enthusiasm for writing.</p>	<p>The Education Endowment Foundation 'Making Best Use of Teaching Assistants' Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and manage their own learning.</p> <p>High quality assessment for learning, alongside high expectations, ensures learning is appropriately pitched, positively impacting on rates of progress and overall attainment. Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Read, Write, Inc is a successful, systematic approach to the teaching of phonics and reading.</p> <p>'Only 1 in 4 boys read outside of class every day.' National Literacy Trust research Research from Literacy Trust – Boys' Reading Commission. 'In my school, boys' achievement in English is high because they are involved in so much drama, dialogue and speaking' - Research from Literacy Trust – Boys' Reading Commission.</p>	<p>Class Teachers will monitor whether key objectives that have not been secured are revisited in teaching sequences. These will be identified from both formative and summative assessment.</p> <p>Disadvantaged pupils will make or exceed expected progress.</p> <p>Records will show progress towards objectives using small step targets.</p> <p>Disadvantaged pupils will make at least expected progress in reading.</p> <p>Children's engaged reading minutes on Accelerated Reader will improve.</p>	<p>Class Teachers / Phase Leaders</p>	<p>End of Autumn Term 1</p>

<p>C, To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<p>To ensure that targeted disadvantaged pupils attend breakfast club.</p> <p>SENDCO / Pastoral lead will liaise with professional agencies to support families / pupils.</p> <p>Pastoral lead will proactively engage with 1:1 pupils or groups as appropriate.</p> <p>Staff to undertake Trauma-Informed Schools training to support with pupil wellbeing and manage behaviour.</p>	<p>Education Endowment Fund: A child with self-regulatory skills is able to focus his attention, control his emotions and manage his thinking, behaviour and feelings.</p> <p>Maslow's Hierarchy of Need: Basic needs must be met before self-actualisation (and learning) can take place.</p>	<p>Breakfast club menu and activities updated and promoted to increase attendance of PP children at Breakfast Club.</p> <p>Intervention by Pastoral Lead will decrease overtime. Pastoral lead will produce a running record detailing support given, action points and impact.</p> <p>Pupil perception will show pupils self-regulating better and feeling settled / secure.</p> <p>Monitoring of pupils' work is showing an appropriate level of challenge and accessibility for disadvantaged pupils across the curriculum.</p>	<p>SENDCO / Pastoral lead/ DHT/ HT</p>	<p>End of Autumn Term 1</p>
Total budgeted cost					<p>£67,677</p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. To improve resilience of learners by increasing the level of self-regulation for learners and increasing enrichment experiences	<p>Pastoral Lead to work with children on a 1:1 basis or within small groups on a needs basis.</p> <p>Teachers explicitly refer to the school values (6 R's) within learning sequences. This approach to be supported by regular assemblies and celebrated on a weekly basis.</p> <p>Carry out weekly class assemblies to discuss inspirational people (chosen by class teachers/children)</p> <p>Introduce Seeds to Citizenship to promote cultural capital for all pupils.</p> <p>Specialist music teacher to teach all classes across the school to promote cultural capital.</p>	<p>The OFSTED framework requires a broad and balanced curriculum to inspire pupils to learn.</p> <p>Education Endowment Fund: Emphasizing the school values encourages meta-cognitive talk, and enhances pupils own self-regulation and ability to plan, monitor, evaluate and make changes to their own learning behaviours.</p> <p>The DfE have allocated £25 million to ensure the teaching of music is non-negotiable as they state, 'It has also been proven that music plays a key role in brain development. This is because it helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills. Music education is not just an 'optional extra' or something just for after school or at weekends. Music is at the heart of a school and its wider community. It is part of the National Curriculum from the age of 5 to 14, and it should be taught in a carefully planned, sequenced way just like maths, English or science.'</p>	<p>Intervention by Pastoral lead will decrease overtime.</p> <p>Pupil perception will show pupils resilience / attitude to learning / ability to articulate and display the school values improving.</p> <p>Assembly / celebration records will show an increased focus upon school values.</p> <p>Curriculum planning will show that visitors and visits are planned to complement learning sequences and build engagement / interest / vocabulary/ cultural capital.</p>	Teachers / Pastoral lead/ Subject Leader / EVC	Termly
E. To ensure that attendance of disadvantaged pupils meets or exceeds national expectations for non-disadvantaged pupils.	Pastoral lead to monitor attendance on a weekly basis, hold meetings with SLT and proactively engage with families of targeted pupils to offer support to improve attendance. Embed new attendance protocol.	<p>Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months per year.</p>	<p>Attendance for disadvantaged pupils will improve and the gap between current disadvantaged and the national non-disadvantaged will close.</p> <p>Number of disadvantaged pupils attending before school provision increases.</p>	Pastoral lead.	Termly

	<p>Pastoral lead to work alongside Educational Welfare Officer to address difficult cases in line with school attendance policy.</p> <p>To raise parental awareness of attendance through termly, personalised RAG rated attendance sheets and inclusion of individual attendance on termly reports.</p> <p>Continue to celebrate attendance through termly certificates / celebration.</p> <p>Increase the number of disadvantaged attending before school provision to encourage and promote better attendance.</p>	<p>Breakfast clubs improve attendance and punctuality. A 2016 survey (by Magic Breakfast) of school leaders found that 89% reported that their breakfast provision had led to improved levels of attendance at school.</p> <p>According to EEF's teaching and learning toolkit, parental engagement shows moderate impact for very little cost based on extensive research.</p>			
<p>F. To ensure that pupils have the opportunity to complete homework and additional reading.</p>	<p>To create additional structured times before school for children to read, learn times tables and complete homework. E.g. through laptops to access times tables rockstars / accelerated reader</p> <p>Class teachers to promote reading within the class and to ensure that pupils are sharing regular reading experiences with adults and other pupils. Create opportunities for those pupils who are not reading to read 2 times a week.</p> <p>Homework support clubs offered to pupils during lunchtimes.</p>	<p>Studies indicate that when children spend 25 minutes a day reading suitably challenging books which they successfully comprehend they make good progress.</p> <p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p>	<p>Monitor reading diaries.</p> <p>Monitor accelerated reader – engaged reading time.</p> <p>Monitor times tables rockstars.</p> <p>Monitor frequency and quality of homework completed.</p>	<p>Reading Advocate / Class Teachers / Support staff</p>	<p>End of Autumn Term 1</p>

	Revised family homework to be introduced in which families carry out 1 piece of homework per week based around the 'R' of the half term.				
G. To expose children to different experiences to develop confidence, self-esteem and increase aspirations to help improve cultural capital.	<p>Pupils in KS2 to take part in 13 Fitness P.E sessions to promote a healthy lifestyle.</p> <p>To offer music sessions across year groups led by a music specialist.</p>	<p>The OFSTED framework requires a broad and balanced curriculum to inspire pupils to learn.</p> <p>It is important to give children the opportunity to be successful outside core subjects in order to increase confidence, self- esteem and independence.</p> <p>Rosenshine's research (Principles of Instruction) found that when pupils achieve a high success rate, they make more progress. To ensure this in class a teacher must ensure the pitch and challenge is appropriate. The research found the optimal success rate to be 80%.</p>	<p>Pupil perceptions</p> <p>Observations drop in, learning walks.</p> <p>Attainment in music will improve.</p>	<p>Music specialist/ "art" specialist/ "PE" specialist</p>	<p>End of Autumn Term 1</p>
H. To ensure pupils have everything they need in readiness to engage with the school day.	<p>Continue to promote a 'stamp book/ stamp' system for disadvantaged families containing vouchers for uniform, water bottle, school trips, PTA events etc.</p> <p>Continue to promote SWERL approach at lunchtimes to prepare children for being ready to access afternoon learning. Additional training for MDSAs on new behaviour policy to promote positive relationships with pupils.</p>	<p>It is important to engage with families and offer support where possible to foster positive home to school relations.</p> <p>It is important pupils have all necessary equipment they need to engage with the school day. This could also lead to improved attendance.</p> <p>Research (and common sense) tells us that families and parents are critics to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. Parental involvement positively affects children's academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education</p>	<p>Increase in attendance of disadvantaged pupils.</p> <p>Increase of disadvantaged pupils attending trips and other events.</p> <p>Increased number of pupils in school with all equipment that they need for the school day e.g. uniform, water bottle etc.</p>	<p>PPG lead</p>	<p>End of Autumn Term 1</p>
Total budgeted cost					£46,179