



The Bishops' C of E Learning Academy Pupil premium strategy statement for 2018-2019

What is the purpose of the Pupil Premium?

The Pupil Premium is a grant that schools receive from central government which is to be used for the purpose of improving the achievement and life chances of disadvantaged pupils. We know from national data that this group of pupils underachieves at every stage from 5 to 16 years when compared with other pupils. This document describes the **impact** that our pupil premium-funded strategies are having. It shows how we use the money to help disadvantaged pupils fulfil their potential and do *at least* as well as their non-disadvantaged peers with similar starting points.

Summary information					
Name of Academy	The Bishops' C.E Learning Academy				
Academic Year	2018-19	Total PP budget	£90060	Date of most recent PP Review	Sept 2018
Total number of pupils	348	Number of pupils eligible for PP	66 (18.96%)	Date for next internal review of this strategy	Jan 2019
Current achievement (based on Summer 2018 results)					
Key Stage 2	<i>Pupils eligible for PP (your school)</i>		<i>Other pupils (your school)</i>		<i>Other pupils (Local Authority)</i>
% attaining ARE or higher in reading, writing and maths combined	66.7%		54.2%		67.2%
% making expected progress or better in reading	100%		83.3%		80%
% making expected progress or better in writing	100%		66.7%		82.2%
% making expected progress or better in maths	66.7%		66.7%		77.5%
Key Stage 1	<i>Pupils eligible for PP (your school)</i>		<i>Other pupils (your school)</i>		<i>Other pupils (national)</i>
% passing Y1 phonics	56.3%		89.5%		81%
% attaining ARE or higher in reading	25%		63.3%		Awaiting report
% attaining ARE or higher in writing	25%		53.1%		Awaiting report
% attaining ARE or higher in maths	25%		55.1%		Awaiting report
Early Years	<i>Pupils eligible for PP (your school)</i>		<i>Other pupils (your school)</i>		<i>Other pupils (national)</i>

% achieving Good Level of Development or higher	50%	83.7%	Awaiting report
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What was the impact of our PPG- funded strategies and interventions in 2017-18?

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
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Part one – review of spending for the previous academic year

<p>We need to improve disadvantaged pupils' attainment in reading.</p>	<p>Use of 1:1 and small group work as part of our Read, Write, Inc. provision across EYFS and KS1, and a small group of KS2 children, together with regular RWI assessment and phonics screening practice. New staff will receive two-day RWI Training and regular masterclasses will keep all staff up to date and competent in delivery.</p> <p>We are improving reading resources and approaches across the whole school so that PPG children are able to develop higher order reading skills.</p>	<p>50% of Reception children reaching GLD. 56% of Y1 pupils met the phonics screening threshold. Drop in KS1 reading results. KS2 results rose from 57% to 62% this year for pupils eligible for PP.</p> <p>A broad range of new material has been purchased throughout the year, pupils are enjoying the new selection.</p>	<p>Phonics intervention has made a positive difference to outcomes. For year 2018-2019 the RWI leader will be running small intervention groups. Reviewing guided reading to ensure teaching and learning is specifically related to skills such as comprehension and inference and deduction.</p>	<p>£6000</p>
<p>We need to improve our ICT provision for pupils and technology to support teachers in their teaching and assessment.</p>	<p>Provide additional ICT resources to enhance the curriculum.</p> <p>Teachers will receive training in use of new curriculum resources such as Chrome Books, and in assessment software, Tapestry and Target Tracker.</p>	<p>Use of chrome books is embedded within the IT curriculum and some classes are regularly using them in other subjects. Online resources such as Times Tables Rockstars and Get Spelling provides teachers and pupils with a greater resource bank.</p>	<p>Masterclasses are needed during which teachers can share how they make the best use of chrome books. With arrival of new staff we need to ensure that all are confident and competent with use of IT resources and the online material. This will happen through training in staff meetings.</p>	<p>£12000</p>

<p>We need to improve progress in our pupils' writing across the school.</p>	<p>We are developing a more consistent approach to the teaching of Writing. We will be providing high quality CPD for staff to improve teaching and learning. This will involve visiting other schools to look at best practice and targeted training and master classes.</p> <p>Action research project to study the effect on learners of having the motivation of contributing to a quality published book.</p>	<p>Consistent approach has been embedded. The approach to writing has impacted positively on KS2 results. Data shows that 86% of pupils eligible for pupil premium in Year 6 achieved the expectation. Published book was celebrated by all stakeholders.</p>	<p>Review the teaching sequence for KS1 and how we can make the writing structure more engaging for the younger children. This could be through the use of different texts etc. to encourage a greater quantity and quality of writing.</p>	<p>£3000</p>
<p>We need to improve the arithmetic skills of our pupils.</p>	<p>Maths Coordinator is introducing a daily practice on tables and calculation skills. Will also be leading training and will be part of the regional Maths Hub with alongside another colleague.</p>	<p>The Regional Maths Hub Mastery Specialist worked closely with the Maths Coordinator to support her in improving arithmetic skills for pupils. The Mastery Specialist visited the school to conduct book looks and learning walks with the Maths Coordinator and then supported her to deliver staff training on varied fluency, with the aim to improve the quality of questioning in maths lessons (incremental questioning) and daily arithmetic practice e.g. 'Rapid Recall'.</p> <p>Evidence shows that 66.7% of pupils eligible for pupil premium in Year 6 achieved the expectation and 20% of pupils eligible for pupil premium in Year 2 achieved their age-related expectation.</p>	<p>The Maths coordinator will continue to monitor opportunities for varied fluency in all areas of the school through regular book looks and learning walks. She will feedback to staff and provide training during staff meetings and INSET days to ensure that the new approach continues to be adopted and is consistent; enabling fluency in number to continue to improve in all Key Stages and have a positive impact on attainment.</p> <p>We need to focus on pupils eligible for pupil premium in KS1 to raise the percentage of those pupils who achieve age-related expectations in Year 2.</p>	<p>£3000</p>

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
<p>We need to improve disadvantaged pupils' social and emotional wellbeing as this is a barrier to academic progress.</p>	<p>We are spending money on a Pastoral Support Worker supporting families of PPG children ensuring they are accessing appropriate support.</p> <p>We are also spending on the services of a play therapist to support a number of children with their emotional well-being.</p> <p>In addition to this we will provide a Nurture Breakfast Club and a Nurture Lunch Club.</p>	<p>Pastoral support worker has worked with numerous children and parents/carers supporting and providing direction to other agencies that could support families.</p> <p>Play therapy sessions have taken place for a large number of children. The impact of this will be long term and at present is not quantifiable, other than to say those children taking part now have opportunity for reflection, discussion as required and support with emotional well-being.</p> <p>Support with breakfast club for a number of PP eligible children ensured they were able to make a successful start to the school day.</p>	<p>Continue to support pupils and parents/carers via support worker, play therapy sessions and breakfast club. Relationships must continue to expand and day-to-day interactions must be positive and meaningful.</p>	<p>£6000</p>
<p>We need to diminish the difference between PPG pupils and their peers in Key Stage 2 and in particular in the present Year 3 cohort.</p>	<p>We are providing an additional teacher to support targeted intervention.</p>	<p>The difference between pp eligible children and all children in Year 6 for achieving the required standard in Reading, Writing and Maths is less than one percent.</p>	<p>The effects of having teacher-led Year 6 intervention were very positive. All PP children achieved expectations in reading and writing and were in line with their peers in maths. Building self-esteem and positive relationships were a large part of the success. Children felt empowered to make their own choices, e.g. what they felt their gaps in learning were, along careful use of data analysis by the class teacher/intervention worker.</p>	<p>£12000</p>
<p>Ensuring children with any speech and language barriers are targeted as soon as possible.</p>	<p>Hiring of an on-site Speech and Language specialist to assess any child with language difficulties and providing support throughout their time at The Bishops'.</p> <p>Talk Boost and Phonological Awareness interventions to ensure any language gaps are shortened as early as possible for all pupils.</p>	<p>Children with speech and language barriers are continuing to work on their specific targets set by our Speech and Language Therapist.</p> <p>Phonological awareness interventions took place which highlighted specific needs. Unfortunately, Talk Boost could not be implemented.</p>	<p>Ongoing, regular classroom led intervention ensures consistent approach to speech and language support.</p> <p>Group interventions will take place in KS2.</p>	<p>£6000</p>

<p>We need to continue to encourage PPG children to access extra-curricular activities.</p>	<p>Additional support during lunchtimes, playtimes and before school, and adult support for vulnerable children during clubs. We are spending on this extra provision during these times.</p> <p>We also provide a free before school provision for PPG pupils so that their families can have a safe place to leave their children if they need to go to work.</p>	<p>Vulnerable children have been well supported and able to have successful playtimes and calm return to classes.</p> <p>Families have had access to early morning provision.</p>	<p>Support will still be implemented at lunchtimes, but this will now be within the lunch hall and in play spaces used by all children to provide inclusive support.</p>	<p>£3000</p>
<p>We need to improve the progress made by PPG children with SEN.</p>	<p>Bespoke provision for individuals and groups of children with specific needs, relating to targets on their Support Plans. Care Plans to be followed.</p>	<p>This is the first year we can look back and track children using Target Tracker. We are now monitoring these children as a separate group and expect Support Plans to make a difference to academic progress. We run a number of in house intervention programs for children with SEN, devised according to need, and maintain an emphasis on inclusion and intervention. Support Plans are reviewed regularly.</p>	<p>It is important to note that not all SEN progress is academic. We will continue to support our children socially and emotionally.</p> <p>We are being more flexible with adult provision in order to encourage independence, whilst still supporting individuals.</p>	<p>£10000</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>Attendance will be in line with national percentages.</p>	<p>Attendance will be monitored weekly. Good rates of attendance will be celebrated. Systems of monitoring and recording attendance will be updated.</p>	<p>Monitoring and recording systems have developed over the year. Regular reminders and some celebrations re attendance have taken place.</p>	<p>Attendance Lead is reviewing incentives and how we can engage all parents/carers to support our drive for improved attendance rates. Planned for individual, class and whole school celebration of good attendance.</p>	

Improved level of parental engagement.	We are holding RWI and Maths meetings for parents so they can see how to support their children at home. We will also be encouraging parents to hear readers and help out on school trips to involve them in the broader life of the school. All teachers hold half-termly learning cafes and a meet the teacher session at the beginning of the year.	Parent comments and questionnaires reveal that there are good relationships between school and parents/carers. There have been numerous opportunities for parents to support on trips, and for them to come in to school and see the learning which has taken place. Teachers have presented meet the teacher information for the following academic year, and are always on hand at the start and end of the day for brief discussions, or make appointments when a longer discussion is needed.	Continue to involve parents/carers as much as possible in school life.	£1500
We need to improve the first hand experiences of children.	<p>We are allocating resources to provide high curriculum enrichment, including a trip to London so that the children have a wide variety of experiences to draw upon to improve their learning, self- esteem and confidence. These also provide opportunities for the children to see the wider world beyond their immediate community.</p> <p>We are providing access to adventure education activities, such as Lake Learning at Trenance.</p>	<p>Some new events have taken place, such as the Year 2 camp, Year 3 and Year 4 visit to the Royal Cornwall Show and Year 5 took part in the London trip, with Year 6 going to an activity camp.</p> <p>Some Year 6 pupils took part in the Learning Lake and gained in skills and confidence through this, whilst meeting new friends and leaders from the local community.</p>	Continue to develop our provision to improve the first hand experiences of children, through theatre trips etc.	£4000

Part two – strategy for the current academic year

What are the barriers to future attainment for pupils eligible for PP, including those who are academically more able?

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

A.	Poor early oral language skills which can slow progress in reading and writing in subsequent years.
B.	SEND provision needs to enable disadvantaged learners to achieve outcomes that compare favourably with others.
C.	KS1 provision needs to enable disadvantaged learners to achieve outcomes that compare favourably with others.

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

D.	Attendance (94.9% for pupils eligible for pupil premium last year). Attendance was particularly low in Year 2.
E.	Low levels of social and emotional well-being.
F.	Limited first hand experiences impacting on aspirations.

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	At the end of the EYFS, disadvantaged pupils' language skills will be at least in line with all pupils.	<ul style="list-style-type: none"> • Early initial screenings by Speech and Language therapist of disadvantaged pupils will ensure personalised language programmes are put in place. • Half termly reviews monitor progress of pupils' Speech and Language progress. • Data will show an increase in the % of children reaching the ELG for Communication and Language.
B.	Greater progress will be made by disadvantaged children with special needs.	<ul style="list-style-type: none"> • EHCPs, Care Plans and support Plans will be personalised so that all pupils are supported and challenged appropriately.
C.	At the end of Key Stage 1 the % of disadvantaged pupils working at Expected in Reading, Writing and Maths to be in line with all non-disadvantaged pupils.	<ul style="list-style-type: none"> • Half termly progress meetings and data analysis will be used to investigate progress. • Gaps analysis will be used to inform teacher planning. • Data will show disadvantaged children will be working towards age related expectations.

D.	Attendance rates will improve to 97% in line with the whole-school target.	<ul style="list-style-type: none"> • The percentage of absences will decline. • Attendance rates will be at least in line with national rates.
E.	All pupils at The Bishops' feel confident at school and proud of their achievements.	<ul style="list-style-type: none"> • EYFS data will show good progress in Personal, Social and Emotional areas of learning. • Use of the Head Start online tool will identify children with low PSED and target activities will help to support their wellbeing. • Pupil voice will show pride and confidence. • Pastoral, safeguarding and behavioural incidents will be monitored closely by the SENCO and SLT.
F.	Disadvantaged children will continue to access school trips and extra-curricular activities.	<ul style="list-style-type: none"> • A broad range of clubs are positively weighted to allow attendance of all disadvantaged pupils. • The range and frequency of trips are monitored.

What strategies and interventions are we putting in place to address the barriers to future attainment identified above?

The three headings below show how we 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?
We need to ensure that children with early oral speech and language barriers are targeted as soon as possible.	<p>Hiring of an on-site Speech and Language specialist to assess any child with language difficulties and to provide ongoing support to parents and teachers.</p> <p>Small group and one-to-one interventions will take place within the classroom.</p> <p>Consistent approach by all staff in modelling language and providing opportunities for speaking and listening.</p>	<p>EYFS baseline data continues to show that children are entering school with poor language skills.</p> <p>Ongoing, regular classroom led intervention ensures consistent approach to speech and language support.</p>	<p>All language screenings are completed by a fully qualified S&L therapist.</p> <p>Half termly review of interventions and pupil progress. Provision will be personalised based on the outcome of pupil progress review meetings.</p>	<p>Speech and Language Therapist/ SENCO</p> <p>Class Teachers</p> <p>Senior Leadership Team (SLT)</p>	Week beg 28 th January
We need to diminish the gap between disadvantaged pupils and their peers in early KS2.	<p>Teaching needs to be precise, supported by data and gaps analysis.</p> <p>We have updated our marking policy which aims to be more clear and concise.</p> <p>Attendance will also be monitored. The attendance percentages of Y2 disadvantaged children, in the academic year 2017-18, were low.</p>	<p>The Sutton Trust says that leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. * This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. It also says that teachers should engage with the data themselves: they input, analyse and use it to underpin their teaching. More successful schools have a consistent marking scheme which recognises pupils' achievements and sets out the next steps in their learning. Pupils are given time to review their feedback.</p>	<p>Half termly review of interventions and pupil progress. Provision will be personalised based on the outcome of pupil progress review meetings.</p>	SLT/ Attendance Lead	Week beg 28 th January
We need to improve disadvantaged pupils' attainment in reading, with a particular focus in KS1.	<p>Daily speed sounds and focussed phonics interventions will take place within the classroom and the RWI Leader will run small intervention groups.</p> <p>We are asking parents to help us</p>	<p>This target forms part of our Academy improvement plan (AIP).</p> <p>The RWI Leader reported that phonics interventions made a positive difference to outcomes during the academic year 2017-18.</p>	<p>SLT to monitor this whole school priority through learning walks, data analysis, book scrutiny and pupil voice. CPD opportunities for early reading and phonics to be led</p>	<p>RWI Lead</p> <p>Literacy Lead</p> <p>SLT</p>	Week beg 28 th January

	<p>celebrate children's reading achievements through ClassDojo, e.g. helping their child to upload reading selfies.</p> <p>Guided reading forms part of the whole-school timetable and will relate to skills such as comprehension, inference and deduction.</p> <p>We are promoting reading in our after school clubs by offering a reading and story club and creating inviting reading areas in each classroom.</p>		<p>by the RWI Lead. *Children that are taking their phonics screening will need to be closely monitored.</p> <p>The Literacy Lead will continue to monitor reading through learning walks. She will feedback to staff and provide training during staff meetings and INSET days to ensure that new approaches continue to be adopted and are consistent.</p>		
<p>We need to improve disadvantaged pupils' attainment in writing, with a particular focus in KS1.</p>	<p>Handwriting is promoted in each classroom. Each child will have their work displayed. In the EYFS, correct pencil grip will be promoted and monitored through the use of progress charts. Daily phonics/handwriting and spelling lessons have been introduced to the whole-school timetable. Spellings will continue to form part of the homework policy and will be tested in school.</p> <p>High-quality pieces of writing from each class will be displayed.</p> <p>We will continue to use the Talk for Writing approach developed by Pie Corbett.</p>	<p>The display will model the standards expected in handwriting. It will be cross curricular and will show the progress made by each child.</p> <p>Children will be proud to see their work is valued.</p> <p>Talk for Writing is powerful because it is based on the principles of how children learn. It enables them to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.</p>	<p>SLT to monitor through book looks and regular learning walks. Teachers to share good practice.</p>	<p>Class teachers/ Literacy Lead/SLT</p>	<p>Week beg 28th January</p>
<p>We need to improve disadvantaged pupils' attainment in maths, with a particular focus in KS1.</p>	<p>We aim to improve the quality of questioning in maths lessons (incremental questioning) and will introduce daily arithmetic practice e.g. 'Rapid Recall'.</p> <p>We have spent money on a new practical maths scheme - maths of the day. It supports gaps in maths learning for children who have sensory processing disorders and poor working memories and recording skills.</p>	<p>These were the recommendations of the Regional Maths Hub Mastery Specialist who worked closely with the Maths Lead to support her in improving arithmetic skills for pupils.</p> <p>Evidence shows that 66.7% of pupils eligible for pupil premium in Year 6 achieved the expectation and 20% of pupils eligible for pupil premium in Year 2 achieved their age-related expectation.</p>	<p>The Maths Lead will continue to monitor opportunities for varied fluency through regular book looks and learning walks. She will feedback to staff and provide training during staff meetings and INSET days to ensure that the new approach continues to be adopted and is consistent.</p>	<p>Maths Lead/SLT</p>	<p>Week beg 28th January</p>

<p>We need to improve disadvantaged pupils' social and emotional well-being as this is a barrier to academic progress.</p>	<p>We employ a Pastoral Support Worker who provides support for our disadvantaged families and ensures they are accessing appropriate services.</p> <p>Two TAs and a Class Teacher are attending the Kernow HeadStart Practitioner Training.</p> <p>We use the services of a Play Therapist to support a number of children with their emotional well-being.</p> <p>ClassDojo will create a positive culture where teachers will encourage and value hard work, following the school rules, etc. It will also give pupils a voice and will allow them to showcase and share their learning by adding photos and videos.</p> <p>We will relaunch our Growth Mindset culture.</p>	<p>Children will know that making mistakes is part of the learning process. EYFS will continue to use the Learning Superheroes.</p>	<p>Our Pastoral Support Worker works closely with teachers and SLT to ensure that children and families who need support are signposted and helped. SLT and SENCO have regular meetings with Pastoral Support Worker to monitor and review impact.</p> <p>The play therapist reports half termly to the SENCO.</p> <p>Positive pupil voice and the engagement of parents with the ClassDojo.</p>		<p>Week beg 28th January</p>
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Total budgeted cost

£66060

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>We need to improve the progress made by disadvantaged children with SEN.</p>	<p>Individual Support Plans will ensure bespoke provision for individuals and groups of children with specific needs.</p> <p>We have introduced a new pupil filter on Target Tracker to track the progress of disadvantaged children with SEN.</p>	<p>In Years 1-6 (2017-18) there were 10 children in this group. 20% of children made the expected number of 6+ steps progress in reading, 10% in writing and 30% in mathematics. This year we have 12 children in this vulnerable group of children. The Bishops' will have an ethos of high attainment for all pupils. A report for the DfE suggests that more successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.</p>	<p>The SENCO will support teachers with provision and best practice. Half-termly progress reviews will focus on attainment and progress and look at the impact of classroom interventions.</p>	<p>SLT/SENCO</p>	<p>Week beg 28th January</p>

<p>We must continue to encourage disadvantaged children to access extra-curricular activities.</p>	<p>We provide additional support during lunchtimes, playtimes and before school, and additional adult support for vulnerable children during clubs. We are spending on this extra provision.</p> <p>We also provide a free before school provision for disadvantaged pupils so that their families can have a safe place to leave their children if they need to go to work.</p> <p>We hope to set up a second hand uniform shop.</p>	<p>We have used this approach successfully in previous years and know that vulnerable pupils cope better in a nurturing environment. We have a number of disadvantaged children with SEN who require adult support in order to access the same opportunities as their peers.</p> <p>We hope to reduce the barrier to working for parents and carers.</p> <p>The Sutton Trust explains that the 'hidden costs' of education such as uniforms and travel expenses are an increasing concern for parents.</p>	<p>Regular monitoring of lunch and play breaks will show that disadvantaged children are experiencing calm, settled and constructive play experiences.</p> <p>Attendance at the Early Birds club and after school clubs will be monitored to ensure they are being utilised by disadvantaged pupils.</p>	<p>PP Lead/ SLT</p>	<p>Week beg 28th January</p>
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Total budgeted cost £16000

iv. 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?
<p>Attendance will be at least in line with national percentages.</p>	<p>As a school we monitor and react to low attendance rates using strategies that aim to build relationships and a sense of belonging. We recognise the need to address the reasons for low attendance, either medical or emotional, and are trialling a mentoring system.</p> <p>Whole-school, class and individual incentives have been introduced by the attendance lead.</p> <p>The curriculum will continue to inspire and engage children with relevant and interesting topics.</p>	<p>Pupils have to be in school before they can access learning. We want children to feel valued and that they are part of the Bishops' community.</p>	<p>A quick response to absences and offer Pastoral Support to families where needed.</p>	<p>Attendance Lead/SLT/ Pastoral Support Worker</p>	<p>Week beg 28th January</p>
<p>We will continue to improve our level of parental engagement.</p>	<p>We have introduced ClassDojo as another platform for communication. We hope to connect teachers, pupils and parents and create amazing classroom communities. Parents will be engaged by sharing photos and videos of wonderful classroom moments. The EYFS will continue to use Tapestry as a form of</p>	<p>Parental involvement is consistently associated with pupils' success at school. According to The Sutton Trust, it can lead to a further three months progress.</p>	<p>All parents and carers will feel valued and will know that they are an important parent of the education process.</p> <p>Parent questionnaires and feedback will be monitored.</p>	<p>Class teachers/ Subject Leads/SLT</p>	<p>Week beg 28th January</p>

	<p>assessment and to share learning with parents.</p> <p>We will continue to have expectations afternoon for each year group, learning cafes, RWI/Maths/Tapestry workshops, parents/carer craft days, invite parents to be part of the Bishops' Friends (PTA) and to be part of community/whole-school events.</p> <p>In addition, we will be seeking parents' advice on what support they might require/need from school and request feedback through parent questionnaires.</p>		<p>We will strive for a 100% attendance at parent meetings.</p> <p>Parents' engagement with Tapestry and ClassDojo will be evident.</p>		
We will continue to improve the first-hand experiences of children.	We are continuing to allocate resources to provide high curriculum enrichment, including Y2, Y5 and Y6 residential visits.	<p>Children will have a wide variety of experiences to draw upon to improve their learning, self-esteem and confidence, and will be provided with opportunities to see the wider world beyond their immediate community.</p> <p>Research has shown that such first-hand experiences have had a significant impact on children and particularly those who live in high levels of deprivation.</p>	Pupil conferencing and monitoring to investigate whether providing these experiences improves outcomes and aspirations of disadvantaged pupils.	SLT/ Class Teachers	Week beg 28 th January
Total budgeted cost					£8000

Additional detail

* See Sutton Trust (2011) and Social Mobility Commission (2014b)