

## Pupil premium strategy statement

1. Summary information					
School	Bugle Primary				
Academic Year	2020/2021	Total PP budget	£91,425	Date of most recent PP Review	July 2020
Total number of pupils	203	Number of pupils eligible for PP	56	Date for next internal review of this strategy	Before Oct half term 2020

2. Current attainment – data is taken from 2019 KS2 SATs see below rationale. Data is used as a starting point for next steps.		
<p><b>Accountability expectations</b></p> <p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at <a href="#">coronavirus (COVID-19): school and college accountability</a>.</p>	<p><i>% Y6 pupils eligible for PP (13/28 pupils) SATs data:</i></p>	<p><i>All pupils</i></p>
<b>% achieving ARE in reading, writing and maths</b>	<b>31% (54% non disadvantaged)</b>	42%
<b>Attainment for PP children in reading</b>	<b>31% (non-disadvantaged 54%)</b>	42%
<b>Attainment for PP children in writing</b>	<b>46% (non-disadvantaged 77%)</b>	62%
<b>Attainment for PP children in maths</b>	<b>46% (non-disadvantaged 77%)</b>	62%

**Four-year trend for disadvantaged pupils. Cohort size in brackets.**

Subject	2016 (9)	2017 (12)	2018 (9)	2019 (31)	2020
Reading	44%	58%	33%	31%	COVID-19
Writing	22%	50%	66%	46%	COVID-19
Maths	33%	33%	33%	46%	COVID-19
<b>RWM combined</b>			33%	31%	COVID-19

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

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

A	Historically a significant number of children enter EYFS with below age-related expectations in the key areas of listening and attention, reading, writing, maths and knowledge of the world. An increasing % of pupils who enter the school have English as an additional Language or have poor language development, vocabulary or speech and language issues. We feel this cohort will need additional support to be at ARE by the end of the year. To be updated with baseline data, Autumn 2020.
B	Children's knowledge of and application of newly learnt vocabulary hinders their ability to make progress in Reading, writing and spoken English.
C	Due to school closure from March 20th 2020 children have missed a significant amount of schooling. The gap between pupil premium and non-pupil premium children is expected to have widened (median estimation 36%, EEF).
D	Children's aspirations and opportunities to access experiences which give them the cultural capital to succeed are low. The schools new curriculum will put childhood experiences at the center of it.

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

E	The number of pupils who have EAL has risen. The Parents Literacy and Spoken English language skills are poor leading to limited home support and an inability for the school to communicate expectations on home learning and attendance.
F	Children in receipt of pupil premium have below national and school attendance figures. During the last academic year, 2019-2020, PP pupils' attendance was 91.9% with persistent absence rates twice the national average 22.9% (Non-PP pupils were 95.6% and persistent absence rates 12.2%) (attendance up until February half term before Covid-19).

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
<b>A.</b>	<p>All areas of the EYFS curriculum to be assessed as at or above national averages. This will be measured via termly data drops which will be professionally challenged by the senior leadership team, with particular focus on vulnerable groups including PP and SEN. Assessments are assessed against the early learning goals and input into Tapestry. The School be an Early Adopter of the Reception Baseline assessment.</p> <p>The School will continue to develop its use of the NELI program to help support the development of the pupils oral language skills (EEF +4 months).</p> <p>Increase in the percentage of PP pupils engaging with home learning support through activities such as phonics cards, number cards and early reading opportunities.</p> <p>Increased number of pupils leaving the Reception Year reaching the Green/purple groups.</p>	<p>Improved GLD outcomes.</p> <p>Children entering our Reception from our Nursery are higher than the previous year.</p> <p>Children's gaps identified from the start of the year have been closed, with accelerated progress, with the majority of children being at ARE or better by the end of the year.</p>
<b>B.</b>	<p>Pupils knowledge, recall and application of newly learnt vocabulary will improve. The use of knowledge organisers with specific knowledge and vocabulary will be shared with parents stimulating discussion, inquisition and a desire to learn more, together. Children's ability to infer meaning and make sense of more challenging texts will improve leading to a significant rise in the number of PP children achieving the expected standard in Reading, both at KS1 and KS2.</p> <p>Children with EAL will have a greater understanding of the spoken English language and will know, understand and be able to say more.</p>	<p>Standards in reading and writing will improve with the number of pupils in EYFS, KS1 and KS2 achieving the national benchmarks in Reading (Speaking and listening EYFS) and writing.</p> <p>Children's spoken vocabulary improves. Through Pupil Conferencing, book looks and Hub Monitoring, children are applying newly learnt vocabulary successfully. As a result the standards of written work and curriculum knowledge will improve.</p>
<b>C.</b>	<p>Accelerated progress will have been made through the following strategies, which has been informed by the EEF Covid-19 response documentation: Gaps in learning and children's starting points will be quickly identified and all planning will be derived from this. Children with significant gaps will be quickly identified and learning will be tailored to enable them to make accelerated progress through high-quality first-wave teaching. Transition and planning meetings with previous teachers and core subject leads have been held to identify missed content as well as making accelerated progress for catch up. (+4 months progress EEF toolkit) Pre-teach sessions will have been timetabled weekly for children to work in small focused groups to aid them in entering the lesson at a similar entry point as their peers. Small group tuition sessions will have been used to</p>	<p>Accelerated progress made from start of year to close the gap in children's learning so that the majority of children are working at or above age-related expectations. This will be evidenced in book looks and learning walks.</p> <p>Children will be independent learners who will feel that they are 'in charge' of their learning and are proactive in challenging themselves to aim high. Children will have the necessary</p>

	<p>work through misconceptions/errors from day's learning (+4 months progress EEF toolkit).</p> <p>Staff and pupils recognise the importance of pupils receiving high quality, timely feedback in order to improve. This usually comes in the form of next steps. The majority of feedback will be verbal and at the point of learning as this is proven to be most effective (EEF Toolkit + 8 months progress). Staff also use AfL during teaching to ensure pupils access the learning at a developmentally appropriate level.</p>	<p>tools and strategies to complete work independently, even when stuck. This will be evidenced through pupil conferencing.</p> <p>Consistent, high-quality teaching approach across the school.</p>
<b>D.</b>	<p>The school needs the community and their families to better support their children's education. The school needs to find effective ways of supporting the parents knowledge and skills in reading, writing and maths to allow them to better support their children.</p> <p>Attendance at school run training sessions will be engaged with by most parents. The ability to run the sessions remotely and online or to record the sessions will give parents access to the materials repeatedly.</p> <p>Improved outcomes for the home learning set to support children in closing the gaps that have developed during the lockdown period.</p> <p>Improved communication between the parents and the school on what their needs are and how the school can support. An emphasis on the requirements for them to attend the parents meetings, IEP reviews and any meetings that will support the progress of their child.</p> <p>To find ways of engaging the EAL community to that parent literacy skills improve and thus allowing us to communicate better on their child's progress. The use of a Romanian Speaking volunteer, who will help to translate and transmit key messages to the Romanian community.</p>	<p>Feedback from the end of year parental questionnaires will indicate that they feel that staff are approachable and that parents feel that they are well supported by school. •</p> <p>Attendance at parents evening to be 95%+ of our parents.</p> <p>Online workshops to be attended by at least 50% of PP parents.</p> <p>Parent Support worker has a full case load and is able to support at least 50% of PP parents.</p> <p>Engagement from the EAL community increases with at least 50% of them attending online courses.</p>
<b>E.</b>	<p>The attendance of pupils who receive PP funding will improve and pupil and parental aspirations will improve to positively influence pupils learning skills. Workshops and sessions will be put on by class teachers to support: Development of reading, mathematics and the use of online learning materials. The school will also provide parents with healthy cooking lesson, dance lessons for the whole family and opportunities to engage in forest school sessions.</p> <p>Our attendance officer monitors attendance daily and calls parents for reasons of absence. The attendance officer also presents concerns at welfare meetings. Parents of children whose attendance is between 92% and 96% will receive a weekly text to remind them about their attendance. Parents whose children's attendance is between</p>	<p>Attendance for the year to be above 95% for all children and for the PPG above 96%.</p>

<p>88% and 92% will be invited in to meet with a member of the welfare team to discuss how they can improve their children's attendance. Parents whose children's attendance is below 88% will received correspondence from our Education Welfare Officer and this could lead to prosecution. Class teachers have responsibility for discussing with and supporting parents to reduce persistent absences through building positive relationships.</p> <p>The vast majority of pupils will want to attend school due to the positive relationships with staff and the inspiring curriculum. Where there are exceptions to this, the school will use other incentives and support to support families to improve their attendance.</p>	
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<b>5. Planned Expenditure</b>					
<b>Academic Year</b>	<b>2020/21</b>				
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					
<b>i. Quality Teaching for all</b>					
<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review?</b>
All pupils access quality first teaching	Appropriate, training to improve high quality first wave teaching. For example: Talk for Writing training delivered by experts working for the DfE. Maths CPD through engagements in the Cornwall and West Devon Maths hub. RWI training for all KS1 teaching	Large body of research evidences that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils.	High quality CPD for staff. Learning walks/observations. Termly book scrutiny. Pupil progress meetings. Appraisals.	Head of School and Senior Leaders.	Reviewed during ongoing monitoring throughout the year, including pupil progress meetings.

	<p>and support staff.</p> <p>A clear CPD development model for individual staff/groups which is complimented by an incremental coaching model.</p> <p>Pre-teach to be used to ensure that pupil begin their lessons on an equal starting point to their peers.</p>				
<p>Increase in pupils' learning independence. Children to reflect on their learning and become more proactive and independent learners. All staff to receive training on the metacognition strategies to allow them to support children's independence and resilience.</p>	<p>Improving pupils cognition through having specific strategies to plan, monitor and evaluate their learning.</p> <p>Explicitly teach children metacognitive strategies.</p> <p>Teachers to plan sessions which ensure prior</p>	<p>Promoting metacognition and self regulation is a effective strategy to use to support effective learning for disadvantaged pupils.</p> <p>EEF +7 months.</p>	<p>Outcomes will be monitored through pupil voice, including child survey, and through termly pupil progress meetings between class teachers and senior leaders.</p>	<p>All staff championed by SLT.</p>	<p>Half Termly</p>

	knowledge is activated, appropriate time for independent practice is given and there is structured reflection time.				
<b>Total budgeted cost</b>					See pupil premium map

<b>ii. Targeted support</b>					
<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review?</b>
PP children to receive high quality targeted supported based on the in class ongoing diagnostic assessment. High quality feedback given in lessons to provide immediate support and intervention.	1:1, 1:2 and small group tuition  Teachers and support staff to spend time 1:1 with pupils during lessons to discuss their next steps in learning, make links to previous learning and promote independence.	Research (EEF) evidences high quality one to one support that is purposeful and focused has a high impact on raising attainment.	Staff supported in identifying appropriate interventions.  Regular feedback between adults delivering the support, class teachers and PP lead.  Regular monitoring of intervention records and impact, through discussion with teachers and TAs.  Diagnostic, formative and summative assessments will show the gap closing.	SLT Teachers and HLTAs/TAs to implement	Regular ongoing assessment of the impact of interventions. PP Lead to review the provision map. Termly Pupil Progress meetings and regular pupil conferencing.
Pupils who enter EYFS at below age related expectations, especially in language & communication are well supported to make accelerated	Small group intervention (NELI)	Research and the Preparing for Literacy report (EEF) shows a positive impact from implementing early oral language programs, especially the Nuffield Early Literacy Intervention. NELI	Experienced HLTA with historic success in delivery of NELI will regularly feedback progress to HOS and EY Lead. Data shared with all relevant parties.  English subject leader will monitor delivery of talk for	EY Lead, HOS, LT.	Assessment before intervention and at end of interventions.  Use of the ELKLAN Screening tool.

<p>progress. By the end of the year, all children to have made accelerated progress and the gap to National expectations has closed/ is closing. For those who remain below ARE, detailed plans are in place to ensure that they catch up with their peers.</p>		<p>Sutton Trust: Oral language interventions +5 months Sutton Trust: Early Years Intervention +5 months</p>	<p>writing as part of ongoing monitoring.</p>		<p>Ongoing English subject monitoring and termly reporting.</p>
<p>All PP pupils have the same opportunities to experience a wide range of activities, including outdoor learning, sport, clubs and visits.</p>	<p>PP pupils will have the opportunity to take part in enrichment activities and extra curricular activities, class trips and music tuition alongside their peers. PP children encouraged to attend specific clubs – reading, maths and music.</p> <p>Forest School intervention sessions and whole class lessons offer our</p>	<p>Opportunities for many of our PP pupils is often limited, it is our aim to provide the children with sporting, academic and art opportunities which will enable them to broaden their experiences and expose them to further opportunities for success.</p> <p>Our forest school settings will encourage pupils to take managed risks appropriate to the environment and to</p>	<p>The number of PP children attending clubs and external activities will rise, with evidence gathered on who attends.</p> <p>Teachers evaluate after enrichment activities to show impact.</p> <p>Our Forest School lead, supported by the SLT, will track the accelerated progress of these focus children in terms of</p>	<p>Class teachers, forest school lead and PP Leads.</p>	<p>Throughout the year, specifically at pupil progress meetings.</p>



	learners the opportunity to learn in a different environment, a different set of skills, which they're able to transfer in to every day practice. Forest school is led by a highly skilled practitioner (L3)	<p>themselves and will build on an individual's innate motivation, positive attitudes and/or interests.</p> <p>Sutton trust: Collaborative Learning +5 months</p> <p>Sutton Trust: Enrichment</p> <p>Forest School Principles Sutton Trust: Outdoor adventure learning +4 months</p>	attainment.		
<b>Total budgeted cost</b>					See pupil premium map

<b>iii. Other approaches</b>					
<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review?</b>
Support the parents in accessing Literacy, maths and Spoken English language skills allowing them to provide home support and access home learning.	<p>Work with Family Learning – part of Cornwall Council Adult education to help and engage parents in literacy, maths and ICT.</p> <p>Work alongside Aspire to create bespoke online sessions that are run by specialist teachers in Phonics, basic writing,</p>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	<p>Parental engagement with school will improve.</p> <p>Feedback from parents will be positive.</p>	NH – PSA, HR – Receptionist and KB Volunteer supporting.	On-going reviews throughout the year. Termly report from PSA about community engagement.

<p>To meet the emotional needs of PP pupils (which will have been exacerbated by the Covid-19 pandemic) supporting high levels of engagement with learning and a positive impact on outcomes.</p>	<p>Whole school TIS approach adopted and targeted TIS sessions.</p> <p>PSA/Behaviour support and wellbeing practitioner to target specific families who are experiencing SEMH issues.</p> <p>Whole class forest school sessions. Small group interventions providing a holistic learning and development program which could be in the form of: outdoor learning.</p>	<p>Evidence of severe detrimental impact that ACE'S have on a child's social/emotional and academic progress.</p> <p>Evidence that positive impact of having an emotionally available adult to work alongside these children can support them in fulfilling their potential. All support staff given a script to help support the deciliation of certain behaviours and explain why a yellow and red card has been issued.</p> <p>EEF Teaching and Learning toolkit identified behaviour interventions as moderate impact for moderate cost, based on extensive research +3.</p> <p>Forest school sessions aim to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners</p> <p><a href="#">Forest School Research</a></p> <p><a href="#">Forest School Principles – Principle 3</a></p> <p>Sutton Trust: Outdoor adventure learning +4</p>	<p>Ensure all pupils needing emotional support are identified.</p> <p>Seek feedback from pupils, parents and staff to gauge impact.</p> <p>TIS assessments/Boxhall Profile assessments will show improvements in children's emotional stability and needs.</p> <p>Regular meetings with forest school lead to identify particular pupils, the provision they receive and the impact of this.</p> <p>Seek feedback from pupils, parents and staff to gauge impact on engagement in class.</p>	<p><b>TIS</b> All staff in class.</p> <p>Targeted intervention: TIS Practitioners</p> <p><b>FS</b> FS lead</p>	<p>Mid-year, through pupil progress meetings, using termly assessments.</p>
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<b>Total budgeted cost</b>					See pupil premium map

<b>6. Review of expenditure</b>			
<b>Previous Academic Year</b>	<b>2019/20 £102,920</b>		
<b>i. Quality Teaching for all</b>			
<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
All pupils to have access to quality first teaching.	Appropriate training for all staff. Language Link and reading training for all Teaching Assistants.  Metacognition training to build learning power.	<ul style="list-style-type: none"> <li>High quality CPD in RWI, support from the Kernow English hub and the recruitment of an English specialist resulted in positive outcomes in KS1 phonics and accelerated progress.</li> <li>Staff's delivery of maths improved, with consistency of delivery improving in many areas. Continued support from the Aspire Maths Leaders and input from the SSIF project and Maths hub further helped with the consistency of delivery.</li> <li>Pupil conferencing, external monitoring and Leaders visit spoke positively about the improvements in the Early Years and pupils love of reading.</li> <li>Staffing inconsistency and change resulted in some objectives not being met.</li> </ul>	<ul style="list-style-type: none"> <li>RWI interventions had a positive impact on the progress of all pupils, with many making accelerated progress.</li> <li>Support staff require regular ongoing support with the delivery of phonics. Additional release time to be organized to support this.</li> <li>Further monitoring and support in the consistency of delivery in mathematics is needed – new maths lead in post from September 2020.</li> <li>The use of Pre-teach sessions needs to be built into every classes timetable to support the vocabulary understanding.</li> <li>Investigate the delivery of Fresh Start in upper key stage 2 to support the progress of the weaker readers.</li> </ul>
Increase in pupils' learning independence. Children to reflect on their learning and	Improving pupils cognition through having specific strategies to plan, monitor and evaluate their learning.	<ul style="list-style-type: none"> <li>All classrooms were resource-rich environments, where teachers and TAs explicitly modelled using resources so pupils could access them to develop their</li> </ul>	<ul style="list-style-type: none"> <li>Due to staff movement and the COVID-19 pandemic training was not delivered effectively.</li> <li>Strategies that have been effectively modelled in the early years can be</li> </ul>

<p>become more proactive and independent learners. All staff to implement and embed metacognition strategies to support independence and resilience.</p>	<p>Explicitly teach children metacognitive strategies.</p> <p>Teachers to plan sessions which ensure prior knowledge is activated, appropriate time for independent practice is given and there is structured reflection time.</p>	<p>independence. High levels of investment in the Early Years and Nursery ensured that strategies of independence were promoted at the earliest of stages.</p> <ul style="list-style-type: none"> <li>• Staff training in this area was not effective. Changes in leadership, resulted in trained practitioners not being available to provide CPD.</li> </ul>	<p>disseminated across the school and support and advice given.</p>
<p>Improve the oral language skills for pupils eligible for PP in KS1 and KS2. Intervention – Teaching Assistants to use ‘Language Link’ intervention program to carry out initial assessments of all PP pupils and rank them in order of need. Teaching Assistants to then carry out specific and targeted intervention based on the initial assessments.</p>	<p>Teaching Assistants to be trained to carry out assessments of pupils and target their specific needs.</p> <p>Monitored by the SENCO to ensure the impact is effective and measurable. Regular in class: book discussions, opportunities to read aloud, poetry performances. Teachers explicitly modelling and extending pupils vocabulary. Pre teaching of unfamiliar words in new texts. Visual images to support understanding. Use of VIPERS approach to target specific vocabulary based questions.</p>	<ul style="list-style-type: none"> <li>• Specific oral and reading interventions in the Early Years, KS1 and Upper KS2 lead to sustained progress.</li> <li>• English Leader used strategies taken from the Cornwall Oracy Project to implement in the Year 1 classroom – impact was limited due to the course being cut short (COVID pandemic).</li> <li>• Use of Pre-teaching in Year 5 brought about positive results.</li> </ul>	<ul style="list-style-type: none"> <li>• Further training and support required in the delivery of pre-teaching to ensure that its is consistently effective.</li> <li>• Early Language interventions in Reception yielded particularly strong results due to the high skill levels of the practitioner.</li> <li>• English Leader to continue to embed the Oracy project strategies in her own practice before deciding on the best whole school approaches.</li> <li>• Consistency of training and support is key. Some interventions were less effective due to the support provided by the class teacher.</li> </ul>
<p><b>ii. Targeted Support</b></p>			
<p>Provide targeted daily support for our disadvantaged pupils, who have been</p>	<p>TA led interventions (designed by class teacher) and informed through rigorous gap</p>	<ul style="list-style-type: none"> <li>• Phonics 1:1 sessions have lead to accelerated progress.</li> <li>• NELI intervention in reception has</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions to be overseen by a member of the Senior Leadership team and monitored weekly.</li> </ul>

<p>identified from the Early baseline assessments in EYFS, Phonics assessments and STAR reading assessments, as requiring additional focus intervention.</p>	<p>analysis.</p>	<p>broadened the vocabulary and application of the youngest pupils.</p> <ul style="list-style-type: none"> <li>• Pupil progress meetings indicate the use of the Accelerated Reader program is poor and further training is required to support the staff.</li> <li>• Staff absence has resulted in some interventions not taking place as consistently as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Leaders to have an oversight of the training required for staff members, they will manage and deliver this as part of the performance management process.</li> <li>• Effective baseline assessments in the early years because of consistent staffing will ensure that gaps in the prime areas are identified and suitable intervention provided.</li> </ul>
<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p> <p>An increase in the overall percentage attendance for PP children to be in line with the 96% national average and/or there to be no difference between PP/non-PP in school data.</p>	<p>SLT/Attendance Lead/Admin Attendance Lead and EWO to track attendance levels fortnightly with weekly update meetings.</p> <p>Challenge parents where appropriate and provide adequate support through the PSA/EWO.</p> <p>Work closely with the newly appointed EWO.</p>	<ul style="list-style-type: none"> <li>• Whole school attendance rates pre COVID-19 were at 94%, 2 percentage points up on the previous year. Persistent absence rates were 17%, 10 percentage points down on the previous year.</li> <li>• Disadvantage attendance was up to 93.9% with persistent absence falling to 22.2%.</li> <li>• Increased support and capacity from the trust EWO coupled with staff training and support for parents raised over all school and disadvantaged attendance.</li> <li>• No difference between whole school and disadvantaged attendance, but still below national expectation.</li> <li>• PSA used effectively to support parents in ensuring that children attend school regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-establish systems and structures whilst building positive relationships ensuring that parents feel the school is a 'safe' place, post COVID.</li> <li>• Additional support from the EWO required to ensure that improvements are sustained.</li> </ul>
<p><b>iii. Other approaches</b></p>			
<p>Greater engagement and support of parents.</p>	<p>Class Teachers monitor and challenge low aspirations when evident and appropriate to do so.</p> <p>Family Support Advisor to engage with parents where necessary.</p>	<ul style="list-style-type: none"> <li>• Welcome meetings at the start of the year were well attended allowing parents to ask questions on how best to support their children.</li> <li>• Family stay and read sessions for the Reception and Nursery parents</li> </ul>	<ul style="list-style-type: none"> <li>• When providing workshops and sessions it is easier if the sessions are led by the class teachers and not just the leadership. They have established a closer bond and are more likely to attend.</li> </ul>

		<p>were well attended.</p> <ul style="list-style-type: none"> <li>• Family support worker offer parents support and guidance on getting back into education and work.</li> <li>• There was an increased attendance from parents at annual events, these included SATs meetings, introduction to phonics and EYFS.</li> <li>• Working alongside Adaction we were also able to reach the vulnerable parents in the traveller and EAL communities and support them in improving their own core English and maths skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Offering a range of times to meet the needs to working parents, along with supplying a creche so that younger siblings can be catered for, will help to raise engagement and attendance.</li> <li>• Focusing training and support on the key skills being developed in school, for example: RWI sounds training, use of TT Rockstars, delivery of Mastery Maths, how best to support your child's reading.</li> </ul>
<p>School Supports disadvantaged children who experience SEMH issues arising from ACE'S and promotes resilience. Poor behaviours in the classroom and the playgroup are reduced allowing better access to formal learning. Fewer behaviour incidents are recorded on these pupils on the school system thus allowing teachers to maximise teaching and learning time.</p>	<p>Whole School Trauma Informed School Approach.</p> <p>PSA/Behaviour support and wellbeing practitioner to target specific families who are experiencing SEMH issues.</p>	<ul style="list-style-type: none"> <li>• Several members of staff are qualified as TIS practitioners.</li> <li>• Motional assessments for children suggest impact from group and individual TIS sessions as well as Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>• The need for a more uniform approach and recognised language was needed. The school's behaviour policy was rewritten with a focus on using language associate with the TIS approach.</li> <li>• Additional training for all staff members was provided by the in school TIS practitioners. This will form part of the support staff performance management appraisals in the autumn term.</li> <li>• Use of group TIS activities for majority of intervention particularly in light of COVID.</li> <li>• Motional assessments to compliment PSHE curriculum delivery.</li> <li>• Our curriculum to be emotionally rich to respond to our children's need in light of COVID-19.</li> </ul>

DRAFT