

Pupil premium strategy statement

Biscovey Academy 20/21

1. Summary information					
School	Biscovey Academy				
Academic Year	2020-2021	Total PP budget	£138,775	Date of most recent PP Review	07/20
Total number of pupils	281	Number of pupils eligible for PP	100	Date for next internal review of this strategy	07/21

2. Current Attainment and Progress (Based on KS2 SATs 2018 results)						
	Disadvantaged Pupils			Non-Disadvantaged Pupils		
	School	LA	National	School	LA	National
% achieving at least the expected standard in Reading	55	61	64	80	80	80
% achieving at least the expected standard in Writing	55	63	68	91	82	83
% achieving at least the expected standard in Maths	45	57	64	71	78	81
	Disadvantaged Pupils		Non-Disadvantaged Pupils			
	School	National	School	National		
Average Progress in Reading	-1.68	TBC	-2.1	0.3		
Average Progress in Writing	-1.19	TBC	+1.2	0.2		
Average Progress in Maths	-3.60	TBC	-2.6	0.3		
Past Attainment and Progress (Based on KS2 SATs 2017 results)						
	Disadvantaged Pupils		Non-Disadvantaged Pupils			
	School	National	School	National		
% achieving at least the expected standard in Reading	62	60	78	77		
% achieving at least the expected standard in Writing	67	65	82	81		
% achieving at least the expected standard in Maths	57	63	72	80		

	<i>Disadvantaged Pupils</i>		<i>Non-Disadvantaged Pupils</i>	
	<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>
Average Progress in Reading	-0.69	N/A	-0.02	0.33
Average Progress in Writing	0.40	N/A	0.80	0.17
Average Progress in Maths	-2.49	N/A	-0.84	0.28

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.	Social and emotional; The implementation of Trauma Informed Schools (TIS) Training, delivered by Headstart Kernow has heightened the Social, Emotional and Mental Health (SEMH) issues that children can face. The Motional assessments completed across the whole school have identified that some disadvantaged children demonstrate some areas of SEMH needs.
B.	The language and communication skills of some disadvantaged pupils are low. Evidence suggests that if language and communication is targeted it will improve later life chances (EEF 2017).
C.	Aspiration – there is a gap for some disadvantaged and non-disadvantaged between aspirations and the knowledge, skills, and characteristics required to achieve success.

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

D.	Monitoring attendance rates of disadvantaged children and working with Education Welfare Officers to support and challenge low attendance and persistent lateness.
E.	SEMH issues arising from Adverse Childhood Experiences affect many of our disadvantaged pupils. In some cases, this has resulted in low resilience, poor behaviours for learning and is having a detrimental impact on children’s academic attainment and progress.

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

Success criteria

<p>A.</p>	<p>Biscovey Academy supports disadvantaged children who experience SEMH issues arising from ACE's and promotes emotional resilience. Biscovey Academy is a Trauma Informed School (TIS) whereby there are registered TIS practitioners working across the school, additionally while school staff have received TIS training.</p> <ul style="list-style-type: none"> ➤ Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners). 	<ul style="list-style-type: none"> ➤ Pupils will be developing emotionally to become confident self - assured learners. ➤ Pupils will be confident and able to self - regulate their behaviour, this will enable them to be equipped with the emotional tools to access wave one teaching.
<p>B.</p>	<p>Improve language and communication in disadvantaged pupils through effective high-quality classroom talk.</p> <ul style="list-style-type: none"> ➤ Quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach. ➤ The curriculum is planned and sequenced to enable pupils to build upon their own language acquisition skills. 	<ul style="list-style-type: none"> ➤ Children will be able to communicate verbally and non-verbally confidently. In addition, children will be able to express their wants and needs in an appropriate way. ➤ Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion. In addition, the TIS approach will enable pupils to develop confident language skills to communicate their emotions effectively. ➤ Pupils will be able to apply their language and communication strategies into their reading within other contexts of the curriculum.
<p>C.</p>	<p>Disadvantaged children are encouraged to aim high in all areas of school life to achieve their full potential (academic or otherwise).</p> <ul style="list-style-type: none"> ➤ Pupils are encouraged to have academic, vocational and technical ambition. ➤ No disadvantaged pupil will miss out curriculum opportunity. ➤ All disadvantaged and non-disadvantaged pupils will develop the knowledge to become educated citizens to help them further develop 	<ul style="list-style-type: none"> ➤ Pupils will be provided with plentiful opportunities to help them understand how to engage with society. ➤ All pupils will be valued, high expectations will be modelled and developed throughout the academic year ensuring that all pupils keep up and not catch up, and where possible exceed expectations. ➤ Pupils will be able to confidently access other areas of extra-curricular activities enabling them to become aware of the diversities of life. ➤ Pupils' will feel valued through the celebration of their achievements.

<p>D.</p>	<p>Increase attendance rates for disadvantaged pupils by understanding the reasons for poor attendance and offer appropriate challenge and support where appropriate.</p> <ul style="list-style-type: none"> ➤ Good attendance will be promoted, and absence reduced, including persistent absence, this will be monitored by the attendance officer / welfare team. ➤ Early patterns of absenteeism will be acted upon effectively. ➤ Effective morning procedures will ensure that pupils are punctual to their lessons. ➤ Pupils welfare will always be paramount and safeguarded. ➤ We will strive to have strong partnership with families and the wider community. 	<ul style="list-style-type: none"> ➤ Pupils will access their full-time educational entitlement. ➤ Attendance will be good amongst all pupils, including disadvantaged. ➤ Pupil will be accessing quality wave one teaching, consistently ensuring that they can reach the best possible academic outcomes. ➤ Pupils will feel safe and happy within the school environment and know how they should be treated and how they should treat others. ➤ Pupils will feel safeguarded, early patterns of non attendance will be identified and any patterns will be acted upon.
<p>E.</p>	<p>Pupils who have three or more barriers to accessing quality wave one teaching.</p> <ul style="list-style-type: none"> ➤ Class provision maps in place to highlight areas of need and support pupil's individual development. ➤ Whole school TIS screening will enable identification of barriers to learning; This will enable clear processes to be put in place to help support pupils. ➤ Qualified TIS team which develop support programs for identified vulnerable pupils, this is overseen by the Inclusion Team Lead. ➤ Attendance monitored by the attendance officer. This will ensure that disadvantaged and non-disadvantaged pupils are supported with their attendance at school as necessary. The attendance officer will report to the Welfare Team Lead. ➤ The Welfare Team will highlight vulnerable pupils and monitor them closely with clear links to outside agencies. ➤ There is a culture of safeguarding across the school. 	<ul style="list-style-type: none"> ➤ Pupils will have individual plans in place to support their learning. ➤ Pupils will have access to emotionally available adults that are special to them. ➤ Pupils and parents will understand the importance of attendance and using the clear attendance procedures will be held account for non-attendance. ➤ Pupils will be supported by the Welfare Team and where necessary will access supportive provision and outside agencies. ➤ Pupils will feel safeguarded and protected, pupils will feel that staff are emotionally available if required. ➤ Pupils will feel that actions are acted upon in a timely manner.

5. Planned expenditure

<p>Academic year</p>	<p>2020-2021</p>
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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	Review?
Raising profile of disadvantaged children and those from vulnerable groups with whole school "Inclusion" focus.	Head of School to take on the role of Pupil Premium Lead to ensure that the profile of disadvantaged pupils and vulnerable groups remains high profile across the school to ensure pupils are targeted effectively, in particular that they are accessing quality wave one teaching.	Raising profile of vulnerable groups within school will ensure a greater "buy-in" from all staff and ensure that all staff are aware of what constitutes a vulnerability or a disadvantaged child. Ensures regular training opportunities are arranged and regular CPD to support the provision of bespoke intervention (where required) delivered by qualified staff to support children from these groups.	New Head of School will drive the improvement of this now alongside his SLT.	Head of School SLT Teachers TA's	
Develop how we monitor the attainment and progress of children who are disadvantaged or from a vulnerable group.	The introduction of regular class Pupil Progress Meetings to ensure close monitoring of all pupils, especially disadvantaged and vulnerable groups.	Pupil Progress meetings will ensure that all pupils are monitored ensuring that gaps are identified early, so that next steps can be put in place to ensure pupils keep up and not catch up.	Time tabled meetings will be planned into each term to ensure that staff are covered to attend.	Class Teacher Head of School SENCO PPL	Termly

<p>CPD plan to be developed around what we know how the greatest impact upon children's learning.</p>	<ul style="list-style-type: none"> - Assessment for learning - Teacher Self Efficacy - Feedback 	<p>Research evidence suggests that pupils who access quality teaching whereby pupils are challenged to think about their learning more explicitly can make at least 7 months progress (EEF 2019).</p>	<p>Attainment and progress of cohort as a whole and that of disadvantaged pupils within it is closely monitored through pupil progress meetings and scrutiny of data on school tracker.</p>	<p>Head of School SLT Aspire</p>	<p>Half termly</p>
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<p>In-class additional support for disadvantaged children to ensure they can access quality teaching and learning effectively and can achieve make progress and achieve their full potential.</p>	<p>Funding of additional in-class Teaching Assistants across the school to enable support so that pupils can access quality teacher led learning.</p>	<p>Research evidence suggests that pupils who access quality teaching whereby pupils are challenged to think about their learning more explicitly can make at least 7 months progress (EEF 2019).</p>	<p>Attainment and progress of cohort as a whole and that of disadvantaged pupils within it is closely monitored through pupil progress meetings and scrutiny of data on school tracker.</p>	<p>Class Teacher Teaching Assistants Head of School PPL</p>	<p>Termly</p>
<p>Total budgeted cost</p>					

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	Review?
Improved reading, writing and maths skills in all year groups for a range of children (including disadvantaged).	Weekly focused teacher led group intervention informed by rigorous gap analysis using outcomes from Pupil Progress Meetings, School Data Tracking System and Intervention Tracker.	<p>An identifiable group of children (including those who are disadvantaged) can fall behind expected standards and short, focused group intervention sessions, teacher led, provide an effective “catch up” programme.</p> <p>Small group tuition, teacher led, has been shown to be a moderate impact for moderate cost intervention, based on limited research (EEF Teaching and Learning Toolkit) (+4).</p>	<p>Teaching Staff deliver the sessions and ensure they are focused on the key areas required from gap analysis.</p> <p>Half termly data analysis and pupil progress meetings are used to monitor impact.</p>	<p>Head of School</p> <p>Class Teachers</p> <p>Subject Leaders</p>	Half termly
Improved outcomes for higher attaining disadvantaged pupils	<p>Provide opportunities to stretch the high attaining pupils both within and outside the classroom.</p> <p>Look at specific interventions as well as whole class approaches e.g. response to marking.</p>	<p>Higher ability disadvantaged pupils are making less progress than other higher attaining pupils. We need to ensure that disadvantaged pupils are given the opportunity to achieve higher attainment as well as simply meeting the expected standard.</p> <p>The EEF Teaching and Learning Toolkit recognises feedback as a high impact for very low cost intervention, based on moderate evidence (+8)</p>	Staff to provide evidence in pupil progress meetings and relevant staff meetings.	Head of School	Half termly

<p>Improve reading attainment of disadvantaged children and those from vulnerable groups.</p>	<p>Enhanced role of librarian to report to teachers on quantity and range of books read by children within individual classes.</p>	<p>Library management system provides accurate and up to date data on books chosen and read by pupils, including those who are disadvantaged.</p> <p>The EEF Teaching and Learning Toolkit recognises feedback as a high impact for very low cost intervention, based on moderate evidence (+8)</p>	<p>English subject leader meets termly with librarian to discuss outcomes of tracking and strategies for improving range and level of reading material chosen by pupils.</p>	<p>English Subject Leader</p>	<p>Termly</p>
<p>Total budgeted cost</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	Review?
<p>Further develop the awareness of Adverse Childhood Experiences.</p> <p>Reducing the impact of social, emotional and mental health issues which present barriers to learning to pupils, including many who are disadvantaged allowing them to reach their full potential in terms of academic attainment and progress.</p>	<p>Continued development of the role of Pupil Wellbeing and Behaviour for Learning Leader to work within Inclusion Team and provide support to children experiencing SEMH issues which are presenting barriers to learning; including persistent disruptive behaviour, oppositional defiance, stress, anxiety and other social/emotional responses to Adverse Childhood Experiences.</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 Emotionally Available Adults to work alongside these children can support them in reaching their full potential.</p> <p>EEF Teaching and Learning Toolkit identifies Behaviour Interventions as moderate impact for moderate cost, based on extensive evidence (+3)</p>	<p>Clear process in place to refer, make baseline assessments, put in place interventions and monitor ongoing impact, e.g. through Motional Assessment.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>	<p>Head of School</p> <p>Pupil Wellbeing and Behaviour for Learning Leader</p> <p>PPL</p>	<p>Half Termly</p>

<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p>	<p>Detailed analysis by Attendance Officer to track attendance and absence levels and provide support and challenge to parents where appropriate.</p> <p>Attendance Officer to work closely with EWO.</p>	<p>Strong evidence base to show that increased levels of attendance have positive impact on attainment and progress as well as the potentially damaging affect that high levels of absence can have on a child's ability to reach their social, emotional and academic potential.</p>	<p>Attendance Officer to monitor and track attendance figures, with a focus on vulnerable groups, including disadvantaged children.</p> <p>Attendance Officer to take action in accordance with clearly defined protocols to provide support and challenge where necessary to promote attendance and reduce absence.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>	<p>Head of School</p> <p>Attendance Officer</p> <p>PPL</p>	<p>Termly</p>
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<p>Increase parental engagement and aspirations through adult education opportunities.</p> <p>Reduce barriers to learning of the children (including disadvantaged) through parental engagement in adult education opportunities and therefore provide children with positive parental role models</p>	<p>Provide parents with opportunities to engage with Link into Learning and Family Learning opportunities available to families in Cornwall, including those who are disadvantaged.</p>	<p>Evidence show that families with low aspirations and possibly previous poor education opportunities of the parents can have a damaging impact on the child's ability to reach their full educational potential.</p> <p>The EEF Teaching and Learning Toolkit recognises parental involvement as a moderate impact for moderate cost intervention, based on moderate evidence (+3)</p> <p>By offering opportunities to parents to raise their own educational aspirations, the hope is that levels of engagement will increase and aspirations will rise.</p>	<p>PPL and Family Support Advisor will provide support and guidance to parents about the opportunities available locally that would help improve their skills and aspirations for their family.</p> <p>Produce a leaflet to actively encourage participation and disseminate information about Family Learning opportunities within the local area.</p> <p>This can then be cross referenced against attainment and progress data on the whole school tracker system to ensure that an impact can be seen in all areas</p>	<p>Head of School</p> <p>PPC</p> <p>Family Support Advisor</p>	
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<p>To provide support, advice and guidance to parents and carers of disadvantaged children to help engage parents in having high expectations and aspirations of their children resulting in increased attainment and accelerated progress.</p>	<p>Continue work of Family Support Advisor to provide support, advice and guidance to families of vulnerable children, including those who are disadvantaged.</p> <p>This may include school based support as well as referrals to outside agencies.</p>	<p>Evidence shows that low aspirations and poor engagement of parents and carers in supporting their children at school can have a damaging impact on a child's ability to fulfil their potential.</p> <p>The EEF Teaching and Learning Toolkit recognises parental involvement as a moderate impact for moderate cost intervention, based on moderate evidence (+3)</p> <p>By offering advice and support to families the hope is that levels of engagement will increase and aspirations will raise.</p>	<p>Family Support Advisor's role is both reactive and proactive to ensure that the right level of support is provided at the right time.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>	<p>Head of School</p> <p>Family Support Advisor</p> <p>PP Champion</p>	<p>Termly</p>
<p>Total budgeted cost</p>					

6. Review of expenditure

Previous Academic Year

2019-2020

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
Raising profile of disadvantaged children and those from vulnerable groups with whole school "Inclusion" focus.	Maintain role of Pupil Premium Lead to ensure that the profile of disadvantaged pupils and vulnerable groups remains high profile across the school to ensure pupils are targeted effectively, in particular that they are accessing quality wave one teaching.	The role of PP lead has been maintained throughout the year but due to a new position the PP lead will no longer be continuing this role within the academy. Sadly, due to many influencing factors the role has been very much lacked impact for the year.	Moving forward the role of pupil premium champion will be taken on by the Head of School. Disadvantaged pupils will be a focal point for any monitoring conducted moving forward. Having this lead by the Head will ensure that it remains a key development point for the school and genuine improvement can be driven from the top down.	

<p>Develop how we monitor the attainment and progress of children who are disadvantaged or from a vulnerable group.</p>	<p>The introduction of regular class Pupil Progress Meetings to ensure close monitoring of all pupils, especially disadvantaged and vulnerable groups.</p>	<p>Pupil Progress meetings have taken place throughout the year with disadvantaged pupils being discussed. No specific class PP meetings have taken place.</p>	<p>Ensure that specific PP meetings with classes are taking place throughout the year to ensure that we are constantly reflecting upon what we need to do better for our disadvantaged pupils.</p>	
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<p>In-class additional support for disadvantaged children to ensure they can access quality teaching and learning effectively and can achieve make progress and achieve their full potential.</p>	<p>Funding of additional in-class Teaching Assistants across the school to enable support so that pupils can access quality teacher led learning.</p>	<p>No specific PP interventions took place in 19/20. Provision is weak for all pupils; PP pupils benefitted from interventions applicable to all. For example, phonics intervention LKS2 and UKS2 Fresh start. In both cases, initiatives were too new to determine impact (started Feb 2020).</p>	<p>Additional support has been deployed; however no specific PP intervention has taken place prior to Feb 2020. The progress and attainment scores would indicate that TA's have not been appropriately deployed which would indicate a clear need for CPD moving into 2020/2021.</p>	
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved reading, writing and maths skills in all year groups for a range of children (including disadvantaged).	Weekly focused teacher led group intervention informed by rigorous gap analysis using outcomes from Pupil Progress Meetings, School Data Tracking System and Intervention Tracker.	<p>Reading progress: (24 disadvantaged pupils)</p> <ul style="list-style-type: none"> • 56% (9 of 16) pupils convert from KS1 EXS to KS2 EXS+ • 44% (7 of 16) pupils decline from KS1 EXS to KS2 WTS • 75% (3 of 4) pupils convert from KS1 GDS to KS2 GDS <p>Maths progress: (24 disadvantaged pupils)</p> <ul style="list-style-type: none"> • 79% (11 of 14) pupils convert from KS1 EXS to KS2 EXS+ • 21% (3 of 14) pupils decline from KS1 EXS to KS2 WTS • 100% (1 of 1) pupils convert from KS1 GDS to KS2 GDS 	<p>Current Y3-Y6 disadvantaged EXS+ in mathematics, is an improvement on 2018 and 2019 – suggesting that the attainment gap with national other may be improving in mathematics.</p> <p>Reading still remains a key area of development for the school and renewed drive is needed for 20/21.</p>	

<p>Improved outcomes for higher attaining disadvantaged pupils</p>	<p>Provide opportunities to stretch the high attaining pupils both within and outside the classroom.</p> <p>Look at specific interventions as well as whole class approaches e.g. response to marking.</p>	<p>Reading: attainment: (24 disadvantaged pupils)</p> <ul style="list-style-type: none"> • GDS – 13% (3) <p>Maths: attainment: (24 disadvantaged pupils)</p> <ul style="list-style-type: none"> • GDS – 8% (2) 	<p>No specific PP interventions took place in 19/20. Provision is weak for all pupils; PP pupils benefitted from interventions applicable to all. Because of this the outcomes for higher attaining disadvantaged pupils remains unimproved.</p>	
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<p>Improve reading attainment of disadvantaged children and those from vulnerable groups.</p>	<p>Enhanced role of librarian to report to teachers on quantity and range of books read by children within individual classes.</p>	<p>Reading: attainment: (24 disadvantaged pupils)</p> <ul style="list-style-type: none"> • GDS – 13% (3) • EXS – 42% (10) (54% EXS+) • WTS – 38% (9) • PKS – 4% (1) • BLW – 4% (1) <p>Reading progress: (24 disadvantaged pupils)</p> <ul style="list-style-type: none"> • 56% (9 of 16) pupils convert from KS1 EXS to KS2 EXS+ • 44% (7 of 16) pupils decline from KS1 EXS to KS2 WTS • 75% (3 of 4) pupils convert from KS1 GDS to KS2 GDS 	<p>Despite efforts to drive reading forward through initiatives such as ‘the reading mile’ and Oxford reading buddies. Still, reading remains a serious weakness of the school. Far too often disadvantaged pupils decline from where they finished in KS1 nor is there sufficiently rapid improvements in attainment to close the overall progress gap.</p>	
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iii. Other approaches				
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>Further develop the awareness of Adverse Childhood Experiences.</p> <p>Reducing the impact of social, emotional and mental health issues which present barriers to learning to pupils, including many who are disadvantaged allowing them to reach their full potential in terms of academic attainment and progress.</p>	<p>Continued development of the role of Pupil Wellbeing and Behaviour for Learning Leader to work within Inclusion Team and provide support to children experiencing SEMH issues which are presenting barriers to learning; including persistent disruptive behaviour, oppositional defiance, stress, anxiety and other</p>	<p>Funding spent on ensuring that a TIS practitioner was trained as a result of taking part in the 10 day TIS course. A TIS director also played a large roll in the schools approach to managing behaviour and as a result a new behaviour policy was developed.</p>	<p>A strategic plan must be created to ensure that TIS sessions are taking place weekly. Whole class and individual motional assessments must be conducted to give the school the most up to date information on our pupils. From here, pupils must be RAG rated based on their pro social and panic grief scores, prioritising the disadvantaged pupils who have very low pro social skills and very high panic grief scores.</p>	
<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p>	<p>Detailed analysis by Attendance Officer to track attendance and absence levels and provide support and challenge to parents where appropriate.</p> <p>Attendance Officer to work closely with EWO.</p>	<p>Disadvantaged whole school attendance improves from 91.8% in Aut 19 to 92.6% in Spr 20</p> <p>Disadvantaged persistent absence improves from 35.8% in Aut 19 to 29.3% in Spr 20</p> <p>(Despite improvements, too many disadvantaged pupils are persistently absent)</p>	<p>Greater emphasis needs to be placed on the tracking of these pupils. Attendance must be handled using the Aspire managing pupils attendance flow chart. A weekly tracking system is to be implemented to ensure the Head of School has a greater handle on the specific attendance figures of the disadvantaged pupils. Despite an improvement, too many disadvantaged pupils are persistently absent.</p>	

<p>Increase parental engagement and aspirations through adult education opportunities.</p> <p>Reduce barriers to learning of the children (including disadvantaged) through parental engagement in adult education opportunities and therefore provide children with positive parental role models</p>	<p>Provide parents with opportunities to engage with Link into Learning and Family Learning opportunities available to families in Cornwall, including those who are disadvantaged.</p>			
<p>To provide support, advice and guidance to parents and carers of disadvantaged children to help engage parents in having high expectations and aspirations of their children resulting in increased attainment and accelerated progress.</p>	<p>Continue work of Family Support Advisor to provide support, advice and guidance to families of vulnerable children, including those who are disadvantaged.</p> <p>This may include school based support as well as referrals to outside agencies.</p>	<p>The parental advisor position remains a crucial role within our school. This year much support either in school, at their house or via the telephone has been offered to our families with many referrals to early help etc having gone in to offer an additional tier of support.</p>	<p>The parental advisor will have a clear timetable which will ensure she is working across both setting. She will also be allocated the role of TIS lead and will be responsible for delivering TIS sessions in the afternoons.</p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.