

# Pupil Premium Strategy Statement Sacred Heart Primary

1. Summary information					
<b>School</b>	Sacred Heart Primary				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£73,660	<b>Date of most recent PP Review</b>	October 2017
<b>Total number of pupils</b>	399	<b>Number of pupils eligible for PP</b>	49	<b>Date for next internal review of this strategy</b>	October 2018

2. Current attainment			
KS2	<i>Sacred Heart Pupils eligible for PP (10 pupils including CB who was discounted)</i>	<i>All Sacred Heart Pupils (57)</i>	<i>National Average of pupils</i>
<b>% achieving expected standard in KS2 reading, writing and maths</b>	40%	72%	61 %
<b>% achieving expected standard in KS2 in reading</b>	60%	77%	71%
<b>Progress score in reading</b>	-3.01	-1.00	
<b>% achieving expected standard in KS2 in writing</b>	60%	86%	76%
<b>Progress score in writing</b>	-2.16	1.00	
<b>% achieving expected standard in KS2 in Grammar, Punctuation and Spelling</b>	70%	84%	77%
<b>% achieving expected standard in KS2 in maths</b>	50%	83%	75%

<b>Progress score in maths</b>	-1.83	-1.4	
<b>KS1</b>	<i>Sacred Heart Pupils eligible for PP (4 pupils)</i>	<i>All Sacred Heart Pupils</i>	<i>National Average of pupils</i>
<b>% achieving expected standard in KS1 in reading</b>	30%	58%	76%
<b>% achieving expected standard in KS1 in writing</b>	40%	63%	68%
<b>% achieving expected standard in KS1 in Maths</b>	30%	63%	75%
<b>Year 1 Phonics</b>	<i>Sacred Heart Pupils eligible for PP (4 pupils)</i>	<i>All Sacred Heart Pupils</i>	<i>National Average of pupils</i>
<b>% achieving expected standard in Year 1 phonic screening</b>	100%	93%	81%
<b>Foundation Stage</b>	<i>Sacred Heart Pupils eligible for PP (9 pupils)</i>	<i>All Sacred Heart Pupils</i>	<i>National Average of pupils</i>
<b>% achieving expected or exceeding standard in reading</b>	100%	80%	77%
<b>% achieving expected or exceeding standard in writing</b>	100%	73%	72%
<b>% achieving expected or exceeding standard in Maths</b>	67%	81%	80%
<b>% achieving a good level of development</b>	67%	68%	69%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

<b>A.</b>	Pupil Premium children are making less progress in maths than other pupils
<b>B.</b>	High Ability Pupil Premium Children are making less progress than other high ability children across the school
<b>C.</b>	Pupil Premium children perform well in Grammar, Punctuation and Spelling tests but do not consistently apply punctuation and grammar skills to their independent writing.
<b>D.</b>	Attainment in reading for Pupil Premium Children

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

<b>E.</b>	Average Attendance of Pupil Premium Children is 95% lower than non Pupil Premium Children (98%). Persistent absence of pupil premium children is 6.8% higher than non Pupil Premium (1.9%) Attendance at after school booster sessions for Pupil Premium children is lower than that of other children. Home support for some pupils with reading, spelling, aspirations etc.
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#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rate of progress across the school for pupils eligible for Pupil Premium in maths	Pupils eligible for Pupil Premium meet age related expectations as measured by teacher assessment at the end of each year.
<b>B.</b>	Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium	Pupils eligible for Pupil Premium identified as higher ability make as much progress as other pupils across KS2 in maths, reading and writing.
<b>C.</b>	Improve standard of independent writing for Pupil premium pupils	Pupils eligible for Pupil Premium meet age related expectations as measured by teacher assessment of independent writing across the curriculum at the end of each year.
<b>D.</b>	Improve attainment in reading for Pupil Premium Pupils.	Pupils eligible for Pupil Premium meet age related expectations as measured by teacher assessment at the end of each year.
<b>E.</b>	Improved attendance rates for pupils eligible for Pupil Premium	Persistent absentees among pupils eligible for Pupil Premium reduced to less than 3%. Overall attendance improves from 95% to 98% in line with non Pupil Premium children. 100% attendance at Year 6 booster sessions.

## 5. Planned expenditure

### Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Higher rate of progress across the school for pupils eligible for Pupil Premium in maths	CPD – Maths no problem-termyly modelled intervention sessions to be delivered by Bernie Westacott – class teachers to observe and discuss after session. Target area for interventions to be identified by teacher. CPD for teachers on Accelerated Progress. CPD on Growth Mindset	Progress across the school has improved and the concrete, visual, abstract process is embedded. There are however where pupils are struggling and teachers need to unpick gaps in learning. Impact in Maths sessions in maths for Year 3 and Year 5 other year groups to also deliver a short input on maths in their year group and the Singapore Maths approach.	Termly development days led by external advisor ( B Wetacott). Lesson observations Summer 2017	Deputy Head	Oct 2018
Improve standard of independent writing for Pupil premium pupils	Ongoing CPD on improving writing through teaching skills of proof reading and editing. Moderation of writing in staff meetings focus on Pupil Premium CPD for teachers on Accelerated Progress. CPD on Growth Mindset	In school monitoring and analysis of teacher assessments and test results showed that pupils were not applying their knowledge of grammar and punctuation to their independent writing.. Impact in Writing parent sessions Year 2 and Year 4	All staff and teaching assistants to attend course Sept 2016. Termly Development Days ( N Cannon – Ruth Miskin Team) Peer observation/Lesson Studies in Spring Term 2018	Literacy and Language Lead	July 2018
Improve attainment in reading for Pupil Premium Pupils.	CPD on developing reading skills. CPD for teachers on Accelerated Progress. CPD on Growth Mindset  Linked story books purchased for each year group and shared in class. Regular story time sessions in class KS1 children will also be loaned	Attainment for KS1 pupils is low and although pupils perform well in phonic screening in Year 1 they do not meet expectations in reading at end of Year 2. Attainment of More Able Pupil Premium children to be monitored to ensure teachers have high expectations. Sources show the impact of teaching reading comprehension skills and the importance of delivering this alongside phonic teaching.	Staff INSET on developing reading skills. SLT and Year 6 to attend external courses and cascade during in school staff training. Staff training on Accelerated Reader and reports. Data analysis of test results. Develop use of My Book Blog Nick Cannon to lead staff meeting on reading/My Book Blog . Teachers to each share their MyBookBlog with pupils in assembly.	Assistant Head  Head Teacher	July 2018

	copies of the shared texts to share at home.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>			
Improved Progress and attainment in reading, writing and maths.	CPD on Pupil Premium Passports and implementation across the school. Target Tracker reports to be produced half termly for pupil premium children and discussed with teachers regarding rate of progress and areas for development.	We wish to sharpen the focus on and awareness of Pupil Premium Children, their progress and barriers to learning on an individual basis.  Progress and engagement of Pupil Premium children to be noted during all lesson observations and book scrutinies.	Staff meetings on analysis of data , planning of interventions and impact. SLT time to analyse interventions and their impact on individual pupil level. Staff to be involved in the writing and monitoring of the Pupil Premium Strategy. Dates for review of Pupil Passports to be put in diary. Pupil Passports to be saved on the shared drive.	Head Teacher	Half Termly
<b>Total budgeted cost</b>					£15,000
<b>ii. Targeted support</b>					
<b>Desired outcome</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 implementation?</b>
A.Higher rate of progress across the school for pupils eligible for Pupil Premium in maths. B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium. C.Improve standard of independent writing for Pupil premium pupils. D . Improve attainment in reading for Pupil Premium Pupils. E.Improved attendance rates for pupils eligible for Pupil Premium	Assertive Mentoring for pupils.  Growth Mindset to be reinforced across the school.  Year 5 and Year 6 Newspaper Editing Team to include more able PP.  Year Group staff to identify a teaching assistant mentor to meet over the course of a week with pupil premium pupils for corrective teaching	Sources show the impact of focused mentoring and feedback <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit">anhttps://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</a>	A day a term to be timetabled for all class teachers. Staff training on effective assertive mentoring and review of recording sheets. Targeted pupils to have weekly mentoring meetings led by designated teaching assistant. Staff training by Osiris on growth mindset. Regular input during staff meetings and assemblies. Growth Mindset sessions for all classes termly.	Assistant Head	July 2018

<p>A.Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.  B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.  C.Improve standard of independent writing for Pupil premium pupils.  D.Improve attainment in reading for Pupil Premium Pupils.</p>	<p>Intervention Groups  First Class at Numbers  Success in Maths  Singapore Maths  RWI Phonic Groups  RWI Phonic one to one  FS Pinny Time  Fresh Start  Precision Teaching  Corrective Teaching  Lunchtime class teacher led fluid subject specific interventions to address difficulties/misconceptions during morning sessions (4 days a week).</p>	<p>Identified pupils will be supported in small groups during the school day. Sessions are taught by trained teaching assistants or teachers. Focus will be subject specific and bespoke to the pupils' needs. Research EEF recommend Small Group Tuition as an effective strategy (EEF Teaching and Learning Toolkit)  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/smallgroup-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/smallgroup-tuition/</a></p>	<p>Monitoring of interventions both internal and external (Maths and English Development Days, Monitoring timetable, TA timetabled Spring Term observations).  Termly Pupil Progress Meetings  TAs and teachers to identify pupils for corrective teaching and precision teaching.</p>	<p>Deputy Head</p>	<p>Termly</p>
<p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.  C.Improve standard of independent writing for Pupil premium pupils.  D.Improve attainment in reading for Pupil Premium Pupils.</p>	<p>Digital Technology to support development of reading skills including skimming and scanning and comprehension.  Accelerated Reader  Nessy Spelling  Digismart  My Book Blog</p>	<p>Research recommends that digital technology when used effectively to supplement quality teaching can impact positively on pupil progress.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/</a>  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p>Half termly monitoring of pupil progress and use of technology using reports produced by programs.  Ongoing assessment of pupil progress by class teachers.  Termly Pupil Progress Meetings.</p>	<p>Head Teacher</p>	<p>Half termly</p>

<p>A. Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.</p> <p>B. Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C. Improve standard of independent writing for Pupil premium pupils.</p> <p>D . Improve attainment in reading for Pupil Premium Pupils.</p> <p>E Improved attendance rates for pupils eligible for Pupil Premium Higher rates of progress across</p>	<p>Behaviour Support for a small group of pupils. Drawing Therapy.</p>	<p>To develop pupils' resilience, coping skills, confidence, success achievement and relationships Research EEF recommend Social and Emotional Learning as an effective strategy (EEF Teaching and Learning Toolkit) <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>One to one support provided by designated teaching assistant or Family Worker.</p>	<p>SENCO</p>	<p>Half termly</p>
<b>Total budgeted cost</b>					<p>£42,660</p>
<p><b>iii. Other approaches</b></p>					
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>Increased attendance rated</p>	<p>Family Workers and Attendance Officer to liaise with EWO regarding home visits and support for parents to improve attendance for targeted pupils</p>	<p>Various sources identify the impact of poor attendance on pupil progress. Children can not benefit from the support and teaching if they are not regularly attending school. Improved attendance and punctuality rate impacts upon standards. "Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school." (Supporting the attainment of disadvantaged pupils, DFE, Nov 15) National Audit Office, Improving school attendance in England; "Better attendance at school by pupils improves their educational achievements and, in turn, their lives and prospects. Even a small reduction in</p>	<p>Regular meetings and discussions between attendance officer EWO and Family Workers. Termly reports to governors on attendance.</p>	<p>Attendance Officer</p>	<p>Half termly</p>

		Performance management of Attendance Officer Deputy Head Appraisal review (Jan 2017) absence would result in many pupils receiving greater benefit from their education.” <a href="https://www.nao.org.uk/report/improving-schoolattendance-in-england/">https://www.nao.org.uk/report/improving-schoolattendance-in-england/</a>			
Increased aspirations and life experiences for Pupil Premium Children.	Extra curricular activities including: Residential trip to Dell Farm (Y4) Young Voices Concert at O2 Shakespeare for Schools Festival Greenpower Goblin Car Race Piano lessons Multisports Taekwondo Gymnastics Drama Dance Yes Programme	Some pupils eligible for PP do not have opportunities to experience activities before or after school, or at weekends. It is our intention to provide access to a range of clubs, free to all pupils <a href="http://www.nuffieldfoundation.org/news/outschool-activities-improvechildren%E2%80%99s-educational-attainment">http://www.nuffieldfoundation.org/news/outschool-activities-improvechildren%E2%80%99s-educational-attainment</a>	Places for PP pupils to be prioritised PP pupils encouraged to attend by class teachers Family workers and safeguarding lead to signpost families Observations Participation levels Feedback from pupils and families	Head Teacher	Half termly
Increased parental engagement .	Impact in Learning Parent Workshops at least one per year group. Themed coffee mornings for parents. Targeted Workshops for invited parents – Phonics, PEEPS. English Linked Texts sent home for children to share with their parents as well as RWI book/Accelerated Reader.	Sources show that parental support is consistently associated with pupils’ success at school although studies on how to improve parental engagement are less conclusive. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	Attendance registers to be analysed to monitor attendance of pupil premium children. Parent questionnaires – effectiveness of parent events and suggestions as to how we can increase parental involvement.		Half termly
<b>Total budgeted cost</b>					£16000



6. Review of expenditure				
Previous Academic Year		2016- 2017	Total budget £68,240	
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
Higher rate of progress across the school for pupils eligible for Pupil Premium in maths	CPD – Maths no problem	Use of concrete- visual/pictorial methods evident across the school . % of children achieving expected standard in maths at KS2 improved by 11% (2017 - 83% achieved the expected standard). 50% of Pupil Premium children achieved the expected standard but this was due to cohort specific issues.	The scheme moved up to Year 6 in September 2017. Mixed sets continue to work well and monitoring shows teachers have been reminded that the children are working in mixed ability pairs. Lesson observations have focused on the pairings of Pupil Premium children.  Teachers are now delivering lunchtime fluid interventions informed by assessment. Interventions to address areas of difficulty in the morning maths lesson. TAs to support in class during maths lessons and deliver short interventions in the afternoon these are also to address areas of difficulty in morning maths lesson.	£8500
Improve standard of independent writing for Pupil premium pupils	CPD on improving writing through teaching skills of proof reading and editing	CPD was delivered but in school monitoring and analysis of teacher assessments and test results showed that pupils are continuing to forget to apply their knowledge of grammar and punctuation to their independent writing. % of children achieving expected standard in writing at KS2 improved by 2% (2017 - 86% achieved the expected standard). 60% of Pupil Premium children achieved the expected standard but this was due to cohort specific issues. In GPS 84% achieved expected , 70% of Pupil Premium achieved the expected standard.	We will continue to use materials and run intervention groups. Children now need to be supported in transferring skills to their independent writing.  Newspaper Group in Year 5 and Year 6 to include higher achieving pupil premium children.	£3500
Improve attainment in reading for Pupil Premium Pupils.	CPD on developing reading skills.	Data analysis of test results 100% of Pupil Premium children passed Year 1 Phonic Screening. KS1 30% met expected standard KS2 60% met expected standard	RWI pinny time during afternoon sessions alongside targeted one to ones were successful. We still need to work on progress in FS so that more children move off RWI by end of Year 1. Attainment for all pupils was an issue in KS1. We need to continue to work on use Accelerated Reader reports to identify target pupils. Children who are not heard reading at home need to be heard regularly in school.	£7000

Improved Progress and attainment in reading, writing and maths.	CPD on Pupil Premium Passports and implementation across the school.	Pupil Premium Children now have individual Pupil Premium Passports. Progress Measures form KS1 to KS2 improved in reading, writing and maths.for all pupils . Progress for Pupil Premium children improved in writing and maths but not reading. The drop in progress in reading was due to the progress of one higher achieving pupil.	Renewal dates need to be put on termly diary so that teachers update them regularly and save them on the shared drive.	
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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
<p>A.Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.</p> <p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C.Improve standard of independent writing for Pupil premium pupils.</p> <p>D . Improve attainment in reading for Pupil Premium Pupils.</p> <p>E.Improved attendance rates for pupils eligible for Pupil Premium</p>	Assertive Mentoring for pupils.	<p>Success criteria for pupil premium children met in maths and writing but not reading. 95% of pupils and 100% of pupil premium pupils passed phonic screening.</p> <p>Attendance for whole school continues to be good 97% and attendance for Pupil Premium children is 95%.</p> <p>In school data shows that 4 of our pupil premium children have below 90% attendance for 2016-2017 (85%, 87%, 87%, 88%)</p>	<p>We will continue with the Assertive Mentoring ongoing staff training and support will be provided.</p> <p>Our attendance officer and family workers will continue to work with the EWO and families to improve attendance)</p>	£7140
<p>A.Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.</p> <p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C.Improve standard of independent writing for Pupil premium pupils.</p> <p>D.Improve attainment in reading for Pupil Premium Pupils.</p>	<p>Intervention Groups</p> <p>First Class at Numbers</p> <p>Success in Maths</p> <p>Singapore Maths</p> <p>RWI Phonic Groups</p> <p>RWI Phonic one to one</p> <p>FS Pinny Time</p> <p>Fresh Start</p> <p>Sound Training for pupils</p> <p>Lunchtime class teacher led fluid subject specific interventions to address difficulties/misconceptions during morning sessions (4 days a week).</p>	<p>Pupil progress in maths improved form KS1 to KS2.</p> <p>Attainment in KS1 in Maths is below National and Local Authority average and is an area for improvement.</p> <p>RWI phonic interventions were very successful 100% of pupil premium children passed phonic screening we now need to ensure they meet expected in reading in KS1 SATs.</p> <p>We have decided not to continue with the Sound Training.</p>	<p>Maths No Problem resources introduced to Year 5 in September 2016 and Year 6 in September 2017.</p> <p>Interventions were successful for less able children . For other pupils staff feel that interventions need to pick up misconceptions and difficulties identified during maths lessons. These were implemented in KS2 and were successful these focused short maths interventions now need to happen in KS1.</p> <p>We have decided to stop setting for maths from May 2016. Children will now be taught maths in class groups and timetabling will be organised so that extra TAs will be available. Corrective teaching approaches adopted by TAs and teaching staff</p>	£15000

<p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C.Improve standard of independent writing for Pupil premium pupils.</p> <p>D.Improve attainment in reading for Pupil Premium Pupils.</p>	<p>Digital Technology to support development of reading skills including skimming and scanning and comprehension.</p> <p>Accelerated Reader</p> <p>Nessy Spelling</p> <p>Digismart</p> <p>My Book Blog</p>	<p>Success criteria met spelling scores in KS2 tests improved. The average score was</p> <p>The progress score in reading was low due to 2 higher attaining pupils not making expected progress from KS1 to KS2.</p>	<p>We will continue to use these resources. Year 2 spelling programme (28 Units) is very difficult to complete within the time scale. Year 3, who have 14 Units to teach need to assess and recover some of the units . Resources are available on line.</p> <p>Nessy has also been successful we now need to encourage parents to use the program at home.</p> <p>We must continue to track all pupil premium children to ensure they are making expected progress particularly the higher achieving pupils.</p> <p>The introduction of My Book Blog continues to be an area of development.</p>	<p>£10,000</p>
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<p>A. Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.</p> <p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C.Improve standard of independent writing for Pupil premium pupils.</p> <p>D . Improve attainment in reading for Pupil Premium Pupils.</p> <p>EImproved attendance rates for pupils eligible for Pupil Premium Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p>	<p>Behaviour Support for a small group of pupils. Drawing Therapy.</p>	<p>Drawing Therapy, Nurture Group and Lego Therapy have been used with individual pupils and has been effective.</p> <p>This is still an area of development for specific Pupil Premium children</p>	<p>Pupils who have been supported by this behavioural support still need ongoing support and mentoring once the initial sessions are completed to ensure the improvements are maintained.</p> <p>Teaching Assistants/ Family Worker mentors to be identified as routine practice once behavioural programmes are completed.</p>	<p>£7000</p>
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**iii. Other approaches**

<b>Desired outcome</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)	<b>Cost</b>
<p>Increased aspirations and life experiences for Pupil Premium Children.</p>	<p>Extra curricular activities and clubs.</p>	<p>Ongoing – pupil engagement is good in after school activities.</p>	<p>We would now like to increase the number of Pupil Premium children participating in Young Voices and Shakespeare Festival for Schools</p>	<p>£5100</p>

Increased parental engagement .	Impact in Learning Parent Workshops at least one per year group. Families Learning Together website. Targeted Workshops for invited parents – Phonics, PEEPS.	Parent engagement has improved.	Attendance sheets for workshops to be analysed so that we can qualify % of Pupil Premium parents who attend. Family Workers to make contact with those parents who do not engage. We have decided to discontinue with the subscription to Families Working Together due to lack of parental use.	
Improved attendance for Pupil Premium Children	Family Workers to work one to one with parents of persistent absentees. Attendance officer and EWO to work with Family Workers to improve attendance of Pupil Premium Pupils.	Family Workers developed a good relationship with the parent of persistent absentee and made frequent home visits.  In school data shows that 4 of our pupil premium children have below 90% attendance for 2016-2017 (85%, 87%, 87%, 88%)  2015 Absence for PP 7.2% 2016 Absence for PP 4.8% 2017 Absence for PP is 5%	This continues to be an area for development family workers and EWO 2 of the pupils with below 90% attendance are in the same family .	£5000