

Pupil premium Strategy Statement



Summary Information					
School	Ark Tindal Primary Academy				
Academic Year	2018/19	Total PP budget	£245,520	Date of most recent PP Review	09/2018
Total number of pupils	382	Number of pupils eligible for PP	150	Date for next internal review of this strategy	Jan 2019
Current Attainment					
Results from Y6 2017/18		<i>Pupils eligible for PP (your school)</i>		<i>All pupils (national average)</i>	
% achieving ARE or above in reading, writing and maths		68% (78% non-PP)		64%	
Progress in reading		+0.41 (1.43 non-PP)			
Progress in writing		+0.63 (+1.22 non-PP)			
Progress in maths		+0.53 (+0.78 non-PP)			
Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A	Disadvantaged boys attain less highly than other groups of learners in reading, writing and maths				
B	Quality of teaching must be effective, verified by data, observations and work produced. Pupils who are eligible for PP make rapid progress to raise attainment.				
C	Pupils' ability to self-regulate and lead others				
External barriers (issues which also require action outside school, such as low attendance rates)					
D	Unsupported learning habits at home (including supporting pupils whose parents are away for extended periods)				
E	Support families to overcome socio-economic disadvantage				
Desired outcomes					
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>			
A	Improve attainment of disadvantaged boys to ensure that their attainment and progress is in line with other groups across school and nationally.	Combined attainment in RWM for disadvantaged boys is in-line with non-disadvantaged boys and at least 85% in all year groups, measured through robust teacher assessments and internal tests results. Rates of PP boys passing the phonics screening check is in line with non-PP (90%)			
B	Quality of teaching- all teaching must be effective and disadvantaged pupils will be targeted to ensure all pupils make expected or better progress and levels of combined attainment rise in every year group.	Third teachers deliver weekly coaching and co-planning sessions to ensure all teaching is effective. Teachers reflect on their practice and evaluate their teaching against the Ark Great Teacher Rubric; this informs the CPD calendar to ensure all professional development is personalised and relevant. Performance management is used effectively to ensure all pupils achieve or exceed their targets. As a result, attainment in all year groups rises in comparison to year on year data.			
C	Reduction in behavioural incidents	The number of report cards, red dojos, exclusions reduces. Projects are led independently by pupils e.g. play leaders mentoring small groups, lunchtime clubs etc.			
D	Pupils' learning habits are well-supported at home and parents are actively engaged in school life.	All parents are engaged and support the school by attending INSPIRE workshops, curriculum meetings, parents evenings, coffee mornings and community events hosted by the school. With all parental engagement opportunities, attendance is monitored and specific families are targeted. Pupils complete their homework regularly and pupils who are unable to access this, attend in school clubs. As a result, all pupils complete their homework. Parents are encouraged to engage in dialogue through reading records.			

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E	Families are well supported by the school to overcome the socio-economic disadvantage.	Courses are run in-school to ensure parents can access English to enable them to support the learning of their child. Coffee mornings are planned by subject leads to support parents. The family support worker supports families with housing and early help. PE kit/ uniform to be funded by the school as necessary to give all pupils the feeling of belonging.
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Planned expenditure

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.

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?
<p>A. Improve attainment of disadvantaged boys to ensure that their attainment and progress is in line with other groups across school and nationally.</p> <p><i>SC: Combined attainment in RWM for disadvantaged boys is in-line with non-disadvantaged boys and at least 85% in all year groups, measured through robust teacher assessments and internal tests results.</i></p>	<p>Third teacher deployed to provide targeted additional maths and English support and reinforcement work to specifically targeted Pupil Premium groups across the year groups.</p>	<p>Pupils need targeted support to catch up. These sessions will contribute to improving results for PP students in English and Maths in order to close the attainment gap.</p> <p>Using qualified teachers to support the most vulnerable pupils is recommended by the Sutton Trust.</p>	<p>Organise timetable to ensure high quality staff are delivering these interventions across all year groups.</p> <p>Monitor the quality of these interventions through observation and tracking of progress on a half termly basis.</p> <p>AHT for Inclusion to present and discuss impact with Governors at LGB.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>SLT, 3rd Teachers, all staff</p>	<p>Impact of interventions reviewed half termly looking at progress with scaled scores.</p> <p>£31,478</p>
<p>A. Improve attainment of disadvantaged boys to ensure that their attainment and progress is in line with other groups across school and nationally.</p> <p><i>SC: Combined attainment in RWM for disadvantaged boys is in-line with non-disadvantaged boys and at least 85% in all year groups, measured through robust teacher assessments and internal tests results.</i></p>	<p>Opportunities for teachers to improve their teaching through observations, team teaching, subject specific CPD, support with planning, targeted pupil support including the writing of CAP to specifically target PP pupils.</p>	<p>We want to offer high quality teaching to all pupils to drive up results. CPD delivered will offer both pedagogical knowledge and subject knowledge (weaknesses identified in previous inspections) These things are said to be effective in the Teacher Development Trust research review on professional development.</p>	<p>Planned monitoring of quality of planning, teaching and assessment by SLT to include book and planning scrutinies, learning walks and pupil conferencing. Governors to complete a book scrutiny at every LGB to quality assure reports and to speak to the pupils whose books are being looked at.</p> <p>All staff to conduct peer observations with specific focus on PP v non PP chn.</p>	<p>HoS, DHT Network Leads LGB</p>	<p>Outcome: all pre-September staff to be demonstrating consistently good or better teaching by end of Autumn 1.</p> <p>All NQTs to be demonstrating areas of good by end of Autumn 2 and be consistently good in all lessons by Summer 2.</p> <p>Cost of in-school CPD: £8656 Cost of external CPD: £5000</p>

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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>B. Quality of teaching- all teaching must be effective and disadvantaged pupils will be targeted to ensure all pupils make expected or better progress and levels of combined attainment rise in every year group.</p> <p><i>SC: Third teachers deliver weekly coaching and co-planning sessions to ensure all teaching is effective.</i></p>	<p>Third teacher to coach, co-plan and team teach with those in their year group to ensure that all teaching is effective and that this is triangulated by books and data.</p>	<p>A qualified teacher who is in the classroom every day is best placed to coach those in their teams. This is backed up by evidence from Pakeman Primary's secrets. Consistently effective teaching will lead to rapid progress and raise attainment.</p>	<p>Headteacher and DHT will coach the third teachers to ensure all staff have coaching and this is effective.</p> <p>Subject leads will co-plan.</p> <p>Third teachers will undertake PD of either Lead Practitioner, NPQML or NPQSL.</p> <p>Action steps are tracked and inform the half-termly CPD calendar.</p>	<p>SLT, 3rd Teachers, all staff</p>	<p>Outcome: all pre-September staff to be demonstrating consistently good or better teaching by end of Autumn 1.</p> <p>All NQTs to be demonstrating areas of good by end of Autumn 2 and be consistently good in all lessons by Summer 2.</p> <p>Cost of coaching: £9443</p>
<p>B. Quality of teaching- all teaching must be effective and disadvantaged pupils will be targeted to ensure all pupils make expected or better progress and levels of combined attainment rise in every year group.</p> <p><i>SC: Teachers reflect on their practice and evaluate their teaching against the Ark Great Teacher Rubric; this informs the CPD calendar to ensure all professional development is personalised and relevant.</i></p>	<p>Peer observations, with a specific focus derived from the Ark Great Teacher Rubric reflection, to enhance the effectiveness of teaching.</p>	<p>During one year, with a very effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher (Sutton Trust). As a result of this finding, we recognise the importance of sharing the practice of effective teachers within the school and within the network.</p>	<p>At the beginning of the year, all teachers will evaluate their practice against the Ark Great Teacher Rubric to identify strengths and areas for development. A summary of these will then inform the CPD calendar and support a personalised development programme for all teachers, allowing them to observe and learn from the strengths of others.</p>	<p>HT, DH</p> <p>3rd teachers</p> <p>All teachers</p>	<p>Half-termly</p> <p>Cost of peer obs £1271</p>
<p>B. Quality of teaching- all teaching must be effective and disadvantaged pupils will be targeted to ensure all pupils make expected or better progress and levels of combined attainment rise in every year group.</p> <p><i>SC: Attainment in all year groups rises in comparison to year on year data.</i></p>	<p>Relaunch the oracy policy and place a greater emphasis on the teaching of vocabulary in different curriculum areas.</p>	<p>There is a well-known 30 million-word gap and research shows that pupils with a wider vocabulary are more likely to achieve well in life. If the word gap is not reduced in primary school, the opportunities to catch up grow ever smaller.</p>	<p>Hold a staff book club, focusing on 'Closing the Vocabulary Gap' by Alex Quigley and discuss during staff training sessions.</p> <p>Ensure vocabulary is considered at all points during the planning phase and these are organised in to different tiers.</p> <p>Consider the schemas involved within topics and consciously plan how wider, related vocabulary contributes to knowledge and understanding.</p>	<p>Headteacher, DH, English Lead</p>	<p>Review weekly through:</p> <p>Spelling tests</p> <p>Book scrutinies</p> <p>Staff pedagogical discussions</p>

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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>C. Reduction in behaviour incidents.</p> <p><i>SC: The number of report cards, red dojos, exclusions reduces. Projects are led independently by pupils e.g. play leaders mentoring small groups, lunchtime clubs etc.</i></p>	<p>Effective teaching, which involves accurate pitch and pace, results in a decrease in behavioural incidents.</p>	<p>‘How pupils conduct themselves at school is crucial to life success, helping them develop good behaviour is therefore one of the most important tasks a school faces.’ Tom Bennett 2017. As a result, of this we want our pupils to be curious learners who self-regulate.</p>	<p>Co-planning, lesson rehearsal and team teaching will ensure that lessons are pitched to ensure challenge and progression.</p> <p>Consistent and fair use of sanctions and rewards lead to pupils self-regulating.</p>	<p>DH</p> <p>Behaviour worker</p> <p>All teachers</p>	<p>Cost of co-planning and team teaching:</p> <p>£9443</p>
<p>B Quality of teaching- all teaching must be effective and disadvantaged pupils will be targeted to ensure all pupils make expected or better progress and levels of combined attainment rise in every year group</p> <p><i>SC: All pupils make rapid progress from their starting points, enabling disadvantaged pupils to attain results in line with their peers, both in-school and nationally.</i></p>	<p>Embed the use of progression maps when planning all areas of the curriculum.</p> <p>Track pupils progress against the knowledge within different subject areas.</p>	<p>Knowledge is built on incrementally, year on year, to ensure full coverage of a rich curriculum and all gaps are addressed.</p> <p>This comes as a direct result of feedback from Ofsted during our June 2018 inspection.</p>	<p>All subjects will have a progression map which is organised into smaller strands to ensure teachers know the prior knowledge their pupils should have and how to build upon this.</p> <p>Pupils progression across these subjects will be tracked based on end of unit assessments. Any gaps will be addressed to ensure pupils have a solid foundation.</p>	<p>DH</p> <p>Subject Leads</p> <p>All staff</p>	<p>Review use of progression maps across the medium term.</p> <p>Review use of tracking knowledge every half term.</p> <p>£1613</p>
<p>B Quality of teaching- all teaching must be effective and disadvantaged pupils will be targeted to ensure all pupils make expected or better progress and levels of combined attainment rise in every year group</p> <p><i>SC: Pupils eligible for PP make as much progress as their peers, across all year groups in maths, reading and writing, measured by teacher assessments and successful moderation practices established across the school.</i></p>	<p>Hold regular in-school moderation to ensure consistency in judgements.</p> <p>Attend external moderations to ensure judgements are in-line with those nationally.</p>	<p>Moderation is a key process to ensure alignment in assessment within and beyond school.</p> <p>Moderation a valuable tool for teacher development; it supports their subject knowledge and ability to assess with accuracy.</p>	<p>EYFS lead to hold moderation meetings in school and with other Ark schools in the region, as well as with the local authority.</p> <p>Year 2 and Year 6 teachers to attend Ark moderation meetings, immersion days and local authority moderation.</p> <p>Non-exam year groups to attend moderation and with local cluster schools.</p> <p>Book moderations to take place for all year groups in school and across phases.</p>	<p>English Lead</p> <p>Maths Lead</p> <p>3rd teachers</p>	<p>Moderations to be held before every assessment point.</p> <p>£9443</p>
Total budgeted cost					£76, 348

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Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve attainment of disadvantaged boys to ensure that their attainment and progress is in line with other groups across school and nationally.</p> <p><i>SC: Rates of PP boys passing the phonics screening check is in line with non-PP (90% target)</i></p>	<p>To continue to utilise the Read Write Inc Phonics programme to improve the reading capacities of our underachieving pupils.</p> <p>Pupils newly arrived will have boosters to help them progress through the programme rapidly.</p>	<p>RWI is an effective intervention in ensuring that disadvantaged pupils attain national expectations in reading and phonics. It has been adopted as a whole school approach to address the underachievement of pupils. The Sutton Trust T&L toolkit advocates this as a low cost intervention with high impact.</p>	<p>Teacher training x 2 days for all new staff, development days for all staff involved RWI lead will receive extra training and share expertise by coaching teachers during the sessions daily, RWInc Lead to assess and monitor during all daily sessions. RWI trainer to support RWI Lead and take part in joint monitoring of quality of RWI teaching including across sites to include Ark Kings. PP boys to be identified in phonics groups and receive daily 1:1 tutoring.</p> <p>Targeted tutoring for Y2 boys will ensure they pass the re-take of the PSC.</p>	<p>RWInc and English Lead</p>	<p>Review termly by using past PSC tests.</p> <p>Development days: £1180 Training: £588.76</p>
<p>A. Improve attainment of disadvantaged boys to ensure that their attainment and progress is in line with other groups across school and nationally.</p> <p><i>SC: Combined attainment in RWM for disadvantaged boys is in-line with non-disadvantaged boys and at least 85% in all year groups. measured through robust teacher assessments and internal tests results.</i></p>	<p>CAPs are written to ensure that teachers focus on specific groups of pupils in every lesson to raise attainment and ensure gaps are eradicated.</p>	<p>It is vital for class teachers to be aware of differences between groups of pupils to enable them to address these and close the gaps.</p>	<p>All staff have received training on how to use data to write an effective CAP. From this third teachers have worked with teachers to ensure the most vulnerable pupils are targeted. CAPs have baseline and exit data to measure effectiveness and are conducted for six week periods.</p>	<p>All staff Led by AHT for Inclusion and AHT D&A</p>	<p>Training: £9443</p>
<p>A Improve attainment of disadvantaged boys to ensure that their attainment and progress is in line with other groups across school and nationally.</p> <p><i>SC: Combined attainment in RWM for disadvantaged boys is in-line with non-disadvantaged boys and at least 85% in all year groups.</i></p>	<p>To provide targeted small group teaching to accelerate SATs attainment levels.</p> <p>Booster classes / Easter school/ Saturday school for Y6 pupils identified as needing extra input.</p> <p>Action Tutoring to target 14 PP children</p>	<p>Some pupils need targeted support to catch up - identified underachieving PP pupils targeted for extra support through booster classes and an early start to the day. High quality staff and resources used to run these sessions.</p> <p>HT to run daily reading intervention group, maths lead to run maths intervention group. English Lead to run writing clubs both in school and after school.</p>	<p>Impact of sessions monitored through progress of children on a half termly basis.</p> <p>AHT for Inclusion to present and discuss with Governors at LGB.</p>	<p>SLT Class teachers</p>	<p>Action tutoring: £2850 Booster classes Y6: £2562 Booster classes Y5: £2562 Easter school: £ 2600 Saturday school: £5146 Morning school: £3687 Enhanced teaching structure: £52, 218</p>

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	<p>and have weekly sessions before school. Morning school to begin three days per week from October for Year 6. Third teachers running interventions in afternoons in RWM</p>	<p>Individual/ small group interventions have been shown to be effective as referenced in the toolkit produced by the Sutton Trust.</p>			
<p>B Quality of teaching- all teaching must be effective and disadvantaged pupils will be targeted to ensure all pupils make expected or better progress and levels of combined attainment rise in every year group. <i>SC: Professional development is personalised and relevant</i></p>	<p>Staff use the career stage expectations to ensure they know what is expected from them in terms of their teaching, they then reflect on this using the GTR. CPD is planned around this whether it be in school or training days organised externally.</p>	<p>Some staff have had the same training repeatedly and are observed in-class using techniques effectively to raise standards, disseminating this through individualised, targeted groups will result in teachers improving more quickly.</p>	<p>Teacher tracker will ensure that action steps are monitored for effectiveness and gaps are identified quickly. Third teachers have a fortnightly meeting and SLT a weekly meeting to share progress. Pupil progress meeting half termly, fortnightly for exam year groups.</p>	<p>T&L Lead All staff to be responsible for identifying own weaknesses</p>	<p>As above cost</p>
<p>B Quality of teaching- all teaching must be effective and disadvantaged pupils will be targeted to ensure all pupils make expected or better progress and levels of combined attainment rise in every year group <i>SC: Performance management is used effectively to ensure that all pupils meet or exceed their targets.</i></p>	<p>All teachers will set targets for their class in conjunction with third teachers and SLT. Performance management will reflect these targets.</p>	<p>In-school evidence has shown that when PM targets are personalised teachers strive harder to meet these targets and do so more effectively.</p>	<p>HT to meet with HR Business Partner to plan the PM cycle. HT and SLT/third teachers to work together to set targets which third teacher then agrees with class teachers. All PM targets have a PP target.</p>	<p>HT, SLT, MLT</p>	
<p>B Quality of teaching- all teaching must be effective and disadvantaged pupils will be targeted to ensure all pupils make expected or better progress and levels of combined attainment rise in every year group <i>SC: Combined attainment rises in each year group across the school</i></p>	<p>Subject Leads will individually coach new staff to ensure that expectations are high and will work with third teachers to ensure that class action plans are accurate and effective.</p>	<p>Previous academic year induction plan ensured that teachers were effective quickly. Identifying pupil premium pupils on the action plan ensures that they have focused in-class support as well as targeted interventions.</p>	<p>Subject leads to meet with third teachers to address gaps. Third teachers and D&A AHT to meet with teachers to ensure CAPs are effective.</p>	<p>SLT Subject Leads</p>	<p>Coaching and interventions £9443</p>
<p>C Reduction in behavioural incidents</p>	<p>Pupils identified as having mental health</p>	<p>In the last academic year a Mental Health worker was employed and</p>	<p>Organise timetable to ensure that the most vulnerable pupils are well supported.</p>	<p>Behaviour Worker</p>	<p>£15,932</p>

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<i>SC: The number of report cards, red dojos, exclusions reduces.</i>	needs will be mentored by a trained specialist to ensure that these pupils have the strategies that they need to be able to learn in-class. This may be individual or in small groups.	successfully mentored a small group of boys which enabled them to take part in in-class learning.	Track pupils through dojo in school to ensure repetitive actions that stop learning are picked up and addressed quickly.		
D Pupils' learning habits are well-supported at home and parents are actively engaged in school life. <i>SC: Pupils complete their homework regularly and pupils who are unable to access this, attend in school clubs. As a result, all pupils complete their homework.</i>	Teachers will run a homework club targeting pupils who do not complete homework at home. During this homework time pre-tutoring for the next piece of homework to be set will take place.	Pupils who are pre-tutored will be able to access the work independently. Pupils who do not complete the maths and spelling homework have performed less well in spelling and specific maths objectives in the previous year.	Third teachers will monitor pupils not completing homework and this pupils will join lunchtime homework club. Homework will be monitored to ensure that pupils can access the homework.	Third teachers	Intervention homework time: £6400 Homework books and resources: £1000 Spellodrome and athletics: £1460
Total budgeted cost					£129, 311.76

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C Reduction in behavioural incidents <i>SC: The number of report cards, red dojos, exclusions reduces.</i>	To deploy Behaviour Lead to improve pupil engagement and behaviour for learning of more vulnerable pupil groups, and deliver enrichment activities for disadvantaged pupils	60% of pupils identified as needing support with behaviour are PP pupils. Mentoring ensures that they are able to access the learning in the classroom and make strong relationships both in and out of the classroom.	Thorough briefing of Behaviour Lead about existing issues for underachieving vulnerable pupils. Outreach worker will collaborate to ensure new provision and standard school processes work smoothly together.	Inclusion AHT	Outcome: Vulnerable pupils achieve on a par with their peers. Staffing and training costs: £12, 240
E Families are well supported by the school to overcome socio-economic disadvantage <i>SC: All pupils arrive at school on time and are fed before the day begins</i>	Breakfast club is provided free of charge Mini-bus collects pupils premium pupils as do two walking bus routes	Previous years of offering walking bus and minibus show us that pupils arrive calmly and ready to start the day. Breakfast being provided means pupils are ready to learn when the day begins and are alert.	Target PP families and take distance into account	Outreach worker	Minibus: £2083 Walking bus £1833 Breakfast club: £4108
C Reduction in behavioural incidents <i>SC: Projects are led independently by pupils e.g. play leaders mentor</i>	Deploy Behaviour Lead and Attendance Lead to work with PP pupils to remove barriers that make learners passive	Pakeman Primary Secrets references pupils that feel in control and listened to make the most progress. We want all groups of pupils to know that their opinions are valid and that	Use of pupil voice will ensure that all pupils are heard. School council will be set up and meetings held regularly to ensure opinions of all are listened to.	Behaviour and Attendance Lead	Outcome: School council is purposeful and has impact and pupils can explain the changes that they

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<p><i>lunchtime clubs, head boy/girl mentor small groups to develop projects</i></p>	<p>and enable them to make changes within school focusing on playtime structures (train play leaders) and passive behaviour within lessons.</p>	<p>when they speak up change will happen.</p>	<p>Pupils will be instrumental in implementing the changes that they have asked for.</p>	<p>Overseen by SLT</p>	<p>have championed in their school. Staffing and training costs: £1935 Resources: £3000</p>
<p>D Pupils' learning habits are well-supported at home and parents are actively engaged in school life. <i>SC: All parents are engaged and support the school by attending INSPIRE workshops, curriculum meetings, parents evenings, coffee mornings and community events hosted by the school. With all parental engagement opportunities, attendance is monitored and specific families are targeted</i></p>	<p>To deploy Outreach Worker to continue to improve, develop and enhance parental engagement with the Academy and the learning of their children.</p>	<p>This will provide parents with regular day to day contact to seek guidance on issues both in and out of school; in addition this person will be organizing parental engagement events targeted at parents of disadvantaged and more vulnerable pupils.</p>	<p>Weekly inclusion meetings with DHT, information fed back to SLT.</p>	<p>DHT Outreach worker Behaviour Lead CoG to attend coffee mornings and build links with parents</p>	<p>Parents are able to support their children to make more progress. Parents engage in dialogue through home-school reading records Parent engagement to support pupils: £15,593</p>
<p>E Families are well supported by the school to overcome socio-economic disadvantage <i>SC: Parents can access English to enable them to support the learning of their child/ren.</i></p>	<p>Continue parenting classes and English classes to boost engagement across school.</p>	<p>Parents must be able to understand the objectives of the school and it is essential for them to be literate to support the economy.</p>	<p>Outreach worker will interview all families new to the school to assess the needs of the family. Families will be signposted to English/parenting/CV writing courses as necessary.</p>	<p>Outreach worker</p>	<p>As above</p>
<p>E Families are well supported by the school to overcome socio-economic disadvantage <i>SC: Parents can access English to enable them to support the learning of their child/ren.</i></p>	<p>INSPIRE workshops, curriculum meetings, parents evenings, community days and coffee mornings are planned to support parents to engage with their child's learning at home.</p>	<p>Feedback from parents has shown that they often struggle to support their children with their learning at home especially when their own English language may be at an early stage. Workshops will support parents with strategies and resources to support their children at home.</p>	<p>SLT to oversee planned workshops. Parent questionnaire to evaluate effectiveness.</p>	<p>SLT Third Teachers</p>	<p>Outcome: At least 90% of parents attend INSPIRE workshops and implement new knowledge to support their children. £2800</p>
<p>E Families are well supported by the school to overcome socio-economic disadvantage <i>SC: Enrichment opportunities are provided for all pupils, specific families are targeted to ensure that they are able to access the enrichment opportunities.</i></p>	<p>Enrichment activities within the curriculum – support funding for trip / visitors to the academy to ensure all children have access to a wide range of new and challenging opportunities.</p>	<p>If we ensure all children have access to a wide range of new and challenging enrichment opportunities this will engage and motivate pupils to succeed, improving progress for all pupils including pupil premium.</p>	<p>Overview of enrichment opportunities planned onto curriculum map for the year.</p>	<p>DHT curriculum Third Teachers</p>	<p>Outcome: All pupils take part in planned enrichment activities and this impacts upon learning. £3900</p>

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<p>E Families are well supported by the school to overcome socio-economic disadvantage</p> <p><i>SC: All pupils have full uniform/ PE kit which may be subsidised by the school to give all pupils a feeling of pride and belonging.</i></p>	<p>Financial support ensures that pupils are not singled out by not having the correct uniform and can be respected amongst their peers.</p>	<p>Pupil surveys showed that pupils worry about not having the correct kit or uniform but the older pupils also have an awareness of cost.</p>	<p>Outreach worker to liaise with families. Outreach worker will also liaise with families to provide early help/ housing/ benefit claims etc.</p>	<p>HT, DHT, Outreach Worker</p>	<p>Uniform and PE kit: £500</p>
<p>Total budgeted cost</p>					<p>£39, 860</p>