



# Stoke Bishop CofE Primary School

## 3 Year Pupil Premium strategy 2020-23

### Review June 21

SUMMARY INFORMATION			
Pupil Premium Strategy Plan			
CURRENT PUPIL INFORMATION 2021-22			
Total number of pupils:	398	Total pupil premium budget:	£56,110
Number of pupils eligible for pupil premium:	43	Amount of pupil premium received per child:	Average = £1,305

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	20	47%
Girls	23	53%
SEN support	9	21%
EHC plan	0	0%
EAL	17	40%

## Assessment data (2019 = last statutory data point)

EYFS - 2019						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2015-16	2016-17	2017-18
Good level of development (GLD)	100% (1)	77%	71.8%	69.3%	70.7%	71.5%
Reading	100% (1)	82% (57)	73.7%	88.13% (59) 33.33% (3)	90% (60) 75% (8)	90% (60) 50% (6)
Writing	100% (1)	78.94%(57)	73.7%	83.05% (59) 33.33% (3)	81.67% (60) 50% (8)	88.33% (60) 50% (6)
Number	100% (1)	(57) 78.94%	79.8%	84.74% (59) 66.67% (3)	83.33% (60) 62.5% (8)	88.33% (60) 66.67% (6)
Shape	100% (1)	(57) 78.94%	81.5%	84.74% (59) 66.67% (3)	83.33% (60) 62.5% (8)	91.67 (60) 66.67 (6)

YEAR 1 PHONICS SCREENING CHECK – (JUNE 2019)					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2015-16	2016-17	2017-18
84.48% (58)	83.33%(6)	82%	92.98% (all) 66.67% (6 pp)	82.76% (all) 33.33% (3 pp)	79.66% (all) 44.44% (9 pp)

## YEAR 2 PHONICS SCREENING CHECK – (DEC 2020)

Pupils eligible for PP	Pupils not eligible for PP	National average
100% (1)	81% (58)	tbc

## END OF KS1 - 2019

	Pupils eligible for PP (Annual figure in brackets)			Pupils not eligible for PP (Annual figure in brackets)		
	2018-19 (9)	2017-18 (4)	2016-17 (3)	2018-19 (50)	2017-18 (54)	2016-17 (55)
% making expected or better than expected progress in reading	44% (4)	50% (2)	33% (1)	90% (45)	80% (43)	83% (46)
% making expected or better than expected progress in writing	44% (4)	50% (2)	33% (1)	84% (42)	81% (44)	73% (40)
% making expected or better than expected progress in maths	55% (5)	50% (2)	0% (0)	90% (45)	87% (47)	79% (44)

## END OF KS2 - 2019

	Pupils eligible for PP (Annual figure in brackets)			Pupils not eligible for PP (Annual figure in brackets)		
	2018-19 (13)	2017-18 (18)	2016-17 (15)	2018-19 (47)	2017-18 (36)	2016-17 (32)
% making expected or better than expected progress in reading	69% (9)	83% (15)	93% (14)	87% (46)	89% (32)	94% (30)
% making expected or better than expected progress in writing	85% (11)	83% (15)	80% (12)	89% (43)	92% (33)	94% (30)
% making expected or better than expected progress in maths	69% (9)	83% (15)	80% (12)	94% (47)	92% (33)	94% (30)

OTHER DATA		
Look at:	Strengths	Weaknesses
<b>Attendance data ( 2<sup>nd</sup> Sept 19 – 20<sup>th</sup> March 20)</b> Whole School: 96.4% FSM pupils: 91.2%	Consistently above/ in line with National	Continuing Gap between attendance of 'All and 'PP children
<b>Behaviour data ( 2<sup>nd</sup> Sept 19 – 20<sup>th</sup> March 20)</b> Incidents: Whole school: 82 / PP: 23 = 28%	Very low rate of significant incidents between children / children & adults	Internal / Fixed term exclusions were for PP boys whose parents had a difficult / inconsistent relationship with school
Safeguarding referrals	Very few referrals to external agencies – all related to Attendance and concerns about parental engagement	Contact with / engagement with parents in need remains undeveloped

STRATEGY STATEMENT
<p><b><u>What's working well?</u></b></p> <ul style="list-style-type: none"> <li>• Restructuring of the teaching teams into Hubs, with fixed, full time support staff, has improved teacher awareness and responsibility for the progress of PP children.</li> <li>• QFT planning for the needs of the whole group has gradually improved in considering how best to support children through a range of strategies that do not resort to withdrawal for intervention.</li> <li>• The development of support staff as integral to the on-going learning of children has significantly changed the level of engagement and responsibility for pupil outcomes. Teaching Assistants have a much stronger understanding of individuals across their curriculum / school experience which is informing the nature of QFT as well as intervention provision. QFT and Interventions were beginning to show impact in school through this at the point of Mid Term assessment in March 20.</li> <li>• Work throughout the lockdown (March – June), supported identified vulnerable children but only where they and parents were willing to engage.</li> <li>• The Top 10 strategy has increased wider awareness amongst teachers and TA's of PP children's needs and understanding of the barriers they face.</li> <li>• Review of the Top 10 strategy has led to a much tighter framework of strategy and support meetings between the Inclusion lead, Top 10 champions and Hub Leads over a sequence of terms. This</li> </ul>

## STRATEGY STATEMENT

### **What's not working as well?**

- Adjustment to and learning about the possibilities of the new structure dominated staff working from September to December. January demonstrated a more focussed approach to the setting up of support strategies and interventions for PP children but were only beginning to impact for some children as Lockdown was implemented.
- Initial benchmarking indicates that PP children have struggled to continue progress – and for many they have regressed in their core curriculum skills, stamina and ability to focus independently.
- Interventions showed a lack of clarity between programmes and general 1-1 / small group support, lacking entry and exit criteria or full evaluation of effectiveness.
- Strategic overview and monitoring of Top 10 has not been sufficient in giving TA's clear guidance, expectation, strategies or resources to support children effectively. This has resulted in an inconsistent approach, with varying degrees of impact.
- Mid Term data identified the increasing progress gap for PP children in Reading. This was most apparent in KS2 but also in groups of children in Y2, where the restructuring of the Phonics provision has not impacted. Data Analysis identified Reading as the key area of focus for impact but this has been delayed by the lockdown. It has now therefore become a key objective in the SDP.
- The impact of Lockdown has meant that PP children have not sustained initial progress or embedded the gains made.
- We have a large number of children (51%) whose progress is poor and the engagement of parents in supporting them has been very low – either in total or in practice. We need to reconsider specific strategies for engagement and participation of parents, especially understanding their own personal barriers, if we are to achieve any embedded success for these children

### **Continuation of Core strategies**

- The implementation of 'Top 10' focus groups in each Hub has been reorganised and will be monitored more effectively through regular Team and individual meetings. They will have a particular focus of addressing the social & emotional needs of PP children that are generally more in evidence as a result of the lockdown.
- Strategic support from the Inclusion Lead will ensure that the 'Top 10' strategy is focussed , monitored and evaluated on a termly basis.
- Pupil Progress Meetings will focus on those PP children not showing academic attainment / progress consistent with their peers, and using a revised intervention list to support staff in providing effective interventions to address the need.
- In support of parental engagement and participation, school will appoint a Family Link Worker (FLW) to work specifically on communicating openly and effectively with identified parents in order to overcome some of the barriers identified for Pupils.
- The FLW will work alongside TA's as part of the 'Top 10' strategy to link up school / home objectives for children where this is not making a difference.
- The revised approach to Phonics will continue and includes the purchase of new materials (Big Cat) to support the effective application of phonic knowledge to specific reading progress in banded books.
- A new expectation around daily reading will maintain classteacher focus on any children and particularly PP, who are not engaging sufficiently with reading books. Once we have more opportunity for parents to be in school this will also be encouraged through support and participation of parents as Reading Volunteers,

### **Long-term plan objectives:**

- Raise attainment in rwm, with pp pupils consistently narrowing the gap with non-pp pupils
- Broaden the range of provision for pp pupils to improve accuracy and impact of interventions and support
- Improve the effectiveness of engagement & participation from parents of pp children for long-term impact

PRIORITY 1 - RAISE ATTAINMENT WITH PP PUPILS, CONSISTENTLY NARROWING THE GAP WITH NON-PP PUPILS IN RWM

**Members of staff responsible:** Inclusion Lead / Hub Leads/ Hub Teams

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Improve the overall use of data / information for understanding the specific needs of each PP child	<ul style="list-style-type: none"> <li>• Use Data Analysis Reports for direct reference / information for all staff</li> <li>• Focus on the individual progress of PP children in PPMs</li> <li>• Review 'Top 10' format for recording data progress as well as impact on non-data barriers</li> </ul>	<ul style="list-style-type: none"> <li>- Hub staff</li> <li>- Hub staff / Assessment Lead / Head</li> <li>- Inclusion Lead</li> </ul>	<p>3 x year Data Points to July 21</p> <p>“</p> <p>“</p>	<p><i>Data Analysis Reports</i></p> <p><i>PPM Meetings</i></p> <p><i>Top 10 allocated support time / monitoring time</i></p> <p><i>Hub Champions allocated meeting time</i></p>	<p>Consistent PPMs</p> <p>PP children's needs are understood by the Hub team and being addressed</p> <p>Annual Transition discussions ensure full sharing of knowledge within the Top 10 matrix, PPMs and wider family context</p>	<p>Increasing numbers of PP Pupils making at least expected progress on an annual basis as they progress through the school.</p>

**Evaluation**

Internal data processes and outcomes have been disrupted due to the second school lockdown (Jan – Mar). Data point 2 (DP 2) demonstrates that PP children have made progress consistent with their peers in most year groups, despite the impact of Covid on their individual engagement in school. Some benefitted from the keyworker / vulnerable provision (47% of PP children in school during Lockdown: Jan - Mar). These children were seen to be making good progress in core skills which definitely mitigated the negative impact of lockdown for many of them. We are not, as yet, seeing any accelerated progress. Feedback from meetings with Hub leads / Champions demonstrates that understanding of the needs and appropriate actions has increased significantly around each child's context.

**Action** – Maintain focus in Transition / over Autumn term, on borderline PP children who have shown progress over this year with an intent for rapid progress in Autumn Term especially.

<p>2.To implement and refine a ‘Top 10 strategy’ in each Hub designed to ensure explicit impact on the social, emotional and academic progress of PP children</p>	<ul style="list-style-type: none"> <li>• All Hubs identify staff member responsible for supporting PP children</li> <li>• Inclusion lead to oversee the setup and monitoring of Top 10 PP children each year</li> <li>• ‘Top 10’ children receive regular intervention / opportunities for reflection on key learning habits/ skills as well as <b>their</b> interests</li> </ul>	<ul style="list-style-type: none"> <li>- Hub Lead</li> <li>- Inclusion Lead</li> <li>- Hub champions</li> </ul>	<p>Annually 20-23</p> <p>Annually 20-23</p> <p>Annually 20-23</p>	<p><i>Data Analysis Reports</i></p> <p><i>PPM Meetings</i></p> <p><i>Top 10 allocated support time / monitoring time</i></p>	<p>Consistency of Top 10 processes are developing across and between all Hubs</p> <p>Provision for PP children is clearly evidenced and demonstrates impact</p>	<p>An increasing percentage of PP children feel confident about themselves as learners, and demonstrate improvement in data</p>
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**Evaluation**

Feedback from Champions / Hub leads regarding progress with the systems / identification and frequency of support for children and impact on individuals is positive in respect of the improved focus for children. The % of children who feel more confident and who are demonstrating improvements in learning is increasing but is currently too anecdotal. Systems now in place should ensure focus is part of transition and we can track the effectiveness of this.

**Action** Continue this practice

<p>2. (Cont'd) To implement and refine a ‘Top 10 strategy’ in each Hub designed to ensure explicit impact on the social, emotional and academic progress of PP children</p>	<ul style="list-style-type: none"> <li>• Termly reviews identify successful strategies/ Impact on pupil engagement / progress in RWM</li> <li>• All Hub champions/ Inclusion Lead complete Annual evaluation of provision/ areas of progress and impact</li> <li>• Annual report uses Progress reviews linked to PPMs for effective evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion Lead</li> <li>- Hub Champions / Inclusion Lead</li> <li>- Hub Leads &amp; Champions/ Inclusion Lead</li> </ul>	<p>Termly: October 20 – July 21</p> <p>Annually June 21-23</p> <p>Annually June 21-23</p>	<p><i>Hub Champions allocated meeting time</i></p> <p><i>Intervention resources</i></p>	<p>The progress of children is evidenced in their engagement, confidence and commitment to learning</p>	
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### Evaluation

Reset in March focussed on Training for Top 10 Champions and Hub Leads in discussing, understanding and implementing new procedures for supporting Top 10 children. This involves effective identification processes, discussions around the profile of the child against the Top 10 matrix, A clear format for discussions around objectives, how needs can be supported through appropriate interventions and agreements on appropriate time allocation for provision and administration as necessary.

Progress reviews for 15 out of 46 PP children (33%) evidence that we have sustained parental engagement with contextual aspects of school and Data reviews indicate some good maintenance of progress (68% -Reading, 70% -Writing, 58%-Maths) but not sufficient to close the gap. Maths in particular shows a widening of the gap.

**Action** Implement fully across the year with a focus on parents who didn't engage for review at the beginning of T1.

<p>3. Monitor the progress of PP children as a key data group throughout the year for the ongoing review of provision needed and the impact arising</p>	<ul style="list-style-type: none"> <li>• 3 x Yr Data Analysis Report has direct comparison with All / PP children</li> <li>• Inclusion appendix for all vulnerable groups gives context to barriers for PP children</li> <li>• PPMs provide specific focus on provision for individual children</li> <li>• Annual Inclusion Report identifies overall impact of provision and adjustments required for ongoing improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment Lead</li> <li>- Inclusion Lead</li> <li>- Hub staff / Assessment Lead/ Head</li> </ul>	<p>3 x year Data Points to July 21-23</p> <p>“</p> <p>“</p> <p>Annually June 21-23</p>	<p><i>Data Analysis Reports</i></p> <p><i>PPM Meetings</i></p> <p><i>Top 10 allocated support time / monitoring time</i></p> <p><i>Hub Champions allocated meeting time</i></p>	<p>Identified PP Pupils making at least expected progress on an annual basis in RWM</p> <p>PPMs demonstrate termly decision-making regarding progress of identified group</p>	<p><b>The gap between PP / All children reduces incrementally from 2021-23</b></p>
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### Evaluation:

Data Analysis disrupted by second school lockdown. Monitoring of PP children is embedded within the overall Whole School Data Report and the Inclusion Analysis Report. The process was finally implemented at the end of Term 4 and is currently being reviewed for the first time at the end of T6. Internal data indicates that PP children have not closed the gap in most cases with a significant number falling even further behind over the year of Action 2 above. PPM reports identify specific focus for each child not making sufficient progress and these have largely been successful in meeting individual small step targets, although not translating to wider academic targets.

**Action** Clear need to maintain provision in writing at a high level in school, as this is showing impact. Early engagement of all parents with phonics training / awareness is also important. This to be supplemented by focus on parents where children are struggling through direct support (Family Link Worker).

**PRIORITY 2 - BROADEN THE RANGE OF PROVISION FOR PP PUPILS TO IMPROVE ACCURACY AND IMPACT OF INTERVENTIONS AND SUPPORT**

**Members of staff responsible:** Inclusion Lead / Hub Champions / Head/ SBM

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To effectively allocate staff in identifying the priority barriers impacting on PP children and their families.	<ul style="list-style-type: none"> <li>Hub champions will spend time building effective relationships with children in order to gain a strong understanding of their context</li> <li>Development of roles to support EAL issues and parental engagement in order to understand the child and the domestic situation fully</li> <li>Attendance meetings will explore the barriers that contribute to slower progress from a parental perspective in order to find sustainable solutions</li> </ul>	<ul style="list-style-type: none"> <li>Hub Leads</li> <li>Inclusion Lead/ Head/ SBM</li> <li>Head / Inclusion Lead / EAL support / Parent Link Worker</li> </ul>	<ul style="list-style-type: none"> <li>Annually – September 20- 23</li> <li>February 21 – July 23</li> <li>April 21 – July 23</li> </ul>	<ul style="list-style-type: none"> <li><i>Top 10 allocated support time / monitoring time</i></li> <li><i>Hub Champions allocated meeting time</i></li> <li><i>EAL worker role created</i></li> <li><i>Parent Link Worker role created</i></li> <li><i>Timetabled Attendance meetings (Internal)</i></li> </ul>	<ul style="list-style-type: none"> <li>All Hub Champions have an increasing understanding of their role</li> <li>Increase in the number of parents who are engaging with school directly as a result of staff working to support them</li> <li>Reducing gap between All / PP children for Annual Attendance</li> </ul>	<p><b>All Hub champions / Inclusion Lead have clear evidence of the impact on PP children they have worked with</b></p>

**Evaluation:**

PP Champions have used monitoring information to build an effective picture of the needs of each of the Top 10 children in their Hub. This has been shared with classteachers and the Hub Lead for an effective overview. EAL has been supported significantly by the new procedures for EAL induction brought in by the Family Link Worker (FLW). Support of the FLW has been used to improve communication and understanding of home environment for some EAL children through in school meetings. Monitoring sheets will be reviewed over w/b 5<sup>th</sup> / 12<sup>th</sup> July for specific summary of children each Champion has worked with.

**Action** Share accurate specific information about each of the Top 10 children who are being passed on / received. Identify where relationships eg EAL parents, need to be established during transition week.

<p>2. Increase training for teaching staff in specific intervention programmes for improved acquisition of academic skills</p>	<ul style="list-style-type: none"> <li>• Key interventions identified</li> <li>• Internal / external training requirements agreed and implemented for identified staff</li> <li>• Intervention overview compiled for reference by all Hub staff</li> <li>• Evaluation of Interventions for impact as part of Annual Inclusion Report</li> </ul>	<ul style="list-style-type: none"> <li>- Hub staff</li> <li>- Inclusion Lead/ TA facilitator / TA Training Lead</li> <li>- Inclusion Lead</li> </ul>	<p>November 20</p> <p>“</p> <p>“</p> <p>Annually June 21-23</p>	<p><i>Programme of training in identified key interventions for RWM and pastoral needs</i></p> <p><i>Hub Champions allocated meeting time</i></p>	<p>All Hubs have a wider range of skills and resources that they are drawing on, amongst their own team, for supporting PP pupils each year</p> <p>Inclusion Lead has an improving range of interventions for Hubs to draw on from beyond their staff team each year</p>	<p><b>Intervention overview demonstrates a wider range of proven, effective provision available within school</b></p>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• TAs have been trained in a range of new interventions ( as well as drawing on resources / interventions already in school):</li> <li>• A number of staff have completed free training sessions offered by SALT (Speech and Language Therapy).</li> <li>• Intervention overview has been expanded and consolidated to cover a full range of need. All TAs / Hub leads now have this as a reference for intervention resources available. Initial focus has been on the home situation, engaging parents and identifying quick wins – eg PE kits / After school clubs.</li> </ul>						
<p>3. Implement direct intervention / support as required to impact on the priority barriers faced by PP children</p>	<ul style="list-style-type: none"> <li>• PPMs to identify appropriate intervention needs for all PP children</li> <li>• Increased number of interventions implemented with specific Entry / Exit criteria</li> <li>• Explore and expand the offer for pastoral interventions; e.g. Lego therapy / play therapy / Dance therapy to support children's self esteem/ self worth</li> </ul>	<ul style="list-style-type: none"> <li>- Hub staff / Assessment Lead/ Head</li> <li>- Inclusion Lead</li> </ul>	<p>3 x year Data Points to July 21-23 January 21-23</p> <p>November 20- July 21</p>	<p><i>Data Analysis Reports</i></p> <p><i>PPM Meetings</i></p> <p><i>Graded range of support/ intervention in response to the learning gaps arising from C-19</i></p> <p><i>Funding for extra-curricular learning</i></p> <p><i>Funding for external providers</i></p>	<p>All Hubs have a wider range of skills and resources that they are drawing on, amongst their own team, for supporting PP pupils each year</p> <p>Inclusion Lead has an improving range of interventions for Hubs to draw on from beyond their staff team each year</p>	<p><b>Monitoring of PP children indicates that all have received / are earmarked for relevant support to address their needs</b></p>

### Evaluation

Through training and meetings the Hub champions, understanding of appropriate forms of intervention (QFT / Group work/ 1-1 / social activities) has improved significantly. The recent implementation of these indicates that there will be a need to maintain these through transition into the next academic year. Transition discussions between Champions is planned to ensure an effective transfer of information and understanding of the child. All PP children receive academic support where there is a need and additional support with other aspects of school where that is possible. The latter has been the main focus for a lot of the children on the Top 10 list.

**Action** Review the list of each Hub and how this has altered for next year with the children's information having been passed on / received effectively.

<p>4. Use regular monitoring and support sessions for Hub staff in identifying and impacting on barriers.</p>	<ul style="list-style-type: none"> <li>• 'Top 10' Matrix maintained by Hub Champions to provide background context to pupil's needs</li> <li>• PPMs format used to provide overview of provision for children in Hub</li> <li>• Termly group meetings provide basis for identifying individual groups/ Hubs for increased Inclusion Lead support</li> </ul>	<ul style="list-style-type: none"> <li>- Hub staff</li> <li>- Assessment Lead/ Head</li> <li>- Inclusion Lead</li> </ul>	<p>Annually September – July 20-23</p> <p>3 x year Data Points to July 21-23</p> <p>Termly (6 x year)</p>	<p><i>Data Analysis Reports</i></p> <p><i>PPM Meetings</i></p> <p><i>Top 10 allocated support time / monitoring time</i></p> <p><i>Hub Champions allocated meeting time</i></p>	<p>All Hub Champions have an increasing confidence in their ability to inform the decisions around the provision for PP children</p> <p>There is a strong 'Team' identity and mutual support between Hub Champions and with the Inclusion Lead</p>	<p><b>Annual Report is able to quantify an increased level of confidence and satisfaction with the role of Hub Champion</b></p>
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### Evaluation

Termly Review has identified Hub Champions have significantly increased confidence about their role identifying:

- The formats and meetings have given focus meaning to what they are being asked to do in support of child's needs
- The intervention is more tailored and therefore more purposeful to each child
- The opportunity to engage with parents and to get them involved in a short conversation has helped in improving parent / child awareness of what should be happening. It has clearly focussed some of the parents
- The structure has been maintained in the most part
- Support from the Family Link Worker (CWS) has been invaluable in making that first contact with some parents in particular – especially EAL

**Action** Continue to embed systems and practice through transition and into Autumn Term. Set annual calendar of meetings / paperwork cycle.

**PRIORITY 3 - IMPROVE THE EFFECTIVENESS OF ENGAGEMENT & PARTICIPATION FROM PARENTS OF PP CHILDREN FOR LONG-TERM IMPACT**

**Members of staff responsible:** Inclusion Lead / Hub Teams / EAL support / Parent Link Worker support

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1.To create specific 1-1 and small group opportunities for developing parental understanding and support of children’s academic skills	<ul style="list-style-type: none"> <li>Parents of identified children to be invited in for specific 1-1 sessions / group sessions to increase their confidence, skills and commitment to supporting their children</li> <li>Inclusion lead to monitor number and effectiveness of such meetings as a key to understanding their impact</li> <li>Review with identified parents to assess value of provision and areas for potential improvement</li> </ul>	<ul style="list-style-type: none"> <li>Hub staff, (EAL Support / Parent Link Worker)</li> <li>Inclusion Lead</li> <li>Inclusion Lead</li> </ul>	<ul style="list-style-type: none"> <li>January 21</li> <li>April 21</li> <li>Termly (6 x year)</li> <li>Annually June 21-23</li> </ul>	<p><i>Allocated meeting time with school staff:</i>                      Hub Champions                      Inclusion Lead,                      (EAL Support / Parent Link Worker – as appointed)</p>	An increasing number of targetted parents are confident / comfortable to collaborate with staff in supporting their child’s learning progress	<p>Increased numbers of identified parents engaging with the offer of support</p> <p>Increased numbers of PP children with EAL are able to access the curriculum and wider school activities</p>
<p><b>Evaluation</b>                      Meetings have taken place to initiate and review action plans in T5 and T6. Opportunities for group working with parents to increase their skillset and confidence have not been possible due to control measures but individual conversations have taken place and some of these have involved the FLW to support parental awareness.                      Action Plan in sessions for parental participation / support / training in Autumn term as part of Top 10 calendar</p>						
2.Build effective relationships with parents that promote open dialogue around the home context and the barriers that exist to their support of children’s needs	<ul style="list-style-type: none"> <li>Invite specific parents to ParentGym sessions in order to develop their willingness to talk and draw on school / other parents for support</li> <li>Use of learning Meetings to engage fully with parents around the learning agenda for their children</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Lead / Hub Champions</li> <li>Classteachers</li> </ul>	<ul style="list-style-type: none"> <li>April 21 – July 23</li> <li>3 x year October 20- July 23</li> </ul>	<p><i>Allocated meeting time with school staff:</i>                      Hub Champions                      Inclusion Lead,                      (EAL Support / Parent Link Worker – as appointed)</p>	An increasing number of parents see school as a partner in helping their child to make progress socially, emotionally and academically	<p>Increased numbers of identified parents engaging with the offer of support</p>

**Evaluation**

ParentGym has not been implemented due to Covid and will need re evaluation of how it could work next academic year. Learning Meetings have had better attendance from identified families due to intervention / support from the FLW - 6 meetings taking place as a direct result of FLW booking and support in meeting.

**Action** Re-emphasise process with teachers for engaging FLW when families are not booking / responding

3. Develop effective procedures for providing direct support and signposting to external agencies as needed	<ul style="list-style-type: none"> <li>A clear overview of external agencies that gives contacts and areas of support is in place</li> <li>A checklist of key actions has been implemented to monitor the progress of referrals to external agencies</li> </ul>	- Inclusion Lead	January 21	<i>Inclusion Lead time</i>	Outcomes for families in need of support have been more successful both in school and externally  The school has stronger links with external agencies	Number of referred cases has dropped over the period due to reduced need
		- Inclusion Lead	January 21	<i>(EAL Support / Parent Link Worker – as appointed)</i>		

**Evaluation**

The role of FLW has supported the agenda around timely and effective signposting through liaison with SENCo, Classteachers and PSHE lead. Focus has primarily been on Mental Health / EAL support

**Action** Continue to build this role as visible to parents and maintain a log of all cases where signposting / links with external agencies is required

4. Focus on creating opportunities for the inclusion of 'isolated / disengaged' families within the school community	<ul style="list-style-type: none"> <li>Explicit 1-1 communication with/ invitation to all parents of identified pupils to learning meetings, parent workshops/events and information sessions.</li> <li>Allocated time for parent 1-1 and small group conversations to identify specific barriers/areas of need that they would respond to – eg Reading / Number cafes, Social mornings, adult support sessions.</li> <li>Invitations to whole school / PTA events</li> </ul>	- Inclusion Lead/ Hub Champions	October 20 – July 23	<i>Hub Champions allocated meeting time</i>	Increasing numbers of parents who were identified as disengaged are participating in school events / activities	PP children and their parents are no different statistically in their participation in events throughout the year.
		- Hub Leads / Inclusion Lead/ Hub Champions	April 21 – July 23	<i>Inclusion Lead time</i>		
			October 20 – July 23	<i>(EAL Support / Parent Link Worker – as appointed)</i>		

### Evaluation

No hub or whole school participatory events in which to encourage participation. Parent involvement in Learning Meetings has shown a good improvement across all parents with some due to being online but there is still a significant way to go in 21-22. Learning Meetings have continued throughout the year although the virtual nature of meetings has hindered effective relationship building. The number of parents engaging is high at 90% but those harder to reach families have been difficult to engage even where we have had the option of virtual meetings – 49% of PP chn did not attend a LM in June despite these being arranged for them by the teacher / FLW. The FLW has the names identified and will be proactive in setting up meetings for LM1.

**Action** Ensure monitoring of these groups / activities is maintained from beginning of Autumn term.