

## Oak Hill Academy Pupil Premium Strategy Statement 2018 - 2019

### Evaluation of Pupil Premium Strategy 2017 - 2018

1. Summary information					
<b>School</b>	Oak Hill Academy West London				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£199,320.00	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	471	<b>Number of pupils eligible for PP</b>	148	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment (end KS2 assessments 2018)		
	<i>35 Pupils eligible for PP at OHA Academy (Y6 2018)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% meeting the expected standard in reading, writing and maths combined</b>	74%	70%
<b>% meeting the higher standard in reading, writing and maths combined</b>	11%	12%
<b>% meeting the expected standard in reading</b>	80%	80%
<b>% meeting the expected standard in writing</b>	91%	83%
<b>% meeting the expected standard in maths</b>	91%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>Academic barriers</b>	
<b>A.</b>	Pupil Premium Pupils not achieving ARE/Above in Reading and Writing
<b>B.</b>	Special Educational Needs and Disabilities (SEND) Pupil Premium Children – needs to be clearly identified, understood and met by staff.
<b>C.</b>	Poor Phonics knowledge and basic number skills from KS1 – Gaps in prior learning
<b>D.</b>	Poor oral language skills

Additional barriers		
E.	Attendance issues – pupils do not attend or are late for school.	
F.	For some PP pupils; aspirations, self-belief and confidence – there is a need for pupils to believe that they can achieve and have high expectations of themselves	
G.	Low parental aspirations/engagement/involvement in learning and school life	
4. Intended outcomes		
	<i>Measure</i>	<i>Success criteria</i>
A.	Improve levels of progress in English for pupils eligible for Pupil Premium pupils so they are in line with non-Pupil Premium pupils.	Identification of pupils gaps in achievement, with clear strategies and support to close gaps and improve understanding. Improved levels of progress will be seen in both assessment data and in SATs results from entry to exit within in each year group Close the progress gap between disadvantaged pupils and non- disadvantaged pupils in Reading and Writing
B.	To close the gap in achievement through improving attainment for students in receipt of Pupil Premium so that it is similar to that of other students with the same starting point	Increasing <u>whole</u> staff awareness and responsibility for the attainment and progress of Pupil Premium children. There is a less than 9% gap between disadvantaged and other learners combined R/W/M
C.	More Able Pupil Premium pupils at KS1 to achieve in line with their non-Pupil Premium peers	The gap between these two groups of pupils is decreased to less than 15%
D.	Promote pedagogical approaches that support the learning needs for Pupil Premium pupils (who are also SEND) so that teachers and TAs feel confident in supporting the learning across the curriculum	A higher proportion of Pupil Premium pupils who are also SEND will make expected progress. Evidence of success will be seen in academic attainment and progress. Improvements in classroom pedagogy will be seen in learning walks, book scrutinies, and learning walks. Further assessment and identification of needs to be supported by outside agencies – target setting and training of staff to develop practice.
E.	To close the gap in attendance and promote levels of attendance for pupils eligible for Pupil Premium across the school. Attendance meetings are held on a weekly basis	Reduce the percentage of PA students to 5% or below. Overall attendance among pupils eligible for Pupil Premium improves in line with whole school target figures and non-Pupil Premium pupils

<b>F.</b>	Pupil Premium children and their families to access resources that are available and easily accessed	Pupil Premium pupils to have access to all extra-curricular activities, educational visits, breakfast and after school clubs, and uniform
<b>G.</b>	Develop greater working relationships with Pupil Premium children parents/families through ease of communication, community events, parent liaison officer	<p>Parents have access to advice and workshops to support parenting</p> <p>Parents have access to school information on the school website and are supported in accessing required information</p> <p>Outside agencies support readily made available to parents in need and identification of needs is more effective as a result of greater working relationships</p> <p>Attendance at parent evenings is improved</p> <p>Parents of disadvantaged pupils view the school positively as evidenced in parent voice surveys / parents' forum</p>

5. Planned expenditure					
Academic year		2018-2019			
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?
To sustain the high profile in closing educational gaps for students in receipt of pupil premium amongst all staff	<p>All staff will be reminded of the importance of ensuring that Pupil Premium students are securing appropriate progress in line with all students.</p> <p>Embed all school systems in place - (Teaching &amp; Learning, marking &amp; feedback, knowing students, extra- curricular enrichment activities, parental contact, resources and additional focused interventions).</p> <p>Targeted CPD for staff PPG staff meeting Pupil Progress meetings Resources CPD PIXL CAT4 testing</p>	<p>Raises the importance of ensuring progress for ALL.</p> <p>Personalised interventions ensure gaps in learning are closed for identified children.</p> <p>Poor social-economic background should not be a barrier to success</p> <p>Effective feedback improves attainment and progress (EEF Toolkit)</p> <p>PIXL recommendations and findings, whole Trust initiative</p>	<p>Learning walks Budget reviews Strategy review Data analysis Book looks Monitoring of planning Marking Performance management Attainment and progress data is improving Staff CPD – monitoring and tracking progress Staff training is delivered to provide support for identified SEND areas of need and how to develop, support and improve their learning Interventions are tracked by class teachers following the graduated approach</p>	<b>SLT TL, Inclusion Lead</b>	Half termly, as part of the Academy monitoring cycle

<p>To increase the percentage of PP pupils achieving above age related expectations and to make better than expected progress.</p>	<p>Cross Academy and year team planning and discussion re PPG children every 6 weeks</p> <p>PPG staff meeting Pupil Progress meetings Resources CPD INSET</p> <p>Introduction of PIXL therapies for supporting our most able vulnerable students across year groups.</p> <p>Delivering CAT4 cognitive abilities tests in Y3 to support teacher assessment (baseline), as well as provide an independent perspective on potential pupil achievement and to identify where extra support or challenge is needed</p> <p>Additional teacher to deliver focus teaching groups and targeted interventions</p> <p>Delivering quality interventions and booster classes to</p>	<p>Learning barriers are clearly identified and shared with teaching staff. Barriers therefore removed. More personalised planning for PP students.</p> <p>In 2017 targeted students made expected progress except where either attendance impacted on attainment or previous identified SEND demonstrated this.</p> <p>Ensuring that interventions are put into place swiftly for students</p> <p>Our broad and balanced curriculum ensures that our assessment data demonstrates that PP students make above expected progress.</p> <p>More Able Pupils - disadvantaged pupils are not performing as well as their non- disadvantaged peers (previous 3 years data), although the gap is closing it is not rapid enough. Parents and pupils need to be able to see the value of exploiting opportunities given.</p>	<p>- As Above -</p>	<p><b>SLT TL, Inclusion Lead</b></p>	<p>Half termly, as part of the Academy monitoring cycle</p>
--	--	---	---------------------	--	---

	<p>improve performance and attainment</p> <p>Working closely with students, parents and staff to make the provision as successful as it can be.</p> <p>More able disadvantaged pupils participate in Trust and LA MAP events</p>				
<p>To improve attainment and progress for SEN disadvantaged pupils in R/W/M</p>	<p>Early identification of pupils with SEN</p> <p>Regular Assessment of pupil progress and identification of barriers to learning following graduated response</p> <p>Support from outside agencies (SALT, EP, Behaviour support, VI, OT etc.) to identify and work with key staff in delivering additional bespoke support/interventions</p> <p>Introduction of PIXL therapies for supporting our SEND disadvantaged pupils across year groups.</p>	<p>In 2017 SEND pupils did not make as much progress in English as non-SEND pupils.</p> <p>EEF research shows one to one tuition has a positive impact on progress, as does the support of trained adults</p>	<p>- As Above -</p>	<p><b>SLT TL, All Staff Inclusion Lead</b></p>	<p>On-going, as part of the Academy monitoring cycle</p>

	<p>Delivering CAT4 cognitive abilities tests in Y3 to support teacher assessment (baseline), as well as provide an independent perspective on potential pupil achievement and to identify where extra support or challenge is needed</p> <p>Working closely with students, parents and staff to make the provision as successful as it can be</p> <p>To receive outside agency support with identification, advice and support for SEND pupils</p> <p>To work closely with feeder first school with regard to SEND and PP</p> <p>To ensure targeted training is given to all adults working with disadvantaged SEND pupils</p>				
Improved reading and spelling skills	Regular Assessment of pupil progress and identification of barriers to learning	Initial assessments identify gaps in pupils reading and phonological skills on entry to Y3	Learning walks Data analysis Book looks Monitoring of planning	NC Teaching Staff SLT	On-going, as part of the Academy monitoring cycle

	<p>following graduated response</p> <p>Support from outside agencies (SALT, EP, Behaviour support, VI, OT etc.) to identify and work with key staff in delivering additional bespoke support/interventions</p> <p>Delivering CAT4 cognitive abilities tests in Y3 to support teacher assessment (baseline), as well as provide an independent perspective on potential pupil achievement and to identify where extra support or challenge is needed</p> <p>Targeted bespoke phonics interventions</p> <p>Use of accelerated reader to track home reading and progress</p> <p>Nessy Reading and Writing Intervention on-line package is accessed by pupils</p>	<p>Learning barriers are clearly identified and shared with teaching staff</p> <p>Personalised interventions ensure gaps in learning are closed for identified children.</p> <p>Ensuring that bespoke interventions are put into place swiftly for students</p>	<p>Marking</p> <p>Performance management</p> <p>Attainment and progress data is improving</p> <p>Impact of interventions ensure that the they are having the desired impact</p>		
--	---	---	---	--	--



<p>Ensuring provision for the Year 6 pupils is focused and effective in securing good outcomes</p>	<p>Staff involved have a clear academic vision and action plan in place to ensure that provision is effective in preparing disadvantaged pupils for the next stage of their education</p> <p>Pupils gaps in learning are quickly identified and acted upon through additional support and targeted interventions</p> <p>PIXL is implemented across the year group and additional targeted support and interventions are in place</p> <p>Continuous work scrutiny and cross academy moderation of work and ability</p>	<p>CPD for staff – ensuring good practice and assessments knowledge of staff</p> <p>Identified pupils attend booster sessions during the spring and summer term (including Easter school) to address gaps and improve attainment</p> <p>Pupil Premium Pupils to have free access to revision material</p>	<p>Learning walks Data analysis Book looks Monitoring of planning Marking Attainment and progress data is improving Staff CPD Interventions are tracked by class teachers following the graduated approach</p>	<p>SLT TL Year 6 Team Support staff Outside Agencies/ Academy staff</p>	<p>On-going throughout the academic year</p>
--	---	---	--	---	--

**Total budgeted cost** £147,151.11

**ii. Targeted support**

<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>
<p>To improve parents/carers awareness of funding and eligibility</p>	<p>Letters to be sent out to parents outlining information on Pupil Premium funding and how to sign up</p>	<p>Parental and carer awareness of eligibility of Pupil Premium, and sign up, will enable the school to further support pupils in their education</p>	<p>Sign up support and advice to parents/carers is more transparent</p>	<p>SLT Family Liaison Officer HM</p>	<p>On-going</p>

	Parent/career sign up is monitored	Pupil premium pupils will be able to access before and after school clubs, extra-curricular activities/trips that may have been unachievable due to funds	Increase in the number of Pupil Premium attending school clubs, trips and extra-curricular activities	Teaching Staff	
To improve attendance and engage pupils in their learning to raise attainment of PP children with poor attendance, punctuality, with a particular focus on persistent absentees	Monitoring of school attendance via Attendance Officer & followed up by the Inclusion team Attendance targets to be shared when pupils fall under 95% attendance  Breakfast Club/After school club  Parent meetings to discuss attendance	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Weekly attendance monitoring	Attendance Officer Family Liaison Officer HM	Weekly
To support identified pupils' self-esteem, attitudes to behaviour and learning, sense of well-being and enjoyment of school	Daily breakfast club is available to pupils to support attendance and readiness to learn  To ensure identified pupils attend the Change for Life programme  To ensure identified children are able to take part on school enrichment trips and to give them the opportunity to experience new and challenging activities	Breakfast Clubs improve attendance, punctuality and support pupils' readiness to learn  Pupils are more aware on how to keep themselves healthy and fit  Enrichment opportunities offer the opportunity for pupils to consolidate and apply their learning in a 'real-life context'  Pupils benefit from building strong relationships with adults and as a consequence are supported to develop physically, emotionally, as well as academically	Attendance data analysis  Behavioural incident report analysis  Data analysis tracking  Pupil voice  Update feedback from adults involved with targeted pupils  Feedback from Family Liaison Officer	Attendance Officer Family Liaison Officer HM Teaching Staff	On-going

	<p>Access to Family Liaison Officer &amp; 1:1 Mentor support offered to pupils</p> <p>To have the correct school uniform and PE kit for lessons</p> <p>Play Therapist support</p> <p>Identified pupils attend nurture groups and art therapy groups to support children's awareness of themselves as individuals</p>	<p>Pupils feel included and have raised self-esteem when participating in lessons with other children.</p>			
<p>Improved parenting skills in identified families so that children are ready to learn when at school</p>	<p>Family support to help achieve family stability and encourage home learning</p> <p>Parent consultation evening sign-up attendance</p> <p>Transition meetings</p> <p>Work with your child mornings</p> <p>Half-termly coffee mornings</p> <p>Access to outside help or early interventions e.g. TAF, foodbank,</p>	<p>The Sutton Trust toolkit suggests that improved parental involvement and communication with schools both impact positively on pupil progress and attainment.</p> <p>The Family Liaison Officer will work closely with targeted parents to improve these aspects of home support and also to ensure that pupils are more ready for learning when at school</p>	<p>To visibly engage with parents on a regular basis, particularly those identified as in need of additional support</p> <p>Parent and pupil voice</p> <p>Regular meetings with Family Liaison Officer</p>	<p>Family Liaison Officer SLT HM</p>	<p><b>Half-termly</b></p>

<p>Transition to next year group and new school</p>	<p>Clear transition plan in place to support pupils in the summer term  Move-up days are delivered  Secondary links are established with Secondary schools and plans in place to support pupils  Detailed handover meetings take place between KS1, KS3 and within year groups to establish a thorough handover of pupils academic achievements, behaviour and family background  Key role support staff in place to support and mentor pupils and their families in choosing new schools and the move up</p>	<p>Pupils are equipped with the knowledge and understanding of what to expect from their new year group. Having the opportunity to work with their new teacher and class/new school.</p> <p>Pupils are supported in travelling to their new school and receive mentoring support to prepare</p> <p>Teachers are given the time to create and deliver relevant information to relevant staff on their pupils moving through or to another school</p> <p>Outline of pupil attendance, attainment, areas of needs, support received and relevant information is created to handover to secondary schools by the Inclusion Lead</p>	<p>Ensuring that all transfer dates are noted and made available to parents and staff</p> <p>Infant and Secondary schools are contacted to participate in thorough handover meetings</p> <p>Parents are supported in applications for secondary schools and dates shared</p> <p>Key support staff established, meetings taking place and successful in supporting parents/pupils transfers</p>	<p>SLT  All staff</p>	
<b>Total budgeted cost</b>					£52,255.70

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	impact:	Lessons learned	Cost
To ensure that all disadvantaged pupils make at least expected progress in Maths and English For the MA PP at KS1 to reach Greater Depth	<p>To provide small group Focus teaching by fully qualified teachers, for identified pupils</p> <p>Support from outside agencies supports teacher identification of gaps and additional needs that need to be addressed (SALT, Behaviour Specialists, EP etc.)</p>	<p>Gaps in learning were either narrowed or closed in all cases except for those banded as high need SEND</p> <p>Whole school data shows that not all PP students did not make expected progress.</p> <p>Accelerated Reader has increased engagement in reading across the school, but further focus is required in this area to ensure that engagement leads to higher levels of pupil progress and attainment.</p> <p>Year 6 - Using PIXL as an assessment tool to highlight specific barriers to learning and areas of need, proved to be successful in identifying gaps and offered bespoke interventions to address these areas</p> <p>Using fully qualified teachers to run specific interventions showed impact on pupils attainment and progress</p>	<p>Specific and targeted intervention systems are required to support progress – PIXL to be introduced across the school to address gaps in learning and improve rates of progress through quality interventions</p> <p>Although engagement in reading has increased using Accelerated Reader, this has to be fully embedded and monitored further to ensure continual and further impact.</p> <p>Employment of additional focus teaching staff to deliver high quality interventions has shown to be a successful tool to enhancing pupil progress and attainment in Year 6.</p>	£46,143.70
To deliver additional teaching support to ensure that all disadvantaged pupils make expected progress across the	To provide additional adult support for all year groups from trained Teaching Assistants supporting reading, writing and maths. To deliver highly targeted bespoke interventions (including phonics, reading and spelling)	Training for TAs and teachers to provide quality support and lessons showed some positive impact	Staff were positive about the training and their own CPD and professional capabilities. Additional training opportunities to continue next academic year, as well as coaching opportunities amongst staff.	£46,193.70

curriculum For the MA PP at KS1 to reach Greater Depth	Whole staff training on planning and delivering additional interventions/targeted support Support from outside agencies supports teacher identification of gaps and additional needs that need to be addressed (SALT, Behaviour Specialists, EP etc.)	Approach shows some success but not across all areas. Some staff more successful than others – best practice shared.  Using support staff who were experts in certain areas to deliver across the school enabled targeted interventions such as phonics & reading to  Year 6 - Using PIXL as an assessment tool to highlight specific barriers to learning and areas of need, proved to be successful in identifying gaps and offered bespoke interventions to address these areas	Specific and targeted intervention systems are required to support progress – PIXL to be introduced across the school to address gaps in learning and improve rates of progress through quality interventions  Whole staff training in assessment, implementation and tracking using PIXL required for all to have a stronger understanding of the tool and how to deliver effective interventions.	
To deliver specific teaching support for new arrival pupils, pupils with English as an additional language	To deliver specific teaching support for new arrival pupils, pupils with English as an additional language  Support from outside agencies supports teacher identification of gaps and additional needs that need to be addressed (SALT, Behaviour Specialists, EP etc.)	New arrivals receive effective induction, support into school and interventions to accelerate acquisition of English to enable pupils to make progress in line with their peers  Teachers receive support, strategies and materials to enable new arrivals and pupils with EAL to access the curriculum and to enhance their acquisition of the English Language	Impact has been positive – there is a high number of pupils with EAL and the teachers are very happy with the support they receive. The Academy will continue to implement this specific support and monitor pupil's progress	£25,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
To improve attendance and engage pupils in	To provide support for pupils and families led by : Attendance Manager, Principal, Inclusion Lead	Detailed monitoring highlighted regular late or non-attendance pupils	Close monitoring of pupil attendance regularly, identifies pupils at risk of missing school or late for school and highlights any	£18,951.05

<p>their learning to raise attainment of PP children with poor attendance, poor punctuality, with a particular focus on persistent absentees</p>	<p>and Welfare Home support To ensure systems are in place to identify issues and take action at the earliest possible opportunity; To support children struggling with attendance, particularly those children within vulnerable groups; To engage and collaborate across education and other relevant services to improve regular school attendance</p>	<p>Uptake of Breakfast Club places were raised</p> <p>% of PP late was vastly improved</p>	<p>patterns of non-attendance. This enables early support to be put in place for families.</p> <p>Communication between all staff and office staff is fundamental in highlighting persistent late and absent pupils.</p> <p>Close communication and positive relationships with parents supports attendance.</p> <p>Encouraging families to take up the offer of Breakfast Club improved PP being late for school</p>	
<p>To deliver additional SATs booster classes after school and during the Easter holidays to identified pupils</p>	<p>To provide additional support delivered by teachers during the Spring term to accelerate pupil progress and increase attainment Particular focus are pupils identified as disadvantaged and have involvement from Social Care</p>	<p>Pupils gaps were quickly identified and pupils allocated to appropriate interventions designed to close gaps</p> <p>Close scrutiny of previous attainment figures enabled teachers to design bespoke booster classes and to give pupils a clear indication of what areas they needed to improve</p> <p>There was an obvious benefit – pupils enjoyed the classes, their anxiety diminished and their confidence grew</p> <p>Curriculum specialist teachers were invited to run the booster classes to deliver high quality interventions</p>	<p>Further encouragement and the parental support of those students who are less likely to engage in additional provision is needed Keeping children motivated and giving them opportunities to practise at home what they have learnt.</p> <p>The importance of Year 6 teachers to plan booster programmes, as they know the pupils’ strengths and weaknesses, have good subject knowledge and understand the English, SPaG and numeracy curriculum</p> <p>Delivering lessons, working in smaller groups and being able to give and receive more targeted, individual support</p>	<p>£8000</p>
<p>To deliver ICT based Spelling and Reading intervention programme to improve attainment in spelling and</p>	<p>To provide phonics based ICT support in school, with direct access from home for pupils</p>	<p>Pupils were engaged with the ICT software and most accessed it on a regular basis</p> <p>The bespoke phonics based learning programme enabled pupils to make</p>	<p>Engagement with parents to promote the use of Nessy at home is important to promote outcomes for pupils</p> <p>Some parents actively engaged with their children to encourage the use of the</p>	<p>£495</p>

writing– Nessy Reading and Writing Programme		<p>progress through Individual phonics based learning programmes</p> <p>Teachers were supportive in allocating time for pupils to access the learning programme software in class</p> <p>Pupils were able to access the reading software from home - majority of pupils used Nessy at home at least twice a week for 45 minutes</p> <p>Pupils were able to improve their spelling and apply to in class learning contexts</p> <p>87% of students said Nessy helped them learn. 100% stated that Nessy made learning fun</p>	<p>programme at home, some did not. It was obvious that for the intervention to be fully effective that it had to be accessed at home as well as school.</p> <p>Reading is a school priority next year and will be closely monitored by the English Lead using PIXL and Accelerated Reader.</p>	
To buy in and implement diagnostic CT4 reporting in Y3	<p>To provide an independent perspective on potential pupil achievement and to identify where extra support or challenge is needed</p> <p>Working closely with students, parents and staff to make the provision as successful as it can be</p>	<p>Close scrutiny of previous attainment figures enabled teachers to design bespoke booster/interventions and to give pupils a clear indication of what areas they needed to improve</p> <p>Parental engagement - Teachers and parents liaised on how their children learnt and how they could be best supported by parents/carers at home</p>	<p>Teacher identification assessment was supported and improved against previous data</p> <p>Impact has been positive – the Academy will continue to implement this diagnostic test in year 3</p> <p>Specific and targeted interventions are introduced across the year group to address gaps in learning and improve rates of progress through quality interventions</p>	£1000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned</b>	<b>Cost</b>



<p>To support identified pupils' self-esteem, attitudes to behaviour and learning, sense of well-being and enjoyment of school</p>	<p>To provide access for children and families to a Welfare Home Support member of staff To provide social skills groups to identified pupils</p>	<p>1 to 1 offered continuity for the pupil Coaching and mentoring to the individual provided an insight to an individual's needs and highlighted areas for support Behaviour improved, pupils become more confident and would seek out adult mentors during vulnerable times. Pupils became more tolerant of other pupils</p>	<p>Mentors help pupils overcome behavioural, social or emotional problems that can affect learning</p> <p>Mentors helped pupils develop coping strategies, enhance motivation and encourage pupils to re-engage in learning.</p> <p>The mentoring process proved to have a positive impact on the pupils involved and will continue next year.</p>	<p>£27,884.98</p>
<p>To support vulnerable families and their pupils to develop and improve home school links and improved life chances.</p>	<p>To provide access to a Welfare Home Support member of staff. To provide curriculum workshops, reading mornings, work with your child opportunities and volunteering. Ensure parent's evening sign up Transition meetings with teachers</p>	<p>Relationships with difficult to reach parents was vastly improved, parents became more supportive of the school's working in partnership agenda. Fewer parental complaints.</p> <p>Higher engagement of vulnerable families during parent consultation evenings.</p> <p>Interventions were quickly put in place in school to support vulnerable pupils e.g. breakfast club, adult mentors, social skills groups</p> <p>Outside agencies were quickly contacted to support vulnerable and at risk family's e.g. TAF, foodbank, domestic abuse support</p>	<p>Pastoral support for the children and families has a significant impact on engaging the family and the child with school life.</p> <p>Specific interventions for parents have identified areas of on-going support for families.</p> <p>The support offered to families is crucial to building strong relationships and has an impact on the family's view of the school and makes parents more engaged with their child's learning. This support will continue next year.</p>	<p>£30,194.55</p>
<p>Change for Life - to support pupils attitudes and behaviour relating to diet and activity</p>	<p>To provide informed support to identified pupils regarding their health and wellbeing To create incentives for better health To promote healthy food choices To promote and participate in physical activity</p>	<p>Pupils are more aware of the importance of making well informed choices related to their diet and exercise</p> <p>Identified pupils were more engaged in regular physical activity</p>	<p>Importance of increased physical activity levels in less active pupils</p>	<p>£785</p>

<p>To provide correct school uniform for disadvantaged pupils in order to aid inclusion and support well-being</p>	<p>Purchase and provide school uniform where required</p>	<p>Pupils were able to loan individual uniform items from the school office</p> <p>Identified pupils were provided with essential uniforms</p> <p>Additional stationery supplies offered to identified pupils</p> <p>This supported disadvantaged families at risk of not being able to afford new uniform – particularly essential items</p>	<p>Pupils emotional well-being is supported and they feel part of the school community</p> <p>Barriers to attendance removed by providing uniform</p> <p>Provision to continue next year.</p>	<p>£1000</p>
<p>To ensure identified children are able to take part on school enrichment trips and to give them the opportunity to experience new and challenging activities</p>	<p>To fund places on school trips for disadvantaged pupils</p>	<p>Children have experienced a range of visits on and off site to support the curriculum and life experiences, improving vocabulary and understanding of wider issues</p> <p>High Number of trips / experiences per year</p>	<p>This has complemented the wider curriculum allowing children to depend knowledge and understanding whilst complementing the breadth of the curriculum.</p> <p>All pupils were able to attend enrichment trips alongside their peers and as a consequence build a sense of belonging amongst their peers</p> <p>Opportunities will be offered again for pupils next year.</p>	<p>£1000</p>
<p>To provide a breakfast club provision for identified pupils to improve health and well-being, attendance and punctuality</p>	<p>To offer free hot and cold breakfast to identified whole-school pupils , such as PP pupils, other vulnerable pupils and those with poor attendance</p>	<p>Attending Breakfast Club improved attendance (particularly lateness), pupils were more prepared for school as they were more prepared for the day – particularly those who had not eaten breakfast.</p> <p>All targets TAF, ChIN and Child Protection meetings have been met.</p>	<p>Pupils attending breakfast club were more likely to be physically, mentally and emotionally ready to learn</p> <p>The need for an in-house after school club to support parents and disadvantaged pupils, this is to be addressed next year with the Academy offering 'in-house' after school provision</p>	<p>£864.93</p>

