



Summerbank 3-year Pupil Premium Strategy Statement



2023-2026

Our philosophy

At Summerbank Primary Academy we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible and successful citizens of the future

Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

When making decisions about using Pupil Premium funding we consider the context of our school, the challenges faced and research conducted by the EEF. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. We also recognise that not all pupils who receive free school meals will be socially disadvantaged

Our priorities

- Ensuring every class has teaching which good or better
- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and against national attainment
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Support pupils to access a wide range of opportunities to develop their knowledge and understanding of the world (cultural capital)
- Support families with a view to ensuring children's needs at home are met

Barriers to future attainment

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Academic barriers to attainment	Non-academic barriers to attainment
<p>The vast majority of children achieve below age-related expectation on entry to Nursery / Reception. This is particularly evident in their social, emotional and communication skills.</p>	<p>Our attendance data indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils. Disadvantaged pupils also make up a higher proportion of Persistently Absent pupils compared to their peers.</p>
<p>Many children have underdeveloped oral language skills and vocabulary gaps. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers</p>	<p>Stability – proportion of children making moves between schools higher than national. This disruption in schooling impacts on attainment</p>
<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Phonics attainment among disadvantaged pupils is below that of non-disadvantaged pupils (75% v 83%), within the non-disadvantaged this also includes 3 children who arrived new to the country just before the test and who are likely to be classed as PP in future years. This negatively impacts their development as readers.</p>	<p>High deprivation factor / poverty (quintile 5 – most deprived). Economic barriers prevent children from accessing resources/limit engagement in activities which impacts on learning. Routines/Environment at home may not be conducive to learning (home reading, homework, spelling and having the correct equipment in school e.g. PE kit). Opportunities outside school can be impacted by finances (life experiences, access to books). Economic factors impact on ability to develop ‘cultural capital’</p>
<p>Reading, Writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils at KS2. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>	<p>Some pupils are not always ‘ready to learn’ (being in a secure place mentally, physically and emotionally) on arrival to school. Chaotic family lives which may include social service involvement impacts on this.</p>
<p>Higher than average proportion of children within school are new to English or with EAL (55% in school compared to 19% nationally). Studies show that it takes 6 years for someone with EAL to acquire levels of language that are equivalent to that of a first language speaker. This impacts on children’s ability to access the curriculum.</p>	<p>Children come from a range of different cultures which can have different views/experiences around schooling. There are also a range of different commitments for families outside the school day linked to culture/religion.</p>
	<p>Parents are willing but some do not always have the skills/time themselves to support their child in learning at home.</p>

Our Implementation Process

We believe in selecting a small number of priorities and giving them the best chance of success. We will consult a wide range of independent, high-quality reviews of evidence and assess whether the evidence is based on a context that is relevant to the school. We will also trial other approaches to meet the needs of our context where innovation is required.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

Sustain

- Plan for sustaining and scaling the approach from the outset
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen a limited number of interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Develop and embed teaching approaches that ensure learning is adapted to meet pupil needs (including EAL, SEND) including effective use of formative and summative assessment and retrieval practice
2. Reading, writing and communication approaches support children in making good progress and accelerating from their starting points

3. Enhanced Curriculum provision through specialist teaching and high quality resourcing

Targeted academic support

1. Structured interventions: Phonics and Communication interventions for pupils with poor language, reading and communication skills
2. Small group tuition: Targeted English and maths teaching for pupils who are below age-related expectations
3. Teaching assistant deployment and interventions - supporting high quality provision within the classroom and delivering targeted interventions

Wider strategies

1. Wellbeing, Mental Health and Safeguarding
2. Extending Knowledge and Understanding of the World
3. Parental Engagement and Support (including attendance)

Our four-step approach to strategy

When developing and sustaining our pupil premium strategy, our school adopts a four-step approach to:

- **Diagnose pupils' needs** – we use internal data and information, e.g. attendance data and teacher feedback to gauge the performance of our disadvantaged pupils against national benchmarks and examine what could be hindering their performance.
- **Use strong evidence to support the strategy** – we utilise a broad array of external evidence to inform decision making alongside the expert knowledge we have of the pupils in our care. We utilise relevant and robust evidence, e.g. from the EEF's pupil premium resources, to provide appropriate and effective solutions.
- **Implement the strategy** – we take time and care to implement our pupil premium strategy to address the challenges and needs of disadvantaged pupils, assess the strategy's effectiveness and address any barriers to successful implementation.
- **Monitor and evaluate the strategy** – we continuously monitor the progress of the pupil premium strategy and make adaptations when needed and set short-, medium- and long-term outcomes to reach goals.

Our review process

Our 3 year plan is captured annually into the DfE's Pupil Premium template. Each year a review of impact is used to consider any adaptations needed to the three-year plan and for the following year.

Annually we review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Pupil Progress Reviews with teachers take place in September and then at the end of each term. This supports early identification and intervention for individuals and groups where progress is stalled.

Once the three years has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

The school is held to account for the spending of the Pupil Premium Grant through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website. There is also a link to the school performance tables on the school website.

The School Governor responsible for Pupil Premium oversight will also review the approach and impact of the Pupil Premium Grant with the Pupil Premium Lead. This is then reported to Governors through the Local Board Meetings.

Intervention planning – 3 Year Overview – Tier One: Quality of Teaching

<p>Intervention:</p>	<p>Develop and embed teaching approaches that ensure learning is adapted to meet pupil needs (including EAL, SEND) including effective use of formative and summative assessment and retrieval practice</p>		
<p>Intended outcomes:</p>	<p>High quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils The needs of all children are met. All classes are taught by a 'good to outstanding' teacher by the end of year 3 of the strategy.</p>	<p>Success criteria:</p>	<p>Learning in all lessons is observed to be at least good. The gap between PP attainment and National All Pupil attainment diminishing at key national data points. Ongoing monitoring (book study/learning outcomes) demonstrates that children are making at least expected progress Pupils achieve (or exceed) expected levels in GLD, Phonics, Reading, Writing, Mathematics, SPaG related to their individual start levels.</p>
<p>Implementation</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>
	<p>How we will implement this intervention in year 1: Through whole staff and teacher CPD develop an understanding of:</p> <ul style="list-style-type: none"> • adaptive teaching to best scaffold individuals and groups to achieve in line with expectations. • formative assessment strategies and responses • retrieval practice (including vocabulary) 	<p>How we will implement this intervention in year 2: Through whole staff and teacher CPD develop an understanding of:</p> <ul style="list-style-type: none"> • spaced learning • strategies to manage cognitive load • dual coding – especially linked to vocabulary 	<p>How we will implement this intervention in year 3: Through whole staff and teacher CPD develop an understanding of:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation <p>Evaluate the impact of the role of Assessment Lead role and how this should be developed</p>

	<p>Teacher appraisal to include objectives around adaptive teaching and use of assessment</p> <p>Appointment of an Assessment Lead (2 year temporary role initially) to drive improvement</p> <p>SENCo/EAL Leads to provide support to Classteachers on inclusive practice to target needs</p>	<p>Teacher appraisal to include objectives around overcoming barriers</p> <p>Development of Assessment Lead role (2 year temporary role initially) to further drive improvement</p> <p>SENCo/EAL Leads to provide support to Classteachers on inclusive practice to target needs</p>	<p>Teacher appraisal to include objectives around metacognition and self-regulation</p> <p>SENCo/EAL Leads to provide support to Classteachers on inclusive practice to target needs</p>
End of Year review	<p>Year One Impact notes:</p> <p>Adaptive teaching was a focus of CPD and particularly for pupils with SEND. Work to develop this approach further should continue in the next academic year.</p>	<p>Year Two Impact notes:</p>	<p>Year Three Impact notes:</p>

Intervention:	Reading, writing and communication approaches support children in making good progress and accelerating from their starting points		
Intended outcomes:	Teaching of Early Reading is a strength of the school. Writing is taught through a consistent approach that supports progression and embedded learning. Children's vocabulary and comprehension are well developed.	Success criteria:	Learning is effective. It ensures good progress and retention, particularly in Reading and Phonics this is identified by ongoing monitoring and the analysis of outcomes.
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <p>Talk Through Stories put into place in EYFS to support vocabulary development and comprehension skills</p> <p>Embed DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils (this is the second year of the programme)</p> <p>Embed effective use of AR reading across younger year groups for children that have completed RWI</p> <p>Revisit and develop school approach to writing introduced 22/23 to secure consistency and support progression – coaching for identified year groups</p> <p>Poetry element of English progression to be in place whole school</p>	<p>How we will implement this intervention in year 2:</p> <p>Talk Through Stories embedded in EYFS to support vocabulary development and comprehension skills – less effective than hoped. Instead focus on whole school Talk for Writing</p> <p>Embed DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils (this is the third year of the programme)</p> <p>Apply fluency learning from RWI to whole school approach to reading</p> <p>Whole school CPD for teaching of writing</p> <p>Embed poetry approach</p> <p>Revisit and develop school approach to writing introduced 22/23 to secure consistency and support progression – coaching for identified year groups – integrate into Talk for Writing</p>	<p>How we will implement this intervention in year 3:</p> <p>To be completed end of year 1 following analysis of impact</p>
<p>End of Year review</p>	<p>Year One Impact notes:</p> <p>See adaptations made to year 2 of the strategy.</p>	<p>Year Two Impact notes:</p>	<p>Year Three Impact notes:</p>

<p>Intervention:</p>	<p>Enhanced Curriculum provision through specialist teaching and high quality resourcing</p>
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<p>Intended outcomes:</p>	<p>Disadvantaged pupils receive high quality provision in all areas of the curriculum, particularly those areas where limited resources in the home may lead to disadvantage</p>		<p>Success criteria:</p>	<p>Ongoing monitoring (book study/learning outcomes) demonstrates that children are making at least expected progress in these areas</p> <p>High quality resources ensure children engage in rich learning activities</p> <p>Teaching staff have a high level of subject knowledge and use this to adapt teaching and learning to meet needs</p>	
<p>Implementation</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>		
	<p>How we will implement this intervention in year 1:</p> <p>Update Computing Suite to support whole class individual usage</p> <p>Adopt teach Computing Curriculum throughout school taught by Computing Specialist</p> <p>Purchase MfL Scheme (Spanish) to secure progression and update assessment approach in line with this. Native Spanish speaker to deliver in Y3-Y6</p> <p>PE Specialist to model teaching of dance/gym with class teachers. Support CPD of class teachers through spaced learning.</p> <p>Employ City Music Service to teach Music curriculum. Add to instruments/resources as required.</p>	<p>How we will implement this intervention in year 2:</p> <p>Embed Teach Computing Curriculum. Update hardware/software to support.</p> <p>Embed MfL Scheme (Spanish) to secure progression and update assessment approach in line with this. Native Spanish speaker to deliver in Y3-Y6</p> <p>Teachers to put in place learning from PE specialist</p> <p>Refine Music curriculum in line with learning from first year of City Music Service provision. Add to instruments/resources as required.</p>	<p>How we will implement this intervention in year 3:</p>		

End of Year review	Year One Impact notes: External monitoring by the MAT acknowledges the positive impact of specialist teaching on the curriculum and pupils' opportunities. This approach should continue.	Year Two Impact notes:	Year Three Impact notes:

Intervention planning – 3 Year Overview – Tier Two: Targeted Academic Support

Intervention:	Structured interventions: Phonics and Communication interventions for pupils with poor language, reading and communication skills		
Intended outcomes:	Robust support for children falling behind in phonics and communication skills to accelerate learning	Success criteria:	<p>Impactful oral language development strategies are in place for children not currently operating at age-related expectation</p> <p>Children in the lowest 20% of attainment for reading receive additional catch-up support to support accelerating their progress</p> <p>EAL pupils make good progress against metal levels</p>
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1:	How we will implement this intervention in year 2:	How we will implement this intervention in year 3:

	<p>Wellcomm language intervention in place for children in Nursery, Reception and Y1 to target communication skills</p> <p>RWI phonic interventions in place for children in the bottom 20% of readers through school (Fast track EYFS-Y2; Intervention groups Y3/4; Fresh Start Y5/6)</p> <p>Talking Partner CPD for specialist bilingual/EAL teaching assistants and SEND support assistants and put into place with targeted groups</p>	<p>Sustain Wellcomm language intervention for children in Nursery, Reception and Y1 to target communication skills</p> <p>Sustain RWI phonic interventions in place for children in the bottom 20% of readers through school (Fast track EYFS-Y2; Intervention groups Y3/4; Fresh Start Y5/6)</p> <p>Embed Talking Partner approach with targeted EAL groups</p>	<p>Sustain Wellcomm language intervention for children in Nursery, Reception and Y1 to target communication skills</p> <p>Sustain RWI phonic interventions in place for children in the bottom 20% of readers through school (Fast track EYFS-Y2; Intervention groups Y3/4; Fresh Start Y5/6)</p>
End of Year review	<p>Year One Impact notes:</p> <p>Highly effective linked to well trained staff. Continue cycle in Year 2.</p>	<p>Year Two Impact notes:</p>	<p>Year Three Impact notes:</p>

Intervention:	Small group tuition: Targeted English and maths teaching for pupils who are below age-related expectations		
Intended outcomes:	Children working below their age-expectation in English and Maths receive tuition appropriate to their needs, filling gaps in learning and supporting progress	Success criteria:	<p>Pupil progress meetings identify target children working significantly below age-expectation for whom their year group curriculum is failing to meet needs even with adaptive teaching and targeted support and curriculum put into place, these children receive additional tutoring</p> <p>Children receiving small group tuition make expected or better progress from their starting points</p>

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Academic Mentor tutoring for children not currently at age-expectation – children/groups identified through Pupil Progress Meetings and reviewed termly linked to progress made</p> <p>Identified pupils working significantly below age-expectations (SEND – school level 3-4) receive targeted specialist teaching through specialist TA</p>	<p>How we will implement this intervention in year 2:</p> <p>Following evaluation of the Academic Mentor impact consider whether this can be facilitated for a further year</p> <p>Identified pupils working significantly below age-expectations (SEND – school level 3-4) receive targeted specialist teaching through specialist TA</p>	<p>How we will implement this intervention in year 3:</p> <p>Identified pupils working significantly below age-expectations (SEND – school level 3-4) receive targeted specialist teaching through specialist TA</p>
End of Year review	<p>Year One Impact notes:</p> <p>Academic mentor made strong impact. However ending of funding for Catch-up means that this is no a strategy that can be facilitated moving forward.</p>		

Intervention:	Teaching assistant deployment and interventions - supporting high quality provision within the classroom and delivering targeted interventions
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<p>Intended outcomes:</p>	<p>Children with identified SEN and EAL needs receive intervention that supports them at the point of learning both in the classroom and through withdrawal where appropriate</p> <p>Disadvantaged pupils with EAL demonstrate increased confidence, communication and language skills.</p>		<p>Success criteria:</p>	<p>Children’s SEND records indicate that those targeted for classroom intervention are receiving the identified support and this is impacting on achievement</p> <p>EAL pupils receive support to engage with the broad curriculum as well as language instruction. This impacts on progress made.</p>
<p>Implementation</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	
	<p>How we will implement this intervention in year 1:</p> <p>Children with EAL who are in the early stages of language development are supported by specialist bilingual Teaching Assistants (withdrawal and in class) – provide CPD on developing the in class role</p> <p>Classroom assistants engage in high quality classroom provision to scaffold pupils through adaptive teaching – provide CPD to teaching assistants to develop their understanding of in class support options/interventions.</p>	<p>How we will implement this intervention in year 2:</p> <p>Embed role of EAL team in working with children in the early stages of language acquisition</p> <p>Develop EAL TA policy with clear guidance around best practice and expectations – link with TA appraisal</p> <p>Develop TA policy with clear guidance around best practice and expectations – link with TA appraisal</p>	<p>How we will implement this intervention in year 3:</p> <p>Embed EAL TA policy with clear guidance around best practice and expectations – provide coaching to identified staff</p> <p>Embed TA policy with clear guidance around best practice and expectations - provide coaching to identified staff</p>	
<p>End of Year review</p>	<p>Year One Impact notes:</p> <p>External monitoring identifies the strong impact the use of additional adults across school. Continue to develop this approach in year 2.</p>	<p>Year Two Impact notes:</p>	<p>Year Three Impact notes:</p>	

Intervention planning – 3 Year Overview – Tier Three: Wider Strategies

Intervention:	Wellbeing, Mental Health and Safeguarding		
Intended outcomes:	Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.	Success criteria:	Pupils are ready to learn in class. The number of interventions at the point of learning are reduced Children demonstrate resilience and understand the importance of good wellbeing (mental and physical)
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: Develop concept of having an ‘Intentionally Inviting’ culture for all stakeholders – environment, interactions Continue to develop Breakfast Offer, including funding places for children with significant need Provide ELSA support for identified pupils with a significant challenge that is impacting on their wellbeing/readiness to learn Learning Mentor support for children to ensure children are emotionally ready to access learning (Time to Talk and timetabled)	How we will implement this intervention in year 2: Embed concept of having an ‘Intentionally Inviting’ culture for all stakeholders Continue to develop Breakfast Offer, including funding places for children with significant need Provide ELSA support for identified pupils with a significant challenge that is impacting on their wellbeing/readiness to learn Learning Mentor support for children to ensure children are emotionally ready to access learning (Time to Talk and timetabled) Broaden offer of extra curricular activities and ensure disadvantaged pupils are able to access these	How we will implement this intervention in year 3: Embed concept of having an ‘Intentionally Inviting’ culture for all stakeholders Continue to develop Breakfast Offer, including funding places for children with significant need Provide ELSA support for identified pupils with a significant challenge that is impacting on their wellbeing/readiness to learn Learning Mentor support for children to ensure children are emotionally ready to access learning (Time to Talk and timetabled) Broaden offer of extra curricular activities and ensure disadvantaged pupils are able to access these

	<p>Broaden offer of extra curricular activities and ensure disadvantaged pupils are able to access these</p> <p>Safeguarding Team expanded to increase number of Dep DSL to ensure sufficient capacity to meet needs</p> <p>Ensure capacity for school to offer Early Help support to families</p> <p>Expand clothes bank to include both school uniform and non-uniform</p> <p>Extend Crisis Prevention Intervention (CPI training) to increased number of identified staff. Train member of staff as trainer</p>	<p>Ensure capacity for school to offer Early Help support to families</p> <p>Provide inhouse CPI training for wider staff group</p>	<p>Ensure capacity for school to offer Early Help support to families</p>
End of Year review	<p>Year One Impact notes:</p> <p>Families have experienced significant challenge in terms of mental health and economic needs since Covid. Many of the services needed have long wait times. Support in school is supplementing what is not available elsewhere and there is high take up.</p>	<p>Year Two Impact notes:</p>	<p>Year Three Impact notes:</p>

Intervention:	Extending Knowledge and Understanding of the World		
Intended outcomes:	Disadvantaged pupils experience a full, appropriate and enriched curriculum to support the development of cultural capital and an understanding of the opportunities available to them	Success criteria:	<p>Opportunities for pupils to broaden their horizons and knowledge and understanding of the world</p> <p>Pupils attend events/visit places they would not usually be exposed to</p>

			<p>Pupils are confident and highly engaged in wider opportunities.</p> <p>Pupils have a good understanding of potential careers and how schooling contributes to this</p>
	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Knowledge and Understanding of the World working walls put into place in EYFS</p> <p>Extend use of P4C across the curriculum to support children’s ability to explore concepts from different points of view and apply knowledge</p> <p>Embed Forest School/Outdoor learning provision (Teacher complete qualification) in Y1 and Y4</p> <p>Broaden visit/visitor offer to secure progression and ensure that over time children have exposure and interaction to a range of different contexts/experiences</p> <p>Develop Careers education to provide opportunities for children to broaden their understanding of opportunities and links to school subjects</p>	<p>How we will implement this intervention in year 2:</p> <p>Embed knowledge and Understanding of the World working walls put into place in EYFS</p> <p>Embed use of P4C across the curriculum to support children’s ability to explore concepts from different points of view and apply knowledge</p> <p>Explore options for further Forest Schools provision for other year groups</p> <p>Review visit/visitor offer ensuring that over time children have exposure and interaction to a range of different contexts/experiences</p> <p>Embed and extend Careers education to to broaden understanding of opportunities and links to school subjects</p>	<p>How we will implement this intervention in year 3:</p> <p>Complete end of Year One following review of impact</p> <p>Careers education embedded across curriculum subjects. Children are able to articulate the link between current learning and future opportunities</p>
End of Year review	<p>Year One Impact notes:</p> <p>Children’s cultural capital is directly influenced by the range of broader activities supported by pupil premium funding.</p>	<p>Year Two Impact notes:</p>	<p>Year Three Impact notes:</p>

Intervention:	Parental Engagement and Support (including attendance)		
Intended outcomes:	<p>The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)</p> <p>Extended offer of in place of learning opportunities for parents offers a range of academic/personal development/parenting opportunities</p> <p>Pupil attendance is not a barrier to their learning</p>	Success criteria:	<p>Parental uptake of opportunities in school to participate in shared learning with their children is increasing</p> <p>Parents are willing to engage with support agencies</p> <p>Increased attendance for targeted groups.</p> <p>The gap between achievement of children with lower attendance and those with 96%+ attendance is reduced</p>
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Embed offer of Family Learning from Stoke-on-Trent College</p> <p>Provide additional learning opportunities to support context needs (EAL Parent Group; Phonics/Early Reading Group)</p> <p>Offer workshops through the year to support family engagement (Remembrance; Christmas; Eid)</p>	<p>How we will implement this intervention in year 2:</p> <p>Embed offer of Family Learning from Stoke-on-Trent College</p> <p>Embed additional learning opportunities to support context needs (EAL Parent Group; SEND parent group; Phonics/Early Reading Group)</p> <p>Extend workshop offer through the year to support family engagement (Remembrance; Christmas; Eid)</p>	<p>How we will implement this intervention in year 3:</p>

	<p>Signpost offsite parental learning opportunities through the school website and targeted leaflets</p> <p>EWO and Attendance Team target overall attendance, persistent absence and lateness. Embed principals of good practice set out in the DfE's Working Together to Improve Attendance</p> <p>Target identified groups for attendance: Eastern European families; SEND pupils</p>	<p>Provide on site parent learning opportunities linked to health</p> <p>EWO and Attendance Team target overall attendance, persistent absence and lateness. Embed principals of good practice set out in the DfE's Working Together to Improve Attendance</p> <p>Embed strategies for identified groups for attendance: Eastern European families; SEND pupils. Identify if new groups need targeting through data analysis</p>	
<p>End of Year review</p>	<p>Year One Impact notes:</p> <p>Attendance continues to provide challenge. This is impacted by parental attitude; different cultural expectations; illness. This needs to be an area for continued support in the next academic year.</p>	<p>Year Two Impact notes:</p>	<p>Year Three Impact notes:</p>