

Eyres Monsell Primary School

Pupil Premium Plan 2015 – 2016

The Pupil Premium is funding that comes into schools for children from low income families who are in receipt of Free School meals (FSM), for children that have been looked after continuously for a period of six months and for the children of service families. At Eyres Monsell, approximately 47% of our pupils are in receipt of this (approximately 88 pupils). This funding is vital to enable the school to extend its provision and ensure all pupils are able to make good progress.

Schools are free to spend the Pupil Premium as they see fit, but will be held accountable for its usage. From September 2012, the school is required to publicise information about its use of Pupil Premium. This is to ensure parents are fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

At Eyres Monsell, we allocate Pupil Premium based on the needs identified specifically from individual assessments of each child and for pupil premium children as a group following identification of shared needs.

Addressing the needs of all pupils, including those in receipt of Pupil Premium

This process is the same for all children. Throughout the year, assessments are undertaken including both written and anecdotal from parents, therapists, advisory services and school staff. The school leadership (Head teacher, Governors and Senior Leaders) also regular monitor and evaluate on going data, assessment and school information to ensure provision is appropriate and tailored to meet the needs of our pupils. The evaluation of this will identify the key targets for our children. It will also identify what additional provision is needed to move the children forward. This may include specific additional targeted staff time and intervention with the use of specific resources.

Provision Mapping

In identifying what additional provision may need to be used, we refer to the School's Provision Map. Provision mapping enables us to identify what we fund that is above the core provision, how we use it, if it has an impact on pupil attainment and progress and more importantly, where we may have gaps and need to review how we use funds to ensure value for money.

Our Pupil Premium

Eyres Monsell Primary School received approximately £152,000 Pupil Premium funding for the financial year 2015/16. This money will be used to provide continuing quality provision for classroom support and intervention to help eligible children. It is also utilised to improve features associated with deprivation and low income such as poor attendance, emotional, social and well-being initiatives and to ensure behaviour improves to a good level.

Our spending plan for the academic year 2015 - 2016 is primarily targeted towards raising attainment and achievement levels of our pupil premium children, ensuring quality first teaching 'in class' and supporting pupils social, emotional, behavioural and academic development, with the aims of transferring these skills learnt outside of the classroom, back in. As such, the aims of the pupil premium funding are to:

- Raise and maintain attendance standards so all pupils accessing education every day.
- Support staff, teacher training and resources for reading, writing and maths, to deliver quality first class learning and teaching.
- Support rising standards of behaviour and develop positive attitudes and values to learning and life.
- Reduce persistent disruptive behaviour by high needs individuals to engage and include them in their education.
- Raise attainment to narrow to nationally expected levels through improving quality first teaching.
- Support those requiring additional support, making limited progress through providing targeted intervention strategies.
- Address personal and social aspects of a child's life which affects their ability to productively learn and engage in education.
- Contribute towards enrichment and experiences to allow PSHCE, SMSCD development and children to develop aspirations and interests within the wider curriculum and life experiences.
- Support the use of new technologies to interest and engage reluctant / struggling pupils.
- Embed strategies to support those pupils who are academically more able or gifted.

Pupil Premium Spending Plan

Objective	Aims	Actions	Impact / measure	Who	Monitoring
<p>To improve quality first teaching in reading.</p> <p>Encourage positive attitudes to reading.</p>	<p>Participate in the Knowledge Transfer Centre Project led by National Consultant Ann Smalberger.</p> <p>KTC involves training, coaching and monitoring in new teaching strategies for phonics, guided reading and shared reading.</p> <p>Requirements: Release for training and coaching model CPD in KTC core 1 schools for staff Resources e.g. guided reading books inline with KTC project</p>	<ul style="list-style-type: none"> • Release for training and coaching models for KTC • CPD in KTC core 1 schools • Resources including guided reading books • Utilise Scholastic Reading Pro to engage and encourage reading more wider genres and track reading. • Free range reading (reading resources may be needed) • BRP 2 days per week for FS2 	<ul style="list-style-type: none"> • Quality of teaching of reading and phonics improves by: <ul style="list-style-type: none"> a) reducing poor and / or inconsistent teaching b) embedding consistent and systematic teaching across Foundation Stage and Key Stage 1 for the teaching of phonics, guided and shared reading. • Increase % of pupils making accelerated progress • Tracking about attitudes and dispositions to reading 	<p>KH JT AS</p>	<p>SLT</p>
	<p>Transfer skills and strategies of guided and shared reading from the KTC in early KS2.</p>	<ul style="list-style-type: none"> • Cpd for KS2 staff in core 1 schools in guided reading. • Phonics teaching • Staff meetings with KTC school lead. 	<ul style="list-style-type: none"> • Improve reading attainment in early KS2 and by end of KS2. • Raise levels of comprehension and inference. • Improve quality of teaching of reading 	<p>KH JT AS</p>	
<p>Improve quality first teaching in writing</p>	<p>Embed talk4writing strategies and teaching across the school</p> <p>September 2015 – Participate in the Knowledge transfer Centre writing project</p>	<ul style="list-style-type: none"> • Cpd for staff using coaching modelling of KTC project • Talk4writing materials and resources • Talk4writing training for new staff • KTC training for writing. 	<ul style="list-style-type: none"> • Ensure phonics skills are transferred into reading. • Embed greater language in to writing • Improvement in early sentence structure skills within KS1 • Quality first Teaching of writing improves through use of 	<p>JT New A/H</p>	<p>KH Leadership committee</p>

			<p>systematic teaching methods and strategies.</p> <ul style="list-style-type: none"> • Increase % of pupils making accelerated progress 		
Improve quality of marking and feedback (metacognition)	<p>By end of academic year 2016, all year groups using same assessment systems of 'steps' and 'statements'.</p> <p>Ensure accuracy of levelling and judgements.</p>	<ul style="list-style-type: none"> • Training and CPD in levelling, evidence gathering. • Release time for LA / Development grp moderation. • Use of recognised in school practionners (JT/AR/KH/SJ) to ensure consistency across EYFS, KS1, 2 	<ul style="list-style-type: none"> • Levelling accurate when data submitted. • Levelling accurate when moderated. 	SLT	SLT
	<p>Improve the use and awareness of meta cognition and feedback through improved marking, feedback and communication for learning.</p>	<ul style="list-style-type: none"> • Half termly 'assessment mentoring' where teachers meet with pupils to review their progress and actions needed to improve. (cover / supply costs) • Consistent use of small steps across whole school so children know what they need to do to be successful and can discuss what they need to improve. • Resources for marking e.g. highlighter pens • Improve use of visualisers for developing greater in lesson awareness, prompts and actions. 	<ul style="list-style-type: none"> • Marking shows evidence of pupil voice, checking, amending and improving work. • Teachers marking includes checking and questioning to embed and further learning. • Small steps present in all literacy and maths books. 	SJ / AR	SLT
Mental maths	<p>Ensure clear mathematics progression and assessments in mental calculations.</p>	<ul style="list-style-type: none"> • Embed clear strategies to raise mental calculation skills e.g. number fact, home learning. • Review calculations policy • Raise visibility and importance of maths across school. 	<ul style="list-style-type: none"> • Clear calculations policy linked to new curriculum. • Clear assessment method for mental maths • Measurable improvement in mental maths skills 	SJ	
Teaching Quality	<p>Increase quality of teaching to at least a good level across the school to be consistently good, with outstanding elements.</p> <p>Embed creative curriculum with interesting and engaging</p>	<ul style="list-style-type: none"> • 2015 – 16 teacher to access Outstanding Teaching Programme • 2015 OTP staff to use knowledge to coaching and develop EMPS staff. • Use of IRIS video to enable staff to develop an understanding of what a good lesson looks like. 	<ul style="list-style-type: none"> • Increase in % of lessons rated as good / outstanding. • No inadequate lessons • Data shows increase in pupil attainment and achievement. 	KH	SLT Leadership Govs

	opportunities.	<ul style="list-style-type: none"> Teachers become more reflective about their own teaching Teachers CPD to enhance teaching e.g. outstanding teachers course. Curriculum resources for enrichment 	<ul style="list-style-type: none"> Teachers show greater awareness of what makes a good lesson. Curriculum is enlivened and engaging 		
Middle leaders	Develop role of middle leaders to support the raising of teaching standards.	<ul style="list-style-type: none"> CPD from School Improvement Advisor Middle leader project with 2 local 'good schools' KS1 and 2 middle leaders access coaching from Teaching School. Coaching models to support staff development Awareness of ACAS models for challenging conversations. 	<ul style="list-style-type: none"> School has increased capacity to develop staff / teaching quality. Key leaders confident to support and develop staff. Key leaders confident to have challenging conversations 	AR SJ LN TC JT	KH
Intervention	<p>Provide additional learning opportunities through the use of intervention to target and accelerate pupils learning.</p> <p>Key target groups: Looked After Children Guardianship orders Informal Adoption Arrangements Pupil Premium</p>	<ul style="list-style-type: none"> Additional early opportunities to develop reading, phonic and early maths skills. Intervention groups reviewed for measurable impact and streamlined. Intervention in place to support reading, writing, maths Specific intervention to support emotional and behaviour issues Academic coaching support for Looked After pupils Fresh Start Programme / Ready for Reading Y6 	<ul style="list-style-type: none"> Predicted Y6 SATs (based on prior attainment) levels exceeded. 2 levels and 3 levels progress increased beyond cohort predictions. Data shows accelerated learning for pupils involved in intervention and personalised learning. Interventions in place across FS2 – Y6 reading, writing and maths showing measurable impact to narrow the gaps. Free school meals pupils achieving in line with peers. 	Leader' team	KH Teaching and learning Committee
Embed learning resources across the school to	Purchase new technologies to support learning and develop basic skills across the curriculum.	<ul style="list-style-type: none"> Introduce use of blogging Purchase new technologies e.g. film making equipment, IRIS system Training on using new technologies to 	<ul style="list-style-type: none"> Lesson observations & theme weeks show use of new technologies to engage and motivate 	AR ICT coord	

ensure engagement and interest in learning.		<p>enhance teaching and learning.</p> <ul style="list-style-type: none"> • New website to enhance parental engagement and knowledge. • Links made with Leicester College to use technology systems e.g. radio, film studio, clay animation • ICT club supports a wide range of computing skills and topics e.g. music, digital art, computer game making 	<p>pupils.</p> <ul style="list-style-type: none"> • ICT more widely used across the curriculum • Enhanced learning opportunities throughout the day to enliven the curriculum. • Children prepared for learning in a digital age. 		
Raise attainment of more able pupil premium pupils	Increase % of pupils achieving: Level 5 / 6 Level 2a / 3 Exceeding ARE in each year group	<ul style="list-style-type: none"> • CPD on differentiation and challenge. • Observations at outstanding schools on challenge. • Personalised provision for more able pupils. • Enrichment opportunities for more able pupils e.g. maths club, 1:1 coaching. • Y5/6 more able boosters 	<ul style="list-style-type: none"> • Data shows accelerated learning of pupils. • Increase in L5 attainment from predicted levels. Develop ambitions for L6 • Increase in L3 at Y2. 	Inclusion manager	SLT

Area 2: To improve behavioural, social and emotional aspects of learning					
Objective	Aims	Actions / resources	Impact / measure	staff	Monitor
Behaviour and learning	<p>To reduce effects of high level pupils behaviour needs on teaching and learning.</p> <p>Provide social, emotional and mental well being intervention to support individuals with additional needs.</p>	<ul style="list-style-type: none"> • Maintain a nurture group within KS2 to support vulnerable pupils with social, emotional and personal needs. (staffing costs) • Positive people programmes • Quality first teaching includes weekly PSHCE, values lessons • Emotional support through parent link worker (salary) interventions with targeted pupils. • Additional behaviour learning mentor to support behaviour across school and limit impact on learning. • Commando Joe Attitude to Learning support and well being programme 	<ul style="list-style-type: none"> • Vulnerable pupils engaged and learning in school. • Reduction in behaviour issues within during key learning times. • Reductions of exclusions, internal exclusions. • Nurture group shows impact on class based learning and attitudes • Class learning shows consistently 'good' behaviour. School behaviour at least good. • Improved attitudes 	KH DW	Leadership Comm'

			and articulation of school values		
Exclusion figures	Reduction in: <ul style="list-style-type: none"> - Exclusion figures - Critical incidents 	<ul style="list-style-type: none"> • Additional behaviour learning mentor to support individuals. • Provision for 1:1 high needs pupils (supported by LA) • Access SEMH team support for high need individuals (local authority support) 	<ul style="list-style-type: none"> • Reduction in exclusion figures for 2015-16 • redictio 	TC CM FL	Behaviour strategy team
Values and attitudes to learning	Embed Values Based Education top underpin core behaviours and principles. Children able to articulate appropriately key values, attitudes to learning.	<ul style="list-style-type: none"> • Embed 'Values Based Education' through training, monitoring. • Embed and refer to core set of values to set expectations for behaviour and guidance at EMPS – visible throughout school. • Marking reflects successful learner attributes. • Develop outdoor environment to reflect school values 	<ul style="list-style-type: none"> • Behaviour in learning and school increase to at least good standard. • Improved attitudes to learning • Pupils articulate values and attitudes to learning using appropriate language/ 		SLT
Resilience and character building	Provide opportunities to develop pupil character and resilience	<ul style="list-style-type: none"> • DFE grant applied for 'building character' • Opportunities for outdoor and adventurous work for targeted pupils (funded). • Links with Rolleston for Forest Schools learning. • Earlier opportunities for independent character building activities e.g. Y4 PGL, outdoor pursuits centre. • Purchase profile assessment package to assess 'characters' (epace) • Resilience workshops Y4 & 5 • Theatre groups on topical issues e.g. anti bullying etc • Commando Joe sessions to build resilience, positive attitude and work ethic 	<ul style="list-style-type: none"> • Teachers aware of character profiles of their class • Opportunities within curriculum for outdoor and adventurous opportunities to develop character. • Assessment show developing character profiles. 	SLT	Behaviour strategy team
Role Models	Provide strong role models of behaviour	<ul style="list-style-type: none"> • Staff values training • Staff to role model behaviours and characteristics valued within EMPS • Behaviour policy reviewed • Monitoring by Values Based Education • Training for staff on positive attitudes, learning and working with difficult children. 	<ul style="list-style-type: none"> • School calm environment • All staff positive role models • Reduced incidents 	Inclusion manager	SLT

		<ul style="list-style-type: none"> Resources / displays Commando Joe used as positive male role models 			
Personalised Provision for social, emotional, mental health	Develop an attachment aware school to actively engage and support high needs pupils.	<ul style="list-style-type: none"> X2 staff trained as Attachment leads Attachment personalised plans in place for key pupils Staff CPD on attachment and implications for EMPS 1:1 support for attachment plans and development 	<ul style="list-style-type: none"> Personalised plans for attachment pupils Staff aware of impact of attachment on pupils School is more attachment aware Reduced behavioural incidents of key pupils. 	SLT	leadership
	Develop links with external agencies to support pupils mental health and well being	<ul style="list-style-type: none"> RELATE counselling sessions for pupils established Targeted pupils to receive support. Educational Psychologist to lead Theraplay Sessions Parent Link Worker to observe Theraplay sessions to enable skills to lead. SDQs used to assess impact (EPACE). 	<ul style="list-style-type: none"> Targeted pupils receiving mental well being support. Improvement in attitude 	SENCO	SLT
Lunchtimes	<p>Improve standards of behaviour management at playtimes</p> <p>Reduce behaviour incidents</p> <p>Positive relationship between pupils and lunchtime staff</p>	<ul style="list-style-type: none"> Review lunchtime provision in light of 'happy playtimes' training. Reorganise additional lunchtime activities to provide choice each day – resources needed reduce nos on playground through additional activities e.g. ICT, golf course, sports clubs. Training for mid day supervisors and teaching assistants in positive play techniques, speaking to and managing challenging behaviour. Track and monitor incidents 	<ul style="list-style-type: none"> All staff confident and competent in dealing with challenging behaviour in a positive and effect manner. Reduction in behaviour incidents. Greater activities for pupils Observations show staff more active and involved. 	TA manager	KH Behaviour focus govs
School Environment	Improve school environment to provide engaging areas	<ul style="list-style-type: none"> Science area created linking to curiosity, science etc Outdoor spaces developed e.g. shading areas, benching and wall displays outside Improve asthetics of the hall space e.g. display areas, values displays etc 	<ul style="list-style-type: none"> Areas created within the school to provide additional opportunities. Enhanced aesthetic appeal. Playground area improved and 	KH CA DW WB	SLT Leadership

			children show respect for equipment		
Targeted intervention	Provide small group and 1:1 support for identified pupils with higher behavioural needs	<ul style="list-style-type: none"> • Ensure small group opportunities related to Self esteem, working as a group, team building opportunities to target key individuals. • Maintain nurture group provision to develop social, personal and emotional attitudes and attributes. • Behaviour learning mentor support targeted pupils, year groups for self esteem work 	<ul style="list-style-type: none"> • Observations and records show improved attitudes and social skills from targeted pupils accessing the group. • Reduction in recorded behaviour incidents for high need individuals. • Character profiles show improved behaviours and characteristics 	Inclusion manager MLT	SLT
Pupil roles and responsibilities	<ul style="list-style-type: none"> • Pupils able to take on tasks and roles across the school. • Increase opportunities to represent school at events, competitive sport to raise pride in school. 	<ul style="list-style-type: none"> • Establish tuck shop with pupils taking on roles. • Extend roles in school e.g. school council, sports council, eco council, School Captains. • Pupil participation in events to represent school. • Links with other schools 	<ul style="list-style-type: none"> • Pupils hold roles within schools. • Pupils report rise in number of opportunities, events, clubs which they can participate in. • Pupils articulate a sense of pride in the school. 	Inclusion MLT	SLT Behaviour govs

Area 3: To ensure attendance continues to be in line with national expectations (95%) and with an aim to increase to 96%					
Area	Aim	Resources / actions	Impact / measure	who	Monitoring
Attendance	Raise positive rewards for pupils attending daily to ensure positive attendance influence. Encouraging short, medium and long term attendance.	<ul style="list-style-type: none"> • Cost of attendance prizes (weekly raffle and termly vouchers) • End of year prizes • Whole school Big Attendance Prize for end of year reward. • Certificate costs half termly. • Termly 100% and 98-99% rewards. • Daily attendance stars with aim of reducing lateness. 	<ul style="list-style-type: none"> • Attendance rates in line with national average. • Increase in % of pupils with 100% attendance half termly, termly, yearly. • Reduction in PA pupils. • Reduction in lateness. 	HL Inclusion manager	KH Leadership committee
Parental accountability	Raise parental understanding of importance of attendance and parental accountability through	<ul style="list-style-type: none"> • Newsletters, letters, website demonstrates importance of regular attendance. 	<ul style="list-style-type: none"> • Parents aware and regularly informed regarding attendance 	KH HL DT	Governors

	regular contact with parents on the issue	<ul style="list-style-type: none"> • 1st day calling exists as a structure for all pupils. Monitoring of absence and poor attendees. • Weekly attendance letters for poor attendance pupils. • Late gate with SLT / Behaviour learning mentor • Structured conversations with persistent late or poor attendee parents at regular points. 	matters.		
	Increase contact with Persistent Absence parents and parents of pupils with poor attendance. (below 90%)	<ul style="list-style-type: none"> • Embedding of 'structured conversations' with parents / families of pupils below recommended attendance levels. • Involvement of attendance officer, EWO, PLW • Increased communication opportunities. • Head Teacher and Attendance officer to meet with parents. • Parent link worker home visits and duty case support. 	<ul style="list-style-type: none"> • Evidence of action undertaken for pupils below 96% • All pupils below 96% followed up on and invited to meeting. • Reductions in poor attendance figures across the year. • Reduction in lateness • Reduction in numbers of persistent absence pupils. 	KH/ TC/ HL	KH Govs
	Establish effective relationships and ensure support for parents of poor attendees to raise attendance.	<ul style="list-style-type: none"> • 1:1 provision provided e.g parent link worker support, weekly updates etc • Parent link worker home visits and duty case support for poor attendee families. • Provision for collecting late pupils to ensure accessing daily education of known vulnerable families. 	<ul style="list-style-type: none"> • Evidence of action undertaken for pupils below 96% • All pupils below 96% followed up on and invited to meeting. • Reductions in poor attendance figures across the year. • Reduction in lateness • Reduction in numbers of persistent absence pupils 	PLW KH KH HL	SLT Govs
External Support for Attendance	Strong relationship exists with agencies e.g. Educational Welfare Officer to support attendance drive and ambitions	<ul style="list-style-type: none"> • Regular Educational Welfare Officer contact with school. • Educational Welfare Officer supporting sanctions for poor attendance, holidays etc through the use of fines. 	<ul style="list-style-type: none"> • Records of fines maintained. • Regular contact with EWO to support school needs. 	PLW KH TC HL	SLT Govs

		<ul style="list-style-type: none"> Regular time for Attendance officer and Head Teacher to meet with Educational Welfare Officer. 			
Attendance Officer	To ensure effective systems and procedures are in place to track, monitor and review attendance.	<ul style="list-style-type: none"> Monitor time, need and workload for attendance officer and assess need for increased hours for effective delegation of duties. 	<ul style="list-style-type: none"> Attendance is given appropriate time to address area more effectively and robustly. 	PLW KH TC HL	Inclusion manager Govs

Area 4: To develop enrichment opportunities to enhance learning, life experiences and raise aspirations.					
Areas	Aims	Resources / actions	Impact / measures	who	monitoring
School Links	Develop links for pupils to experience wider citizenship / community life	<ul style="list-style-type: none"> Develop links with alternative schools locally, nationally and globally Build link with rural village school Build links with Independent School Maintain Gambia school link Theme weeks 	<ul style="list-style-type: none"> Pupils have greater awareness and understanding of world in which they live. Theme weeks raise awareness and knowledge 	KH Lit co DW	SLT
Life Experiences	Provide new opportunities through: <ul style="list-style-type: none"> Increased residential Residential opportunity outside of England Trips and events Life skills e.g. cooking, sewing, gardening, first aid, cycling Sporting competitions Music skills Enrichment e.g. trips, visits linked to learning to bring curriculum to life. 	<ul style="list-style-type: none"> Pupil premium support for e.g. residential (costs) Y5/6 first aid training (costs) Cycling proficiency training (costs) All pupils y2 – 6 access swimming lessons (swimming coaches) Life Skills themed afternoons (resources e.g. sewing, cooking equipment) Participate in competitive sports competitions (entry fee) Music WCET projects y1-6 School / class trips and events 	<ul style="list-style-type: none"> Pupils develop mental well being. Pupils have opportunities to develop 'whole child' aspects 	MLT	SLT
Rewards and recognition	Increase positive rewards to inspire and motivate pupils	<ul style="list-style-type: none"> Annual awards evening Learning Heroes Home learning Heroes House points & incentives Links with sports providers to access sporting facilities and opportunities for individuals. 	<ul style="list-style-type: none"> Pupils demonstrate motivation. Pupils demonstrate pride and resilience. Pupils demonstrate aspiration. 	leadership	SLT
Multiculturalis	Pupils to be aware of the multicultural	<ul style="list-style-type: none"> Pupils accessing opportunities for 	<ul style="list-style-type: none"> Reduction of racist 	teachers	SLT

m	world around them and develop understanding and tolerance.	<p>personal and SMSC growth.</p> <ul style="list-style-type: none"> • Children experience new cultures through theme afternoons, trips to religious places of worship • Around the World at EMPS theme week. 	<p>incidents Pupils aware / can articulate and show tolerance of other faiths, cultures.</p> <ul style="list-style-type: none"> • Children have opportunity to develop an understanding of other cultures. • Evidence of impact on learning 		
Support individual aspirations and aims	<ul style="list-style-type: none"> • Provide enrichment opportunities with aspire pupils and give opportunities for personal development. 	<ul style="list-style-type: none"> • Individual bursaries / provision to enable children to access opportunities they would otherwise be unable to. 	<ul style="list-style-type: none"> • Individual pupils accessing further opportunities for advancement. • Increased aspirations 	KH / DW	Leadership committee

Area 5: To engage and involve parents (particular vulnerable / hard to reach) to provide home support for learning and educational welfare.					
Area	Aims	Resources / actions	Impact / measure	who	monitoring
	Develop parent / carer opportunities for family and personal learning through linking with Local Authority Family Learning Pilot Programme	Participation on Family Learning projects Family Fitness with Sport (Summer 2015) Early Start (target FS / Y1 families) (Spring 2015)	Parents involved in learning projects. Positive feedback from those involved.	Subject leaders PLW	KH SLT
	Employ a parent link worker to link, support and impact on vulnerable pupils and families.	Parent link worker to support families throughout the week to develop positive relationships, develop wider community support for parents and school. Parent link worker duty days Courses to support parents and pupils with identified areas.	Evidence of parent link worker linking with families. Evidence of positive impact on pupils and families.	PLW Inclusion manager	KH GOVs
	Increased opportunities for parental engagement and opportunities for parents involved in school activities to support learning.	Parental learning opportunities – formal and informal e.g. workshops, theme days, community events, learning projects. Release time for staff to support and engage parents.	Increased involvement of parents in school events. Parents involved in learning opportunities such as parent classes, phonics and reading	Subject leaders Level 4 TA	KH SLT

		<p>Parent link worker time for parental engagement, provision etc</p> <p>Opportunities to build relationships with leadership and school in a non-threatening manner etc</p>	<p>workshops etc.</p> <p>Parental support and understanding of learning and education raised.</p>		
enrichment	Establishment of Home learning club	Club for pupils to access to support home learning and provide opportunities for parents to attend and learn learning skills to support parents.	<p>Increased % of pupils completing homework.</p> <p>Increase interest and involvement of parents in developing own learning skills to support pupils.</p>	staff	<p>KH</p> <p>SLT</p>