

# Withinfields Primary School - Pupil Premium Impact Report 2019-21

Expenditure and Impact				
Academic year		2019-21		
The three headings below demonstrate how Withinfields are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i. Quality of teaching for all (including evidence-based, focused group learning delivered by support staff)				
Desired outcome / intent	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact of spending
B. High quality teaching and learning support available in the vast majority of lessons, coupled with frequent opportunities to work independently.	TA work in classes to support QFT by additional targeted roving, questioning and feedback (£15,000)	EEF TA recommendations MITA recommendations (IoE research and scaffolding techniques)  <i>EEF Toolkit Predicted Impact: Teaching Assistants (+1 month)</i>	SENDCo and HT to monitor delivery.  Additional training for all teachers in how to deploy TAs in the classroom.	Staff training on personalisation led to external monitoring of provision finding strong evidence that learning support assistants use effective questioning, enabling children to articulate their learning and next steps.
	TA work to deliver evidence-based targeted interventions to targeted small groups and individuals (approx. £10,000)	EEF TA recommendations MITA recommendations (IoE research and scaffolding techniques)  <i>EEF Toolkit Predicted Impact: Teaching Assistants (+1 month)</i>	PPL and HT to monitor delivery.	No statutory data available due to cancellation of tests. External audit June 2021 - "Interventions are planned on a rota basis so that pupils continue to access the full breadth of the curriculum." 2020 – Data from Y6 cohort shows that 62% of PP children exceeded their expected scaled score and therefore had positive progress measures. Targeted intervention during Y6 for the PP cohort showed that the end of year Reading data from Y5 (96.4SS) had increased by February Y6 (97.5SS). 2021 – July data from Y6 cohort showed that on average, PP children made +2 SS

				<p>progress in maths and +3 SS progress in reading.</p> <p>1:1 online spelling interventions delivered with TAs saw an average increase of +7m.</p> <p>1:1 online reading interventions delivered with TAs saw an average increase of +10m.</p>
	<p>Staff training in key areas to support and challenge PP pupils. (£3,000)</p>	<p>Quality first teaching is thought to have a disproportionately high effect on PP pupils, and effective CPD / training is a precursor to this.</p>	<p>HT to ensure that appropriate areas for training are identified and input delivered effectively.</p>	<p>Flexible groupings training on differentiation using fluid groups delivered in summer term (delayed due to lockdown). Impact in next strategy document.</p> <p>Writing conferencing training targeting PP children started in summer term. (delayed due to lockdown). Impact in next strategy document.</p> <p>Whole-school learning environment and personalisation training delivered in summer term (delayed due to lockdown). Impact in next strategy document.</p> <p>Audit from external monitoring found: “The curriculum is ambitious for all pupils including SEND and disadvantaged.”</p>
<p><b>H.</b> Increased ability to learn co-operatively and collaboratively.</p>	<p>Kagan structures implemented, allowing pupils who are eligible to work with a range of pupils, increasing their knowledge of wider life experiences. (£1,500)</p>	<p><i>EEF Toolkit Predicted Impact: Collaborative Learning (+5 months)</i></p>	<p>Kagan staff training to increase academic achievement, improve ethnic relations and enhance self-esteem.</p>	<p>COVID-19 seating positions did not allow for full set of Kagan structures to be used, however, partner and collaborative work was still strong across lessons in observations. Withinfields’ wildlife area has been used for specific collaborative teaching approaches and whole-school collaboration week allowed children to reintegrate quickly back to school life, post-lockdown. Collaboration and wider-life experiences will continue to be a focus going forward – DHT training in using the wildlife space for Forest Schools.</p>
	<p><i>Transition systems strengthened and</i></p>	<p><i>Government guidance suggests that: ‘A drive to increase attendance among vulnerable</i></p>	<p><i>Transition booklets and extra transition session</i></p>	<p><i>Further impact to be measured after transition in September 2020.</i></p>

	<i>amended to support pupils in September 2020 after COVID-19 pandemic</i>	<i>children should take place. This should include clear messaging for children, parents/carers and provide relevant assurances around safety.'</i>	<i>during the summer holiday for vulnerable children.</i>	<i>Children who would have struggled with a return to school slipped easily back into their year group or key worker bubble – evidence of various children who struggle emotionally who have been happy to return even with adults not known well to them.</i>
	Behaviour team to ensure targeted pupils from July 2019 receive intervention focussing on cooperation and collaboration. (£3,000)	In-school evidence from July 2018-19 showed positive impact for eligible pupils of interventions delivered by Behaviour HLTA.  Nurture group positive impact 2018-19.	DHT to monitor behaviour of eligible pupils (number of colours reduces on termly basis due to intervention).	Discussions with pupils exemplify that occasions of bullying are extremely rare. Pupils can articulate the school behaviour policy and give examples of unacceptable behaviour. Purposeful behaviour was noted in various external monitoring visits. Boxall profiling training delivered for 4 members of SLT to widen breadth of knowledge around strategies and target setting for disadvantaged pupils with SEMH needs. Tracking of children with exclusions shows that changes made to their provision on reintegration meetings have shown either a reduction in exclusions and the frequency of these.  <i>Child with EHCP, who struggled coming back into the school building initially, settled well into a childcare bubble and was evidenced socialising with other children and peers.</i>
<b>A.</b> Increase wider experiences and vocabulary, especially in areas wider than everyday life.	'Withinfields' Treasure Chest' which outlines experiences available to all children will enhance life experiences of eligible children.	<b><i>EEF Toolkit Predicted Impact: Meta-Cognition (+8 months)</i></b>  <i>Practical problem-solving, explicit reflection and discussion of thinking and emotion (Meta-cognition and self-regulation) to be involved.</i>	Pupil interviews show that children are exposed to opportunities other than those which are academically based.	Disadvantaged pupils involved in a careers and aspiration raising event with Open Futures and Valley Learning Partnership. Motivational speaking events have inspired and developed a sense of enquiry and ambition.

	<p>Contact maintained through messaging, email or phone with vulnerable families and alternatives suggested to home learning ideas.</p>	<p>As per guidance from LA.</p>	<p>Feedback from parents and carers around wider experiences obtained as a result of Withinfields' flexible approach to home learning and the emphasis on independence to support working parents.</p>	<p>Families reported that children became more independent at home in terms of daily tasks e.g. emptying the dishwasher and also other life skills e.g. painting fences / cooking meals and redecorating. Parental comments around the simplicity of home learning arrangements were positive.</p>
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Quality of teaching for all: Total budgeted cost

£30,500

**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact of spending
<p>A. Limited experience and vocabulary, especially in areas wider than everyday life</p>	<p>'Talk Boost' to be implemented in Early Years to enhance vocabulary of eligible pupils (£1,050)</p>	<p><i>EEF Toolkit Predicted Impact: Oral Language Interventions (+5 months)</i> (See EEF Literacy strategies)</p>	<p>Analysis of standards in communication between lowest and highest attaining pupils. Use of online tracker tool to measure progress of DA pupils.</p>	<p>5 children identified all made positive progress from their starting points within communication and language band.</p>
	<p>NELi / British Picture Vocabulary Scale (BPVS) used to screen eligible pupils. (£1,300)</p>	<p>BPVS will identify delays in pupil's vocabulary development. High numbers of DA pupils with SEND will benefit from this 'non-reader friendly' test.</p>	<p>PPL and SENDCo to baseline and progress check assessments by benchmarking.</p>	<p>Screening tool used alongside NELi to identify vulnerable pupils in nursery and reception. Early identification has led to 3 vulnerable pupils being targeted for intervention – early years practitioners attended NELi training, developing receptive and spoken language. 3 children identified all made positive progress from their starting points within communication and language band.</p>

	Withinfields 'Goldilocks' vocabulary used consistently during QFT (£0)	<i>'Developing subject specific vocabulary is proven to have had positive impact'. Ofsted document: 'How schools maximised impact of their spending'.</i>	Lesson observations consistently record a challenging level of vocabulary across school. Pupil interviews show that DA pupils are able to use vocabulary relating to topics covered previously (including in previous years).	Focus on vocabulary during QFT and exposure to Goldilocks level words had positive impact on overall vocabulary for Y6 cohort: assessed domain 2a (give and explain the meaning of words in context) was the highest of all the domains (71% of questions answered correctly) in February data outcomes. <table border="1"> <thead> <tr> <th>Assessed Domain</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>2a Give/explain the meaning of words in a context</td> <td>71%</td> </tr> <tr> <td>2b Retrieve and record information/identify key details from fiction and non-fiction.</td> <td>59%</td> </tr> <tr> <td>2c Summarise main ideas from more than one paragraph</td> <td>67%</td> </tr> <tr> <td>2d Make inference from the text, explain and justify inferences with evidence from the text</td> <td>52%</td> </tr> <tr> <td>2e Predict what might happen from details stated and implied</td> <td>N/A</td> </tr> <tr> <td>2f Identify/explain how information/narrative content is related and contributes to meaning as a whole</td> <td>N/A</td> </tr> <tr> <td>2g Identify/explain how meaning is enhanced through choice of words and phrases</td> <td>62%</td> </tr> <tr> <td>2h Make comparisons within the text</td> <td>53%</td> </tr> </tbody> </table>	Assessed Domain	Average	2a Give/explain the meaning of words in a context	71%	2b Retrieve and record information/identify key details from fiction and non-fiction.	59%	2c Summarise main ideas from more than one paragraph	67%	2d Make inference from the text, explain and justify inferences with evidence from the text	52%	2e Predict what might happen from details stated and implied	N/A	2f Identify/explain how information/narrative content is related and contributes to meaning as a whole	N/A	2g Identify/explain how meaning is enhanced through choice of words and phrases	62%	2h Make comparisons within the text	53%
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<b>G.</b> Substantially increased attendance for targeted children.	Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils.	Attendance has been proven to be correlated with attainment. (see Ofsted, 2013 p18)	HT AND PPL ensures that attendance data analysed termly for targeted families.	Attendance figures significantly impacted by lockdown and will continue to be a focus for the next strategic period. 93.5% for PP group in comparison to 96.5% for non-PP group.																		
	School social worker to work closely with targeted families to ensure attendance increases (£10,000)	In-school data strongly suggests that working with parents and children to increase attendance is beneficial in attainment terms. In addition, behaviour interventions have enabled pupils to be more ready for learning. (see also Ofsted 2013 p 18)	Staff record lateness on CPOMS daily, highlighting PP pupils.  Actions recorded by JL on CPOMS regarding attendance of eligible pupils.	Persistent absence has reduced, including within the vulnerable group. During home learning, engagement levels were 80%+ due to pastoral support targeting specific families with prior low attendance.																		

<p><b>D.</b> Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member.</p>	<p>Teachers and TAs to deliver reading support to targeted children.</p> <p>Additional teacher in Y6 to support DARTS.</p> <p>(£7,000)</p>	<p>The centrality of reading to all successful learning has been well established, and this approach showed great promise in 2019.</p> <p>KS1 &amp; 2 Reading data 2019 supports continuation of this strategy.</p>	<p>Reading leader to conduct 1:1 conversations with PP/non-PP pupils to ascertain whether there is a difference. Work of designated TAs to be monitored and evaluated by PPL and SENCo where appropriate.</p>	<p>Reading data in October 2019 showed progress score of -3.03. in February 2020 this had increased to -0.28.</p> <p>Phonics lessons which were delivered remotely on a daily basis enabled 87% of children in year 2 to pass their phonics screening check (75% of 12 PP children passed – remaining 3 children on SEN support, including one child with dyslexia diagnosis).</p> <p>Year 6 reading progress score improved from -0.9 in April Y5 to +3.8 in July Y6. Average scaled score for the cohort increased in the same time period from 96.7 to 102.1.</p>
	<p><i>Continue to promote a love of reading throughout home learning during COVID-19 pandemic and provide additional support for parents around reading</i></p>	<p><i>Government guidance: ‘Catch-up provision and targeted support will be essential’.</i></p>	<p><i>Reading focussed on through Class Dojo, where staff and UKS2 pupils shared a variety of stories to promote a love of reading. During the COVID-19 pandemic, reading books delivered to specific children who were identified as having a lack of books available at home.</i></p>	<p><i>Story month was well accessed by disadvantaged children during the COVID-19 pandemic.</i></p> <p><i>Disadvantaged children able to continue to read books which were enjoyable but challenging enough as they were chosen according to their ZPD code and reading age.</i></p>
	<p>Accelerated Reader subscription renewal (£2,000)</p>	<p><b>EEF Toolkit Predicted Impact: Reading Comprehension Strategies (+5 months)</b> (See EEF Literacy strategies)</p> <p>2015-2016 data showed that only 9% of DA pupils at KS2 achieved the expected standards; this is well below the performance of ‘other’</p>	<p>UKS2 Lead to monitor % of eligible pupils accessing ‘quizzing’ and compare to non-PP pupils to target underachieving PP pupils.</p>	<p>No statutory reading data available due to lockdown. Teachers given information required to monitor students’ reading practice and make informed decisions to guide future learning.</p>

		children nationally (71%) and is also well below that of DA nationally (53%).		
	Dedicated member of staff listening to readers at Get Set Go Club. Funding dedicated to improving quality of reading areas around school. (£5,600)	<b>EEF Toolkit Predicted Impact: Reading Comprehension Strategies (+5 months)</b> (See EEF Literacy strategies)	Phase leaders reading focussed monitoring sessions. Literacy work scrutiny each term conducted by Reading leader.	Get Set Go club did not run due to covid restrictions. New 'free reader' areas and improvements to reading areas have increased children's love for reading and encouraged children to share their views of genres and authors courteously. New KS1/2 reading libraries to be a focus moving forward. 1:1 reading for disadvantaged pupils 3x per week minimum has improved fluency across school. Impact in KS1 has been the greatest, with 78% of the cohort able to fluently decode grey RWI books.
F. Eligible pupils who are underachieving are identified quickly by staff. High quality interventions readily available for all pupils.	Peer mentoring 3x per week overseen by Behaviour HLTA (£2,000)	<b>EEF Toolkit Predicted Impact: Peer Tutoring (+5 months)</b> "Peer tutoring is most effective when pupils are provided with support to ensure peer interaction is high."	PPL to ensure that work provided by class teachers is accurately matched to pupil's needs and provides challenge.	Could not take place due to bubble restrictions. Funding used to ensure that SLT could provide training and support for parents to access home learning and set up devices for use at home during all periods of isolation.
	UKS2 Small Group Maths tutoring from specialised Year 6 teacher (£4,000)	<b>EEF Toolkit Predicted Impact: One to one tuition / Small group intervention (+5 months)</b> "Using experienced and specifically trained teachers / tutors have nearly twice the impact on average."  July 2019 SATS results in Maths +13% pts compared with 2018 results due to small group focus in Year 6.	HY (HT) to monitor outcomes in Mathematics through pupil progress meetings / RAP meetings with Year 6 staff.	2020 - Scaled score for non-PP cohort at end of Y5 was 104.47 SS compared with February Y6 104.25 SS. PP cohort, due to intervention and targeted questioning had made better progress in the same time frame: PP cohort at end of Y5 had 96.9 SS compared with February Y6 97.3 SS.  2021 – July data from Y6 cohort showed that on average, PP children made +2 SS progress in maths.

	Feedback given to eligible pupils daily. TAs to give verbal feedback prior to new teaching.	<b>EEF Toolkit Predicted Impact: Feedback (+8 months)</b> Staff will have a solid understanding of PP pupil's next steps through daily feedback opportunities.	PPL to monitor TAs awareness of DA pupils and conduct pupil interviews around feedback and next steps.	External monitoring found that feedback given to students was helping pupils to make progress and have a deeper understanding of their learning, which in turn led to staff and children being able to articulate next steps clearly. 'Adults are assessing learning in lessons and are swiftly addressing misconceptions.'
	PPL Leadership Time (£4,000)	A member of the SLT to be released to monitor the impact of PP spending and track progress of eligible pupils.	PPL accountable to HT	Remote learning audit detailed that HT and AHT conveyed a clear vision for remote learning, including for disadvantaged children. Further external monitoring identifies that strategies employed are having impact and there is capacity to support sustained improvement for disadvantaged learners.
	Booster sessions (£2,100)	HT and AHT to deliver Y6 morning booster sessions – all PP children invited to attend. Booster sessions ensure that key skills are embedded and overlearned in preparation for SATs.	Analysis of arithmetic and Reading by PPL.	No statutory assessments took place due to Covid-19. Maths arithmetic booster group data continues to improve outcomes for pupils: Y5 (2020) arithmetic average for PP cohort was 21.6 out of 40. February Y6 arithmetic average for same PP cohort was 25.5 out of 40.

**Targeted support: Total budgeted cost** £36,550

<b>iii. Other approaches</b>				
<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>Impact of spending</b>
<b>C.</b> Family- and home-related issues are addressed by expert professionals,	Pastoral Support Team supporting parents and liaising over safeguarding, attendance,	By working with families and other agencies, the impact of these can be reduced to enable children to engage better and focus more in school.	Data to be collected by HT from CPOMs and other sources.  Measures of pupil attitude and self-esteem (e.g.	Nurture group which ran social and emotional interventions enabled a group of disadvantaged pupils with SEMH needs to be reintegrated back into classroom lessons. On average, this reintegration allowed pupils to catch up and make accelerated progress in reading from December (average -3.6 SS



<p>releasing teaching and learning staff to focus on pedagogy. (<i>data measures e.g. CPOMs</i>)</p>	<p>behaviour, etc. Behaviour HLTA delivering specific interventions and activities e.g. 'Calm Club', mentoring and de-escalating situations. (£31,000)</p>	<p><i>EEF Toolkit Predicted Impact: Parental Involvement (+3 months) Social and Emotional Learning Interventions (+4 months)</i></p>	<p>disciplinary sanctions) to be monitored and evaluated.</p>	<p>from targets) to July (+1.0 SS above targets). In maths, the same group made accelerated progress from -8 SS in December to -2.6 in July. Calm club, which restarted post lockdown, allowed children to have 1:1 pastoral support and 'theraplay' interventions. Daily mindfulness activities continued to be a feature of our practice, post lockdown. Pastoral support worker supported parents through signposting and making referrals to outside agencies.</p>
	<p><i>During COVID-19, focus on school community mental health and increased regularity of correspondence.</i></p>	<p><i><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</a></i></p>	<p><i>As per government guidance, consideration of pupils' mental health and wellbeing and identification of any vulnerable pupils requiring extra support, so they are ready to learn.</i></p>	<p><i>Great appreciation received as a result of phone calls to parents/carers to check on mental health and general wellbeing, coupled with regular posts on school email / dojo regarding support for positive mental health. Children offered 'vulnerable' places in childcare during COVID-19 pandemic. Eased stress and anxiety of several families where children were invited into childcare after concern raised during phone calls or other conversation with parents.</i></p>
<p><b>E.</b> Eligible pupils are ready for learning during the whole day.</p>	<p>Get Set Go club breakfast and morning milk for eligible pupils (£1,200)</p>	<p>See EEF report on Breakfast Clubs November 2016.</p>	<p>Pupil Premium lead to monitor the use of healthy nutrition to ensure that all children are ready for learning.</p>	<p>No get set go club due to COVID-19 restrictions. Funding used for supporting families by dropping off food parcels and paper work packs to be used alongside recorded video lessons. Get Set Go club to resume once Covid bubbles cease.</p>
	<p>PP pupils have access to morning clubs, including 'Get Set Go' (physical activity based) and a range of</p>	<p>This has been observed as having a positive impact at our school in 2016-17 and will therefore continue. Governors identified need for more academic clubs for DA pupils.</p>	<p>PPL to monitor attendance of eligible pupils half termly. Staff to target PP clubs on whole-school targets – reading comprehension, fundamental maths skills.</p>	<p>Due to bubble-restrictions, Get Set Go club not able to run. Good uptake from disadvantaged pupils in reading and maths booster clubs in separate bubbles. Academic clubs: In-school data for Reading shows that these children all increased scaled scores in the testing period between returning to school in March 21 and tests in July 21. 93% achieved their target.</p>

	academic intervention clubs. (£7,900)	<i>“Overall impact of sports participation on academic achievement tends to be positive.” (EEF)</i>		
	Eligible pupils to have access to Withinfields PE kit	As above: <i>“Overall impact of sports participation on academic achievement tends to be positive.” (EEF)</i>	PPL to monitor % of eligible children regularly participating in PE / Intra-school / Inter-school sports	All disadvantaged pupils able to access all PE lessons, using kit provided by school.
I. Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom.	Contribution towards the cost of residential and non-residential educational visits for targeted eligible pupils. (£950)	See Ofsted 2013 p18 and case studies, including those describing broadening of experience for PP children.  <i>EEF Toolkit Predicted Impact: Collaborative Learning (+5 months)</i>	HT to maintain a record of contributions to educational visits, and use questionnaires etc to elicit responses from eligible pupils.	No residential or non-residential visits due to Covid restrictions. Y5 pupils who would have attended this academic year to join next residential trip. Collaboration weeks were planned in to enable children to continue to develop these skills post-lockdown – staff noted improved learning behaviours.
	Robin Wood residential activities available for all pupils.	<i>“Adventure learning interventions make approximately +4 additional months’ progress over a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.” (EEF)</i>	HT and residential lead to ensure that all eligible pupils attend residential activities at Robin Wood at a subsidised cost.	Covid-restrictions did not allow for our year 5 residential to go ahead as scheduled, however, this will double-up in the following year so that children do not miss this experience.
	All pupils who wish to attend after-school clubs are able to and those who are less keen are actively encouraged.	Ofsted 2018 quote: <i>“Pupils said that they keep fit and have lots of opportunities to take part in sport”</i> therefore this approach will continue.	PP lead to maintain a register of eligible pupils and the club(s) attended.	Mindfulness, dance, PE and family exercise which was planned with the Youth Sport Trust was delivered via remote education – this was well accessed during remote education and led to an increased sense of community during lockdown. Clubs in the summer term were well accessed by disadvantaged pupils, with two thirds of PP pupils attending at least one club during this time period.

	Contribution to the cost of at least one after school club for any eligible pupils (£400)	<i>“Overall impact of sports participation on academic achievement tends to be positive.” (EEF)</i>	New clubs register being implemented, where parents request spaces via email. A minimum of 25% of spaces for each club are allocated to DA pupils to ensure more PP children attend.	Limited impact due to lockdown and little clubs being able to run. During summer term, good proportion of disadvantaged children attending.
<b>J.</b> Increased parental confidence and capacity to support eligible pupils with their learning and interact more regularly with school.	Entitlement vocabulary sent home on paper as well as electronically to all parents with eligible pupils.	Parents will have a clear idea of the vocabulary required for pupils to achieve well within each topic, leading to more focussed support at home. <i>EEF Toolkit Predicted Impact: Parental Involvement (+3 months)</i>	Discussions with pupils / parents around vocabulary.	Discussions with parents and children showed that they valued having 1:1 discussions in school before sending home paper copies. LSAs timetable for all PP pupils to pre-learn topic vocabulary, which can then be used at home during discussions. Vocabulary strong in reading assessments in KS2.
	Increase parent voice and school links - parent voice group to be established	Parent communication is currently strong in EYFS and therefore these links will be strengthened as children move into KS1/2. Extensive research around benefits of parental engagement in supporting children’s education.	Improved recording systems for parental engagement for DA children. Parent views to be collated and put into action – fed back via newsletters and other parent communication avenues. Parent feedback.	Parent voice group to be a focus moving forward after the lockdown. Covid-19 has positive impact on parental feedback and engagement – zoom meetings to support most vulnerable pupils strengthened links between home and school. Average of 80% engagement levels during lockdown lessons, showing good engagement from parents. Paper packs being collected from school and drop offs for food parcels strengthened communication between school and home. Questionnaire to measure parental confidence and gain feedback about systems in place was well access by parents of disadvantaged pupils.
<b>Other approaches: Total budgeted cost</b>				<b>£41,750</b>