

Pupil Premium Strategy statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding this academic year and the effect of last year's Pupil Premium spending within our school.

At St. Elizabeth's Catholic Primary School, the Pupil Premium Strategy is embedded within the whole school development plan.

St. Elizabeth's Catholic Primary School continues to adapt its spending of the Pupil Premium funding in 2022/23 following analysis of our positive outcomes for disadvantaged students in 2021/22 and using research from a variety of sources including the Education Endowment Foundation EEF.

Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI).

Research has found that the pandemic has compounded this issue (EEF). Initial findings suggest that disadvantaged pupils have been the worst affected by school closures due to COVID-19 and the attainment gap has grown as a result of national lockdowns.

This document outlines St. Elizabeth's Catholic Primary School's holistic approach to closing any achievement gap, focussing on the educational impact of disadvantage on children. It outlines how the school plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students.

At St. Elizabeth's Catholic Primary School, we recognise the importance of ensuring all students, whatever their background or circumstances, are provided with a relevant education of the highest quality. This will ensure that all our students are equipped with the knowledge, skills and self-confidence that they will need to succeed during, and beyond, their time at St. Elizabeth's.

Our strategy highlights our current challenges and identifies actions that we will take to address these. We draw on evidence from secondary research and our own experience to allocate funding to activities that are most likely to maximise achievement.

We do not confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels. Overcoming challenges to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the challenge to learning being addressed.

At St. Elizabeth's we have adopted an individualised approach to addressing challenges to learning and emotional support.

As such, we do not allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the challenge/barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for Pupil Premium.

We have high aspirations of all every child in our school and our curriculum is designed to ensure that all children make excellent progress from whatever their starting point and achieve success. We wish to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and to enable all disadvantaged pupils to be confident, independent and resilient learners. This way, they can move on to the next phase of their education without carrying the burden of inequality with them. Where children have additional needs, we ensure that there is provision to enable children to make progress and meet their individual targets.

School overview

| Detail | Data |
|---|---|
| School name | St. Elizabeth's Catholic Primary School |
| Number of pupils in school | 232 |
| Proportion (%) of Pupil Premium eligible pupils | 10% |
| Academic year(s) covered by our current Pupil Premium Strategy plan | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | January 2022 |
| Date of review | December 2022 |
| Statement authorised by | Jane Hines Headteacher |
| Pupil Premium lead | Kerry Diver Deputy Headteacher |
| Governor lead | Marian Conran |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil Premium funding allocation this academic year | £ 19,390 |
| Recovery premium funding allocation this academic year | £2,320 |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £ 21,710 |

Part A: Pupil Premium Strategy plan

Statement of intent

At St. Elizabeth's we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of challenges which may have an impact on their learning.

Our ultimate objectives in 2022/23 are to:

- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience and self-esteem.
- ✓ Develop confidence in pupils' ability to communicate effectively in a wide range of contexts.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Narrow the attainment gap in Reading and all subject areas within the curriculum between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- ✓ Reduce barriers to learning created by poverty, family circumstance and background

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and teaching assistants with high quality CPD to ensure that they can enable pupils to access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition, pre-teaching, over teaching, keep up sessions
- Target funding to ensure that all pupils have access to all educational visits, residential visits and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music and before and after school wrap-around care

➤ Provide appropriate emotional support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Class teachers will identify through the class Pupil Premium Individual Education Plan specific intervention and support for individual pupils which will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults.

We use the research from EEF and 'Addressing Educational Disadvantage in Schools and Colleges' by Marc Rowland and the 'Mayor's School for Success' to inform our strategy.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils in 2022/23

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Social, emotional and mental health</p> <p>There is an increasing number of disadvantaged pupils with a wide range of emotional needs.</p> <p>Making sure that PPG pupils' emotional well-being is strong so that children are engaged and ready to learn</p> |
| 2 | <p>Speech, language, and vocabulary and communication</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among a</p> |

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| | number of disadvantaged pupils. This is evident from Reception through KS2 and in general, is more prevalent among our disadvantaged pupils than their peers. |
| 3 | Multiple barriers to learning – a number of disadvantaged pupils also have a SEND need and a number of our disadvantaged pupils have experienced ‘adverse childhood experiences’. |
| 4 | <p>Reading and Phonics</p> <p>Covid recovery - there are some disadvantaged pupils who need to make accelerated progress in reading to return to pre-pandemic levels and work within age-related expectations.</p> <p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> |
| 5 | Internal assessment and observations indicate lower attainment amongst some disadvantaged pupils in one or more core subject areas when compared to age related national expectations. |
| 6 | <p>Based on assessment in Summer 2022 attainment in Maths was identified as weaker for disadvantaged pupils in some year groups.</p> <p>Progress for maths is the least strong in Year 5 (now Year 6).</p> |
| 7 | <p>Parental engagement and support</p> <p><i>Engaging families to participate and support in their child’s learning</i></p> |
| 8 | <p>Reduced access to wider opportunities</p> <p><i>Engaging families to participate in enrichment</i></p> |
| 9 | <p>Attendance and punctuality</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3.4% lower than for non-disadvantaged pupils for the academic year 2021-22</p> <p>Non-disadvantaged-95.70%</p> |

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| | Disadvantaged 92.26% |
| 10 | Lack of access to technology is a barrier to homework |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| 1) Improved oral language skills and vocabulary among disadvantaged pupils | Assessments and observations will indicate improved oral language and increased vocabulary among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| 2) Improved reading attainment among disadvantaged pupils from their starting points | <p>The gap between the progress of Pupil Premium and Non-Pupil Premium pupils in reading will have reduced. This will be evidenced through internal assessment data and End of Y6 progress measures.</p> <p>End-of-phase reading assessments will evidence disadvantaged pupils who are not SEND attaining at least national expectations over the period of this statement.</p> <p>Accelerated Reader data will show that children are reading for enjoyment and making progress in Star Assessments</p> |
| 3) Improved core subject attainment among disadvantaged pupils in writing and maths from their starting points | Assessments, observations, work scrutiny and pupil voice show improved attainment, engagement and confidence in core subjects among disadvantaged pupils: |

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| | <p>The gap between the progress of disadvantaged and non-disadvantaged in Writing will have reduced.</p> <p>End-of-phase Maths assessments evidence 100% disadvantaged pupils who are not SEND will attain at least national expectations.</p> <p>The gap between the progress of disadvantaged and non-disadvantaged progress in Maths will have reduced.</p> |
| <p>4) Phonics Implementation of the Little Wandle Letters and Sounds programme will show an increase in PPG pupils passing the Phonics Screening Test in Y1.</p> | <p>100% of PP pupils will attain the expected level in phonics.</p> <p>School staff are trained and are using phonics programme effectively to diagnose and meet needs.</p> |
| <p>5) Emotional wellbeing strategies embedded so that PPG pupils are supported to develop resilience to engage with learning in the mainstream. This includes access to ELSA and school counsellor if required</p> | <p>Results of surveys and pupil, parent, staff voice, learning walks and behaviour logs demonstrate effectiveness of these strategies.</p> <p>Half-termly ELSA reports evaluate progress towards targets</p> |
| <p>6) PPG/SEND pupils have needs met through QFT, complemented where needed with intervention</p> | <p>PPG/ SEND pupils make good progress from their starting points and meet targets on Individual Education Plans.</p> |
| <p>7) Targeted Individual Education Plans which are consistent across all classes for all children with PPG will maximise progress</p> | <p>Interventions will be time limited, rapid and focused using SMART targets thus increasing engagement.</p> |
| <p>8) The attendance of PPG pupils will improve</p> <p>Rigorous monitoring systems in place to target and follow up non-attendance and lateness</p> | <p>Attendance of disadvantaged pupils is at least 96%</p> <p>PPG attendance is in line with national average.</p> |

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| | <p>There is a reduction in the number of PP Persistent Absentees across the year and from year to year.</p> |
| <p>9) Cultivation of opportunities for enhancing 'cultural capital' through enrichment and experience</p> | <p>Opportunities for cultural capital embedded in all teaching.</p> <p>All staff know and target PP children and ensure they are given opportunity and enrichment experiences</p> <p>All parents are encouraged to read with their child(ren) at home, evidenced by comments in reading journals.</p> <p>100% of children eligible for PPG attend a suitable, high quality before or after school club.</p> <p>100% of children eligible for PPG attend residential school visits.</p> <p>100% of children eligible for PPG in KS2 participate in at least one competitive supporting event per year throughout their time at St. Elizabeth's Primary School.</p> <p>100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, school council, sports lead, prayer leader or Pupil Parliament representative.</p> <p>All upper KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular music tuition.</p> |
| <p>10) Attainment of Higher Level across the curriculum</p> | <p>Increase the number of disadvantaged pupils achieving the higher standard at KS1 and KS2.</p> |

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| 11) Access to technology supports learning in class and enables homework to be completed at home | 100% of PPG pupils to have access to a device for education at home |
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Activity in this academic year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Attachment Awareness training for all staff and Attachment Aware Lead training for PPG Lead ensure that all staff understand how attachment affects children and a whole school approach is implemented. | School becomes 'Attachment Aware' and all staff will be trained on attachment. Attachment behaviour can be recognised, addressed positively and the underlying need supported by all staff working with attachment-compromised children. LAC, Post-LAC children and children who have experienced 'adverse childhood experiences' feel supported as demonstrated by pupil and parental feedback. All children in need of resilience support are identified and attend ELSA/resilience groups for a minimum of 6 weeks. Families in need are well supported/signposted as demonstrated by parental feedback. | 1, 2, 3, 7, 9 |
| Consistency in Quality First Teaching and pedagogical approaches across the school, ensures that all pupils' needs are met including whole school strategies to deepen children's long term memory and retrieval of curriculum knowledge | Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching as a key aspect of successful schools. Evidence provided by EEF highlights the importance of CPD, as demonstrated in the case studies | 2,3,4,5,6 |

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| | provided in their guide (EEF 2020)(The Mayor's School of Success) | |
| Embedding children's vocabulary and oral skills across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 2,3,4 |
| Termly, data-driven pupil progress meetings between Headteacher, SEND lead, phase leaders and class teachers to identify the specific needs of each child so staffing, intervention and timetabling can be amended quickly to meet these | <p>Macleod et al (2015): Meeting individual learning needs, with differentiated responses for individuals versus 'one size fits all' is more successful in raising the attainment of disadvantaged pupils.</p> <p>Durrington Research School: It is essential that any intervention starts with identifying the specific problems for individual students before putting potential solutions in place.</p> | 1,2,3,4,5,6,7 |
| <p>Developing consistency in the teaching of phonics through staff training and purchase of resources. The Little Wandle, a DfE validated Systematic Synthetic Phonics programme, will be used throughout EYFS and KS1 to secure stronger progress in phonics for all pupils.</p> <p>Phonics intervention will be put in place for children in KS2 who continue to need Phonics reinforcement and those who are new to English.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 4,5 |
| An additional class teacher in Year 6 to provide support for disadvantaged pupils in maths through small group teaching. | <p>Reducing class size is recognised by the Education Endowment Foundation as a method to increase pupil progress for all as part of Quality-first teaching.</p> <p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on</p> | 1,3,5,6 |

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| | <p>attainment. —Closing the attainment gap: key lessons learned in the EEF’s first six years (2018)</p> <p>Reducing class size appears to result in around three months' additional progress for pupils, on average. - EEF Teacher Toolkit (2018)</p> | |
| Engaging parents | <p>Targeted Individual Education Plans will be shared with PP parents termly through in-person meetings with school staff.</p> <p>Reminder phone calls before organised school events- parents eve, workshops, school-social events etc.</p> | 5,7 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Provide one to one tutoring and Booster groups.</p> <p>This will be delivered by internal school staff.</p> | <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020).</p> | 1,2,3,4 |
| <p>Additional phonics/reading sessions targeted at disadvantaged pupils who require further phonics/reading support.</p> <p>Regular monitoring of phonics and AR data and implementation of targeted actions.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The Literacy Trust: The majority of children will have spent less time reading, writing, speaking and listening during lockdown. Children eligible for Free School Meals and Pupil Premium are therefore especially likely to benefit from targeted interventions. Sir Kevan Collins: Making sure all pupils experience the joy of reading and leave</p> | 2,4 |

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| | primary school with good reading skills is crucial, not just for their academic success later in school, but for building rewarding careers and lives beyond school. Yet a disadvantaged child in England is still much more likely than their classmates to leave primary school without reaching the expected levels in reading | |
| Provide ELSA support sessions and access to the school counsellor for disadvantaged pupils | Specific interventions to meet needs of pupils (including friendships, self-esteem, managing anger and working with others) encouraging development and increasing access to learning. Government advice and guidance regarding Pupil Premium states: You should also develop an understanding of any non-academic challenges | 1,2,9 |
| Provide additional in class support for disadvantaged pupils with SEND. | Evidence indicates that the education system neglects those with SEND, who struggle to keep pace with their peers (Closing the Gap, Andrews,) | 1,2,3,4,5,6 |
| Provide additional speech and language support from our in-school Speech and Language Therapist. | There is a strong evidence base that suggests oral language interventions have high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1,2,3,4 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Provide daily or weekly check in' sessions | Teacher knowledge of children's learning needs and emotional needs High trust relationships with a key adult Having an individualised approach to addressing barriers to emotional and well- | 1 |

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| | being support will have a positive effect on academic outcomes. (EEF 2020)(The Mayor's School of Success) | |
| Provide financial support for disadvantaged families to access a range of offsite visits and experiences. | Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might be able to access. The application of non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF 2020). | 4,6,7 |
| Provide school uniform for disadvantaged pupils. | Wearing a uniform can develop the school ethos and improvement of behaviour and discipline (EEF 2020). | 1,6 |
| Provide Pupil premium with Chrome Book and educational apps in KS2. | Digital technology can add up to four additional months' progress on average (EEF, 2020). Use of digital technology for learning is recognised by the Education Endowment Foundation as a method to increase pupil progress when it supplements traditional teaching. | 1,3,4,6 |
| Engage with parents to encourage participation in workshops, stay and play, etc Create links with PP families | Positive parental engagement can support pupil progress and attendance +3 months' progress on average (EEF 2020) | 4,6 |
| Provide extracurricular sport provision for disadvantaged pupils before, during and after school and in the school holidays | Ensuring disadvantaged pupils have access to ensure physical wellbeing during several points of the school day https://www.nhs.uk/livewell/exercise/exercise-health-benefits/ | 1,2,4,6,7 |
| Provide weekly homework club for PP children to support children's learning and build self-esteem. | Education Policy Institute (2016): Equality of outcomes matters. We know that poor children are 43 per cent less likely to go to university, three times as likely to claim unemployment-related benefits at age 19 and their earnings are estimated to be 28 per cent lower at age 34. EEF: Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more | 1,2,3,4,6,7 |

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| | important than ever that school strategies focus on support for disadvantaged pupils. | |
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Total budgeted cost: £ 21,710

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our Pupil Premium activity has had on pupils in the 2021 to 2022 academic year.

Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff voice, pupil voice, parent voice and attendance data.

2) Improved reading attainment among disadvantaged pupils. Premium pupils make equal progress than non-Pupil Premium pupils from their starting points.

3) Improved core subject attainment among disadvantaged pupils in writing and maths from their starting points.

10) Increase the number of disadvantaged pupils achieving the higher standard at KS1 and KS2.

Pupil Premium outcomes analysis for academic year 2021-22

Pupils who are experiencing disadvantage achieved extremely well.

Reception

100% (2) disadvantaged pupils in Reception achieved a good level of development.

Y1

100% (2) disadvantaged pupils in Year 1 achieved the expected standard in the phonics screening check.

Y2

100% (1) of disadvantaged pupil in Year 2 achieved the expected standard in Writing and Greater Depth in Reading and Mathematics.

Y6

100% (2) of disadvantaged pupils in Year 6 last year achieved the expected standard or above in Reading, Writing and Mathematics.
One child achieved Greater Depth in reading and maths.

The value added measures in Year 6 for disadvantaged pupils last year are:
+5.1 in reading,
+7.4 in writing

-0.4 in mathematics.

KS1 to KS2 progress information: PPG progress was in line or better than the overall cohort progress in all areas.

3. Implementation of the Little Wandle Letters and Sounds programme shows an increase in PPG pupils passing the Phonics Screening Test in Y1.

The impact of adopting the Little Wandle phonics scheme so far is positive. Teachers' planning, learning walks, an external review and phonics trackers suggest good fidelity to the programme. In the phonics screening, 100% PPG children achieved the expected standard

As decoding is foundational to children's attainment in all areas, the school will continue to closely support and monitor phonics provision.

5 Emotional wellbeing strategies embedded so that PPG pupils are supported to develop resilience to engage with learning in the mainstream. This includes access to the ELSA and school counsellor if required

Disadvantaged pupils have made significant progress from targeted specific interventions led by the ELSA.

Focus of the interventions include developing friendships, self-esteem and managing anger. This has encouraged personal development and increasing access to learning. In the Summer term a pupil voice sample (pupils in Y2-6 who receive PPG) showed positive responses towards having friends at school.

Children's perceptions of themselves as learners, their relationships with adults in school and difficulties over homework showed improvement, however this continues to be an area of focus.

The school has created a more effective triage system for identifying and supporting mental health needs, through the appointment of SENCo as well-being lead. Pupils are being prioritised for ELSA and play therapy training.

4 children who receive PPG are currently being seen by the ELSA.

8)The attendance of PPG pupils will improve

PPG attendance for the 2021/22 was 92.26%. Whole school attendance was 95.44%.

PP attendance is 1.7% higher than the national average (90.5%).

Our aspiration is to raise attendance and tackle persistent absence through the strategies agreed with our AfC Education Welfare Officer.

Rigorous monitoring systems have been put in place to target and follow up non-attendance and lateness

We have observed that, in cases of persistent absence, when class teachers/ school admin /PPG lead make contact with families, this can have a positive impact.

Our attendance data over the last year indicates that attendance among disadvantaged pupils was 3.4% lower than for non-disadvantaged pupils for the academic year 2021-22

Non-disadvantaged 2021/2022 = 95.70%

Disadvantaged 2021/2022= 92.26%

Latest Attendance Data as of Jan 2023 shows that the gap in attendance between PP and non-PP children is decreasing and is currently 1.46%.

Actual attendance all children 95.35%

PP attendance: 94.02%

Non-PP attendance: 95.48%

9) Cultivation of opportunities for enhancing ‘cultural capital’ through enrichment and experience

- **Residential:**

100% of children eligible for PPG attended residential school visits.

- All PP pupils attended Sayers Croft with a part-funded place/fully-funded places
- All PP pupils attended Isle of Wight with a part-funded place/fully-funded places

- **After-school clubs:**

100% of children eligible for PPG attend a suitable, high quality before or after school club.

Position of responsibility

100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, school council, sports lead, pupil chaplain, prayer leader or Pupil Parliament representative.

Parental Engagement

There has been increased parental engagement in supporting children’s learning.

- 100% of parents attended parents evening
- There has been an increase in the percentage of parents who have signed children’s reading record
- There has been an increase in the percentage of parents attending workshops
- There has been an increase in the percentage of parents who have completed on-line parent questionnaires

11) Access to technology to support learning in class and enable homework to be completed at home

Disadvantaged pupils who do not have access to a device were given one for use in school and at home.

- All disadvantaged pupils who required a chrome book in Key Stage 2 have been given a Chromebook

