



Blackburn The Redeemer Church of England Primary School Evaluated Plan of Spend of Pupil Premium 2019-2020

The pupil premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1,345 per child)
- who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£2,345 per child)
- pupil premium plus children currently being looked after or in care (£2,345 per child per school year -held by the LA Virtual School Head accessed via PEP return)
- whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

Blackburn The Redeemer Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged children that is currently in place.

The three key objectives:

1. Attainment & Progress: To continue narrowing the gap between PPG and Non-PPG children in attainment and progress across the curriculum particularly in English and Maths: with a specific reference to improve children's writing.
2. Language: to provide early language intervention and support for FSM children in Foundation Stage and Key Stage 1
3. Engagement: to improve curriculum engagement and academic achievement for FSM and CIOC children including providing support for pupils with additional learning and health needs. To support families so pupil's attitude and attendance at school is improved

1. Summary information				
Academic Year	2019-2020	Total PP budget	£83680	
Total number of pupils	416	Number of pupils eligible for PP	44	
Date of next internal review	September 2020			
2. Current attainment				
	PP children	Non PP children	LA	National
% achieving expected level or above in reading, writing & maths at the end of KS2 (no 2020 data due to COVID19)				
Overall progress score KS1-KS2 (no 2020 data due to COVID19)				
3. Barriers to future attainment (for pupils eligible for PP, including high ability)				
In-school barriers (issues to be addressed in school, such as poor oral language skills)				
A.	Poor vocabulary, speech and language skills on entry to school impacting significantly on the wider curriculum areas			
B.	Lack of seeing all curriculum subject areas of equal importance and the impact in later life that opportunities and learning creates.			
C.	An increase in the number of pupils who are eligible for the PPG who have low self-esteem, confidence and wellbeing concerns			
D.	An increase in the number of pupils who are eligible for the PPG who have limited social and emotional skills			
External barriers				

E.	Time poor	
F.	Mobility & % of LAC/SEND and Post LAC children	
4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improved communication, reduced vocabulary gap, improved language and reading skills of PPD children across school	Increased % of PPD children achieving GLD at the end of EYFS. Increased language gains in KS1 in each year evidence by BPVS. At the end of KS2 a reduced in school gap between 'other' pupils and pupils eligible for PP evidenced particularly in writing and the % of pupils achieving greater depth. Reduced vocabulary gap in EYFS and KS1 measured using BPVS. All years closely monitored and progress measured in Y3, 4, and 5 by PIRA assessments, book looks and achievement of targets.
B.	The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas and continues to narrow the gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects.	All pupils have a secure knowledge and understanding of the breadth and depth of the curriculum and are achieving the expected standard. Develop a new curriculum that meets the needs of all pupils. Links with local businesses. Curriculum has a purpose that inspires and motivates. Enhances a independence mind-set of positive language and actions of all stakeholders. The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. The gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects narrows.
C.	Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning engagement and activity within lessons.	Pupils eligible for PP make as much progress as other pupils across the curriculum. Teaching and learning targets achieved. Lesson observation and pupil conferencing show increased confidence and independence in learning activities. The curriculum inspires and motivates children for future opportunities. Pupils are attending extra-curricular activities that impact on their behaviour for learning. Identified PPG pupils are provided with enriching opportunities and activities to enable them to develop their social skills, emotional character and ultimately impact on their attainment.

Academic year	2019-2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
1. Quality of teaching for all				
Desired outcome	Chosen action/approach and the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. Improved communication, reduced vocabulary gap, improved language and reading skills of all pupils including PPD children across school</p>	<p>Improved quality of teaching for all communication across the curriculum and the specific teaching of vocabulary. Teaching through the use of oracy tools as developed by https://www.voice21.org/ & the EEF recommended oral language development including:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. <p>DfE 2011 publication, Narrowing the gap – states high expectations as a strategy for improving outcomes. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum.</p> <p>Continued investment in providing challenging resources for reading.</p>	<p>Collaborative work within SIG2 to improve the teaching of vocabulary in EYFS. Joint work with SIG5 on early reading and the teaching of English with emphasis on reading phase. Coaching sessions on composites and components to teaching. Shared observation and sharing of outstanding practice. Phase meetings to measure impact. Reading records Observations of session Intervention tracking.</p> <p>Subject leader report - evaluations of use.</p>	<p>DN LB JE LA MS MP LB</p>	<p>Termly monitoring/observations Link with SIP 30.10.19, 26.2.20 & 3.6.20</p> <p>1.4.20</p>
<p>A. Improved communication, reduced vocabulary gap, improved language and reading skills of all pupils including PPD children across school</p>	<p>To use the EEF toolkit to develop effective strategies for feedback, collaborative learning and meta cognition to impact on pupil's vocabulary development. Staff Training, strategic planning of vocabulary acquisition across the curriculum (tier 2 words), daily English lesson to include vocabulary and guided reading group with vocabulary focus. Research shows this is a high impact and low cost initiative. All pupils will benefit from developing strategies to plan, monitor and evaluate their learning - specifically, their choice of vocabulary.</p>	<p>Lesson observations - key monitoring by phase leaders and subject leaders. Key action on SIP - feedback to governors.</p>	<p>RB MS</p>	<p>Termly - 30.10.19, 26.2.20 & 3.6.20</p>
<p>B. The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures</p>	<ul style="list-style-type: none"> Identify pupil interest and needs The SLT, subject leaders and stakeholders will create a bespoke curriculum that builds progressively, is inspiring and has a motivational purpose as well as being inclusive for all pupils. 	<p>Evidence that new curriculum is embedded with pupils making expected progress in all curriculum areas. Monitoring records subject leader meetings - link to Performance Management objective.</p>	<p>SLT Sub. Leaders</p>	<p>Termly monitoring & governor reports - 30.10.19, 26.2.20 & 3.6.20</p>

<p>that pupils have secure knowledge, skills and understanding of all curriculum areas and continues to narrow the gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects.</p>	<ul style="list-style-type: none"> Teachers use strategies to improve children's metacognition - EEF toolkit 3.3.18 			
<p>C. Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning engagement and activity within lessons.</p>	<ul style="list-style-type: none"> Check in structures for all children - all staff use ACE informed practice (Adverse childhood experiences). Staff ensure access to nurture activities in order to ensure vulnerable pupils access learning successfully - use of mindfulness/mediation within general classroom practice. Teachers use strategies to improve children's metacognition - EEF toolkit 3.3.18 Teachers plan activities that effectively use the outdoors - learning challenges, etc. Worship includes topical issues, SEMH needs alongside spiritual Christian development. PSHE & RSE lessons embedded well within the curriculum 	<p>Monitor teacher's use of check-in structures. Pupil Questionnaires. ELSA staff trained to support teachers. Nurture provision developed and used effectively - children survey & Boxall profile.</p> <p>SLT to monitor curriculum provision, look at the use of outdoors.</p>	<p>GB SLT</p>	<p>Termly monitoring & governor reports - 30.10.19, 26.2.20 & 3.6.20</p>

Total budgeted cost: £27722

Review of expenditure - 2019-2020 - Quality of Teaching for All

Desired Outcome	Chosen Action	Estimated impact	Evaluation	Cost
<p>Improved communication, reduced vocabulary gap, improved language and reading skills of all pupils including PPD children across school</p>	<p>Teaching through the use of oracy tools as developed by https://www.voice21.org/ & the EEF recommended oral language development including:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; 	<p>Children use extended vocabulary in conversations and are able to clearly and articulate/express their thoughts and ideas in a variety of social and curriculum situations.</p>	<ul style="list-style-type: none"> Due to COVID19 the Voice21 project has been delayed. Oracy lead in school established and two oracy champions identified. Initially CPD sessions delivered to SLT. 	<p>£5000</p>

<p>Improved communication, reduced vocabulary gap, improved language and reading skills of all pupils including PPD children across school</p> <p>The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas and continues to narrow the gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects.</p> <p>Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning engagement and activity within lessons.</p>	<ul style="list-style-type: none"> the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. <p>DfE 2011 publication, Narrowing the gap – states high expectations as a strategy for improving outcomes. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum.</p> <p>Continued investment in providing challenging resources for reading.</p> <p>To use the EEF toolkit to develop effective strategies for feedback, collaborative learning and meta cognition to impact on pupil's vocabulary development. Staff Training, strategic planning of vocabulary acquisition across the curriculum (tier 2 words), daily English lesson to include vocabulary and guided reading group with vocabulary focus. Research shows this is a high impact and low cost initiative. All pupils will benefit from developing strategies to plan, monitor and evaluate their learning – specifically, their choice of vocabulary.</p> <ul style="list-style-type: none"> Check in structures for all children – all staff use ACE informed practice (Adverse childhood experiences). Staff ensure access to nurture activities in order to ensure vulnerable pupils access learning successfully – use of mindfulness/mediation within general classroom practice. Teachers use strategies to improve children's metacognition – EEF toolkit 3.3.18 	<p>Children have a larger vocabulary each year.</p> <p>Children have access to a wide range of reading materials of all genres. Phonically decodable readers are accessed by EY and KS1 children</p> <p>Effective curriculum – proving teachers and leaders with opportunities for increased collaborative learning.</p> <p>English is taught effectively and consistency – focusing on key knowledge. Children's writing shows interest and a rich vocabulary with subject specific words used appropriately. The gap between disadvantage pupils and others attaining ARE is decreasing.</p> <p>Children are confident and self-assured. Staff are able to recognise a child under stress and manage in an ACE/trauma sensitive way.</p>	<ul style="list-style-type: none"> Debating sessions rolled out success across KS2. Children showed greater confidence and understanding of spoken language and vocabulary. Monitoring shows greater engagement following curriculum review by subject leader teams (Sept-March 2020) however, the intent and enhancements could not fully be implemented or embedded due to COVID. Reading books purchased and shared with classes. Tailored support from SLE in English – using the EEF guides to develop an effective English curriculum an approach to teaching reading and writing. Training had taken place with all staff with support for planning. COVID prevented full delivery which will re-commence and extend into 2020-2021 academic year. Training was delivered from the EP team on ACE practice. Questionnaire completed pre-post training sessions demonstrated and that all staff have an improved understanding of ACE's and the impact on children. Vulnerable children discussed routinely – check in's established and support has continued 	<p>£1000</p> <p>Training and supply costs £1500</p> <p>£5000 + £500 consultancy</p> <p>£1800</p> <p>Supply x 15 x £200 £3000</p> <p>£1000</p> <p>£15 X £200 £3000</p>
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	<ul style="list-style-type: none"> Teachers plan activities that effectively use the outdoors - learning challenges, etc. Worship includes topical issues, SEMH needs alongside spiritual Christian development. PSHE & RSE lessons embedded well within the curriculum 	<p>Staff are aware of vulnerable children and use successful strategies to engage and support SEMH needs in class.</p> <p>Children are excited and engaged in their learning.</p> <p>Children know more and remember more.</p> <p>Learning is self-directed and independent.</p>	<p>remotely over the Lockdown period and through into the summer break. This has included online support videos, 1:1 calls and online support. Moving forwards the need for this outcome to continue is essential.</p> <ul style="list-style-type: none"> Supervision established - solution circles PSHE curriculum revised in line with DfE - Consultant support and training on policy - revised and consulted on not embedded due to COVID. 	
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2 Targeted Support

A. Improved communication, reduced vocabulary gap, improved language and reading skills of all pupils including PPD children across school	Close tracking of PP pupils' language skills by SENDCO - use of BPVS in order to assess, plan and deliver next steps for targeted support. Additional support from EP/SALT team - proven impact from school within SIG. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum - EEF toolkit.	Lesson observations and pupil conference. BVPS assessments	GR	On entry and exit data - 30.9.19 & 17.7.20
A. Improved communication, reduced vocabulary gap, improved language and reading skills of all pupils including PPD children across school	Breakfast/morning intervention sessions in KS2 targeting language development delivered by TLA's from 8.30. Proven progress reports & SAT results/Optional Test analysis	Monitoring of sessions and scrutiny of intervention data	MP	$\frac{1}{2}$ termly reports - 18.10.19, 20.12.19, 14.2.20, 4.4.20, 22.5.20 & 17.7.20
B. The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure	Close tracking of PP pupils by class teachers and SLT across all curriculum areas results in a narrower gap between PP and non PP children. Tracking and effective AfL strategies will enable class teachers to monitor progress regularly and identify next steps.	Pupil Progress meetings and book/SLT monitoring. Performance Management targets.	MS	Termly monitoring & governor reports - 30.10.19, 26.2.20 & 3.6.20

<p>knowledge, skills and understanding of all curriculum areas and continues to narrow the gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects.</p>	<p>Additional targeted TA support focuses on identified/targeted vulnerable and disadvantaged children.</p>			
<p>C. Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning engagement and activity within lessons.</p>	<ul style="list-style-type: none"> Well-being Warriors programme delivered effectively by qualified staff. Self-esteem and confidence of the pupils are enhanced as they are given the opportunity to talk about their feelings. Programme uses therapeutic interventions to improve social and emotional well-being which provides children with strategies and confidence to tackle curriculum barriers and seek appropriate support in the classroom. Questionnaires, SDQ and Boxall assessments used for individuals. ELSA trained staff to delivered tailored intervention to individuals and small groups developing social inclusion and skills development. EP support and pupil questionnaires show evidence of impact. Pop Up Nurture - Nurture provision established for groups/individuals to ensure children are ready to learn. Delivered by trained ELSA's. Research shows impact of nurture provision and pupil questionnaires show evidence of impact. Pastoral support to improve wellbeing, self-image and self-esteem including social communication groups, breakfast provision and access to extra-curricular clubs. Digital resources development - Family Support worker. 	<p>Monitoring of programme. Pupil questionnaires and responses.</p> <p>Monitoring of sessions - collection of assessments results</p>	<p>GB/KM</p> <p>GB/KM/ MS & AF</p>	<p>½ termly reports - 18.10.19, 20.12.19, 14.2.20, 4.4.20, 22.5.20 & 17.7.20</p>
<p>Total budgeted cost:</p>				<p>£41204</p>

Review of expenditure - 2019-2020 - Targeted Support

Desired Outcome	Chosen Action	Estimated impact	Evaluation	Cost
Improved communication, reduced vocabulary gap, improved language and reading skills of all pupils including PPD children across school	Close tracking of PP pupils' language skills by SENDCO - use of BPVS in order to assess, plan and deliver next steps for targeted support. Additional support from EP/SALT team - proven impact from school within SIG. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum - EEF toolkit.	Improved language development of PP children through tailored interventions. Language gap between PP children and non-PP children is reduced. Children use extended vocabulary in conversations and are able to clearly and articulate/express their thoughts and ideas in a variety of social and curriculum situations. Identified children use language and vocabulary clearly and confidently to express themselves.	Tracking commenced and interventions - language development plans established run until Feb 2020. Impact not measure due to COVID.	Training and resources and staffing
The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas and continues to narrow the gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects.	Breakfast/morning intervention sessions in KS2 targeting language development delivered by TLA's from 8.30. Proven progress reports & SAT results/Optional Test analysis	Basic needs met for disadvantage and vulnerable children - ready to learn and poverty proofing. Morning vocabulary interventions to pre-teach subject specific vocabulary ensuring full participation in curriculum learning and increased knowledge base for children.	Sessions from September until Feb 2020 - Impact not measure due to COVID. PIRA and GAPS showed gap between non-PP children and PP children was narrowing at March 2020 assessments. Extend, develop in new plan.	Staffing and resources.
The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum	Close tracking of PP pupils by class teachers and SLT across all curriculum areas results in a narrower gap between PP and non PP children. Tracking and effective AfL strategies will enable class teachers to monitor progress regularly and identify next steps.	Improved curriculum understanding and knowledge acquisition development of PP children through tailored interventions. Language gap between PP children and non-PP children is reduced.	Sessions from September until Feb 2020 - Impact not measure due to COVID. PIRA and GAPS showed gap between non-PP children and PP children was narrowing at March 2020 assessments. Extend, develop in new plan.	Staffing and resources.

<p>areas and continues to narrow the gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects.</p>	<p>Additional targeted TA support focuses on identified/targeted vulnerable and disadvantaged children.</p>	<p>Children are able to know more and remember more. Children use language and vocabulary clearly and confidently to express themselves. Teachers use a variety of strategies successfully to ensure children's long-term memory consists of a range of schemata. Teachers ensure that they link knowledge, create meaning and allow skills to be performed - built up over time.</p>		
<p>D. Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning engagement and activity within lessons.</p>	<ul style="list-style-type: none"> Well-being Warriors programme delivered effectively by qualified staff. Self-esteem and confidence of the pupils are enhanced as they are given the opportunity to talk about their feelings. Programme uses therapeutic interventions to improve social and emotional well-being which provides children with strategies and confidence to tackle curriculum barriers and seek appropriate support in the classroom. Questionnaires, SDQ and Boxall assessments used for individuals. ELSA trained staff to delivered tailored intervention to individuals and small groups developing social inclusion and skills development. EP support and pupil questionnaires show evidence of impact. Pop Up Nurture - Nurture provision established for groups/individuals to ensure children are ready to learn. Delivered by trained ELSA's. Research shows impact of nurture provision and pupil questionnaires show evidence of impact. Pastoral support to improve wellbeing, self-image and self-esteem including social communication groups, breakfast provision and 	<p>Children are confident and self-assured. Staff are able to recognise a child under stress and manage in an ACE/trauma sensitive way. Staff are aware of vulnerable children and use successful strategies to engage and support SEMH needs in class.</p> <p>Children are excited and engaged in their learning.</p> <p>Children know more and remember more.</p> <p>Learning is self-directed and independent.</p> <p>Children show increased self-esteem.</p>	<p>Sessions from September until Feb 2020 - termly impact measured using well-being programme questionnaires and pupil voice. Extend, develop post COVID ensuring greater support for identified and vulnerable/disadvantaged children.</p> 	<p>Staffing and resources.</p>

	access to extra-curricular clubs. Digital resources development - Family Support worker.			
3 Other Approaches				
E. The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas. Pupils eligible for the Pupil Premium funding are signposted to attend curriculum focused extra-curricular activities to inspire and motivate them for future opportunities.	Subject leaders to sign post families/children to curriculum based extracurricular activities. Use of external providers to allow pupils to have further opportunities to develop interests - i.e. Children's University and Extended School Cluster. Investigation of further funded curriculum clubs to be put in place to allow for other curriculum interests to be developed. Including DT, Art, Science, photography, computing, MFL and STEM sessions	Monitoring of access to extra curriculum provision. Evaluation of breadth of provision on offer and quality of signposting.	GB/MS	Summer Term FGB 1.7.20
B. Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning engagement and activity within lessons.	<ul style="list-style-type: none"> Supervision - (staff who are solution focused) established as in school delivered and facilitated by EP team. Attendance support - first day response Access to Children's University events Access to homework sessions in Children's University and completion of weekly homework Access to out of school provision Support for educational visits <p>Improved well-being results in improved attendance which in turn will help to close gaps and increase opportunities for accelerated progress in all curriculum areas. Social and emotional well-being will also be improved through regular good attendance in school.</p>	Evaluate impact on confidence and self-esteem through systemic monitoring of attendance/punctuality Monitoring and tracking of behaviour logs	JM - Office GB SM MD	Summer Term FGB 1.7.20

	Research from case studies from schools with a targeted approach provides evidence of rapidly improved attendance			
To support parents with parenting and wellbeing of their children	Family Support Worker to work with vulnerable families and support pupils and families with difficulties via a CAF and multiagency intervention. Evidenced in pupils more emotionally stable and ready to learn and families engaging more with school.	CAF reports Feedback from families in meetings Feedback from families in meetings Reports from Family support workers	GB	termly meetings with MS and FGB reports.
Total budgeted cost				£15885
Total overall cost:				£84811

Review of expenditure - 2019-2020 - Targeted Support

Desired Outcome	Chosen Action	Estimated impact	Evaluation	Cost
<p>The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas. Pupils eligible for the Pupil Premium funding are signposted to attend curriculum focused extra-curricular activities to inspire and motivate them for future opportunities.</p> <p>Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning</p>	<p>Subject leaders to sign post families/children to curriculum based extracurricular activities. Use of external providers to allow pupils to have further opportunities to develop interests - i.e. Children's University and Extended School Cluster. Investigation of further funded curriculum clubs to be put in place to allow for other curriculum interests to be developed. Including DT, Art, Science, photography, computing, MFL and STEM sessions</p> <ul style="list-style-type: none"> Supervision - (staff who are solution focused) established as in school delivered and facilitated by EP team. Attendance support - first day response Access to Children's University events 	<p>Improved curriculum understanding and knowledge acquisition development of PP children through tailored interventions. Language gap between PP children and non-PP children is reduced.</p> <p>Improved well-being and supervision to support mental health. Staff and pupil voice.</p>	<p>Sessions from September until Feb 2020 - termly impact measured using questionnaires and pupil voice. Extend, develop post COVID ensuring greater support for identified and vulnerable/disadvantaged children.</p> <p>Supervision commenced - embed post COVID and address SEMH issues - continue to develop well-being support strategies.</p>	Staffing and resources.

<p>engagement and activity within lessons.</p>	<ul style="list-style-type: none"> • Access to homework sessions in Children's University and completion of weekly homework • Access to out of school provision • Support for educational visits <p>Improved well-being results in improved attendance which in turn will help to close gaps and increase opportunities for accelerated progress in all curriculum areas. Social and emotional well-being will also be improved through regular good attendance in school. Research from case studies from schools with a targeted approach provides evidence of rapidly improved attendance</p>	<p>Attendance improved and increased participation in homework being completed successfully.</p> <p>Improved attendance of identified children.</p>		
<p>To support parents with parenting and wellbeing of their children</p>	<p>Family Support Worker to work with vulnerable families and support pupils and families with difficulties via a CAF and multiagency intervention. Evidenced in pupils more emotionally stable and ready to learn and families engaging more with school.</p>	<p>Parental voice - participation and engagement in CAF process.</p>	<p>Continue support particularly given COVID.</p>	