

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Emmanuel Junior Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	September 1 <sup>st</sup> 2021
Date on which it will be reviewed	July 2020
Statement authorised by	
Pupil premium lead	Mo Andrews
Governor / Trustee lead	TBA (Nov 8 <sup>th</sup> 2021)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90, 115
Recovery premium funding allocation this academic year	£9715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,830

# Part A: Pupil premium strategy plan

## Statement of intent

At Emmanuel Junior Academy we aim for all pupils to achieve their full potential regardless of educational and socio-economic barriers. Through increased intentionality and precision, provision for our pupil premium (PP) children, particularly but not exclusively, those who are identified as the lowest 20%, will be highly effective in meeting learning needs.

**We believe that in order for our children to meet their potential the following must be true:**

- ✓ **All children access highly effectively quality first teaching, with all approaches taken reviewed regularly and developed based on research.**
- ✓ All children are supported to fully access a high quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.
- ✓ Children are fully supported to make excellent progress in reading and no children suffers 'reading failure': reading fluency is central to the work of the school and early reading for children joining in Year 3 and for those not yet at the standard across school is prioritised.
- ✓ The culture of the school fully supports all children to learn effectively through high expectations of behaviour and attitudes to learning.
- ✓ The needs of each individual are fully understood by leaders and teachers.
- ✓ Children are precisely targeted for high quality intervention.

**We will know we have been successful when:**

- Behaviour, attitudes and engagement with learning, the curriculum and school life, of the Pupil Premium children is high ...

**and as a result**

- ... an increased proportion of PP pupils make above expected progress and begin to catch up when necessary. A greater proportion meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard they make at least good progress from their starting points.
- ...the gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs falls behind the expectation.
  - ... monitoring shows that PP pupils '**know and remember more**'.

## Challenges

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

Challenge number	Detail of challenge
1. COVID: gaps in learning	<ul style="list-style-type: none"> <li>• Following school closure for COVID a number of Pupil Premium (PP) pupils are highly likely to have suffered the greatest detriment in terms of attainment and progress. Ensuring narrowing of the gap with the national expectation is now more complex due to inconsistent gaps in learning.</li> <li>• The school offered high quality remote learning but a number of pupils have not accessed this, or the paper packs provided. This may continue to be an issue if the school or year groups have to close again.</li> </ul>
2. Phonics	<ul style="list-style-type: none"> <li>• A number of children enter Year 3 not yet at the standard in phonics and in previous years the schools response to this has not been rigorous enough. Waterthorpe School now use RWI phonics- we need to continue this approach. A small number of children in years 4-6 have not yet cracked the phonics code.</li> </ul>
3. Attendance and behaviour	<ul style="list-style-type: none"> <li>• Parent/carers capacity to support Attendance and on occasion behaviour can differ: Socio-Economic Deprivation leads to challenges in managing attendance and punctuality, and requires additional support to ensure good and better</li> </ul>

	<p>behaviour. Without additional support this could have a significant impact on learning and achievement.</p> <ul style="list-style-type: none"> <li>There are many challenges facing families in the community and a number have suffered hardship. The challenges faced by some families can impact on progress and attainment, despite being fully committed to their children's learning and success at school.</li> <li>Some children within school have SEMH needs at a range of levels, particularly following Lockdown but also as a result of socio-economic deprivation. As a result some children struggle to regulate their emotions and lack the language to discuss their feelings.</li> </ul>
4. Value given to learning	<ul style="list-style-type: none"> <li>A minority of children and families do not yet fully value learning and success at school, often as a result of their own negative experiences at school, and this can impact negatively on attitude to learning and behaviour for a small number of children. It can also impact on the time given at home to homework, home learning and reading.</li> </ul>
5. Negative influences on some children in the community	<ul style="list-style-type: none"> <li>Some children have negative influences within the community and have not yet fully developed an understanding of how to keep themselves safe (in real life and online) or an understanding of the impact of anti-social behaviour on themselves and others.</li> <li>Without a deeper understanding of respecting protected characteristics and difference a small number of children don't always fully understand the impact of their actions.</li> </ul>

## 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
<ul style="list-style-type: none"> <li>There will be a strong culture of high expectations of all children and a belief from all that every child can achieve and that learning is to be valued</li> </ul>	<ul style="list-style-type: none"> <li>✓ All stakeholders, staff, children, Governors and parents, will talk positively about school and what is being and can be achieved by children.</li> <li>✓ All children will be fully included in the classroom and all policies and practices will be used to strive to find solutions to challenges.</li> <li>✓ Children will have high expectations of themselves and this will be evident in outcomes, academically and in their attitudes to learning.</li> <li>✓ The environment at school will be high quality and purposeful.</li> </ul>
<ul style="list-style-type: none"> <li>Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age, in Reading, Writing and Maths</li> </ul>	<ul style="list-style-type: none"> <li>✓ PP pupils make rapid progress to catch up to their peers with a greater % reaching ARE, in line with their individual targets*.</li> <li>✓ A greater proportion of PP pupils (particularly high prior attainers) being 'on track' to exceed the expected standard in Reading Writing and Maths, by the end of KS 2.</li> <li>✓ Standards are raised for all pupil premium pupils by the end of the key stage, closing the gap on national outcomes in line with targets set*.</li> <li>✓ All PP pupils, other than those cognitively unable or unready, catch up quickly in phonics and reach the expected standard. This impacts positively on reading fluency and comprehension.</li> </ul> <p><b>* TARGETS SET FOR PUPIL PREMIUM PUPILS REPRESENT CLOSING THE GAP TARGETS.</b></p>
<ul style="list-style-type: none"> <li>Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teaching in all year groups will be consistently good, with a further increase in the amount being outstanding. It is based on research informed practice (Teach Simply, Generative Learning and Rosenshine principles)</li> <li>✓ Any PP child falling behind is identified quickly as a result of rigorous tracking and monitoring and this performance information is used to inform subsequent provision and timely intervention</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Precise use of interventions and tutoring, support all PP pupils where the school closure has had a negative impact in comparison to their peers.</li> <li>✓ As a result of quality first teaching and effective use of precisely targeted interventions, targets are met for all pupil premium pupils across school (See Appendix 1 for targets*)</li> </ul> <p><b>* TARGETS SET FOR PUPIL PREMIUM PUPILS REPRESENT CLOSING THE GAP TARGETS</b></p>
<ul style="list-style-type: none"> <li>• Pupil Premium pupil's oral skills and vocabulary repertoire will continue to improve over time with a focus on application the wider curriculum across the whole curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The systematic approach to the teaching of vocabulary will become embedded and pupils will apply learning within their writing. Strategies to support language acquisition across the curriculum impact significantly on progress.</li> <li>✓ The approach to vocabulary development and use of knowledge organisers, will have been extended to support pupil's development of a richer vocabulary and knowledge across the curriculum.</li> <li>✓ Pupils will engage proactively within class discussions across the curriculum, using a wider range of more precise vocabulary.</li> <li>✓ Planning across the curriculum will have more precisely identified Tier 2 and 3 vocabulary, ensuring opportunities to practice and revisit (orally and in written form)</li> <li>✓ As a result of retrieval practice and the spiral nature of the, knowledge of vocabulary will be placed into long term memory- <b>PP pupils will remember more!</b></li> <li>✓ An increased % of pupil premium pupils across school, in line with targets, make at least expected progress each year and reach the expected standard.</li> </ul>
<ul style="list-style-type: none"> <li>• Attendance of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The rigorous application of the attendance policy and in particular the layered system for intervention for attendance ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally.</li> <li>✓ Pupil premium pupils are supported in a very timely way when a problem is identified through monitoring.</li> <li>✓ Attendance in each year will continue the strong attendance shown prior to lockdown and PP children's attendance will be in line with all pupils nationally.</li> <li>✓ <b>Targets for all pupils: 2021-22: 96%+ 2022-23: 96.5% 2023-24% 97%</b></li> <li>✓ <b>Through precise identification and targeting, there will have been a significant reduction in the % of pupil premium pupils who are PA.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Good and better behaviour and behaviours for learning are achieved by all pupil premium pupils, and lead to high level engagement with the curriculum, evidenced through exclusion, serious incident and class monitoring data.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All Pupil Premium pupils will be demonstrating high level of engagement within the curriculum.</li> <li>✓ The PSHE curriculum will be high quality and will support the development of Pupil's resilience and learning behaviours. Behaviours for learning are increasingly strong and engagement across the curriculum is high. This impacts on progress and achievement.</li> <li>✓ All pupils will demonstrate good and better behaviours in school and will have a good understanding of risks in the community, how to keep themselves safe and how to behave well outside of school.</li> <li>✓ Systems for monitoring behaviour and PSED lead to the appropriate PP pupils being identified for support, according to need. This will lead to the quality delivery of intervention.</li> <li>✓ Pupils identified as requiring additional intervention will make strong measurable gains. As a result: <ul style="list-style-type: none"> <li>- The % of exclusions for pupil premium pupils continues to decrease.</li> <li>- The % of serious incidents for pupil premium pupils continues to decrease.</li> <li>- The % of PP pupils losing play times and/or spending time in buddy class decreases.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• An increased number of Pupil Premium pupils will be making a wider contribution to school life and/or engaging with wider opportunities</li> </ul>	<ul style="list-style-type: none"> <li>✓ The vast majority of Pupil Premium Pupils will have taken part in enrichment activities (Extra curricular clubs and responsible roles etc). Where this is not the case there is a clear rationale for why.</li> <li>✓ Pupil Premium pupils will engage with wider opportunities such as Pupil Council, Spirit Council, Social Action Group etc Engagement within these activities will have a positive impact on pupils PSED, behaviour and achievement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Short term goal:</b> To ensure continuity in Learning through systems to support distance learning in the event of a school closure or isolation.</li> <li>• <b>Long term goal:</b> to raise the aspiration and ambition of</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>The system for remote learning will remain in place in the event of a school closure or isolation period. This will be understood by pupils and families and Pupil Premium pupils will be supported to access the provision fully. Learning will be high quality and relevant to the objectives being covered at the time.</b></li> <li>2. An increased range of opportunities for parents/carers to engage with learning will be in place and will lead to:</li> </ol>

pupil premium pupils and their families, through increased engagement with learning.	<ul style="list-style-type: none"> <li>- <i>an increased % of parents/carers of PP pupils engaging positively with Pupil's home learning and the learning taking place in school.</i></li> <li>- <i>Parents/carers will access workshops provided by the school.</i></li> </ul> <p>3. Identified pupils and parents will place increased value on learning.</p>
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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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To develop excellence within teaching and increase engagement, with a focus on strategies to ensure learning is placed in long term memory: children to know more and remember more</b></p> <ul style="list-style-type: none"> <li>- Focus leadership on further developing the culture of high expectations of ALL pupils: <i>a belief that ALL can make excellent progress from their starting points and that the quality of all outcomes matters.</i></li> <li>- Increase teacher knowledge linked to 'Teach Simply' teaching model, with a whole school focus on schema building, Retrieval Practice and Generative Learning Strategies during the year.</li> <li>- Develop an agreed/consistent approach to the use of retrieval strategies across school, alongside the use of Jotters. Retrieval strategies and skills are taught and frequently revisited.</li> <li>- Within all CPD staff to consider the implications for children not yet at the expected standard.</li> <li>- In core subjects focus on the development of teaching strategies to support achievement at the Greater Depth standard.</li> </ul> <p>Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise</p>	<p>Internal data and monitoring outcomes</p> <p>Making the Difference Programme Research</p> <p>EEF Toolkit: Meta-cognition and Self-regulation</p> <p>Research linked to Research ED In Action publications, Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser)</p> <p>Marc Rowland: Addressing Educational Disadvantage</p>	1
<p><b>To develop excellence within teaching for vulnerable learners and increase their engagement in learning, particularly when challenged</b></p> <p>Develop an even greater level of intentionality in developing excellence within provision for children with additional needs: raising aspirations and expectations even further.</p> <ul style="list-style-type: none"> <li>- <i>Ensure assessment and tracking systems are fit for purpose so PP, including those children with more complex needs/multiple barriers to learning have their needs identified quickly.</i></li> <li>- <i>Through CPD, mentoring and data meetings, staff are supported to use a range of strategies to meet needs and where necessary provide additional high quality provision within quality first and through targeted intervention</i></li> <li>- <i>Evaluate the use of Teaching Assistants to ensure all TA deployment and TA skills are as effective as the best practice. Develop a CPD programme aimed at all TAs, initially focused on supporting reading and phonics.</i></li> </ul>	<p>As above +</p> <p><i>EEF Toolkit: Teaching Assistants and MITA research</i></p> <p><i>EEF Toolkit: Teaching Assistants and MITA research</i></p>	1

<p><i>Exploring how to challenge the lower attaining pupils, appropriate to need.</i></p>		
<p><b>To ensure that all children make at least good progress in writing across school, with those falling behind making measurable accelerated progress.</b></p> <ul style="list-style-type: none"> <li>- Implementation of the school's new Mastery for Writing approach, supporting lesson delivery and the sequencing of learning as it builds through a unit: CPD, mentoring, monitoring outcomes.</li> <li>- Further development of the consistent use of RWI spelling: CPD for all staff focused on high quality direct instruction and use of RWI strategies and also ongoing monitoring and mentoring with targeted support for staff where appropriate to ensure progress is maximised.</li> <li>- Increase opportunities for and focus on dictation in RWI spelling and in the wider curriculum.</li> <li>- Language acquisition:             <ol style="list-style-type: none"> <li>1. <i>Ongoing evaluation of how we develop vocabulary to ensure consistency and evaluate of impact- develop links to use of vocabulary within writing (in English and across the curriculum)</i></li> </ol> <p><i>Increase intentionality within the teaching of vocabulary within reading and writing sessions and also the wider curriculum through our Knowledge Organisers.</i></p> </li> </ul>	<p>EEF Toolkit: Mastery Learning, research linked to Mastery in Writing- English Hub- and Mike Cain's Mastery in Writing <i>Beck: Bringing Words to Life and Alex Quigley Vocabulary Gap.</i></p>	<p>1 and 2</p>
<p><b>Ensure access for all Pupil Premium children to a high quality curriculum which is developed with in line with pupil needs and the school context:</b></p> <ul style="list-style-type: none"> <li>- <b><i>Focus subject Art: develop to ensure a quality curriculum progression is in place and a model for good teaching is understood and implemented</i></b></li> <li>- Embedding and consolidating- Ongoing development of excellence in previously addressed subject areas: History and Science</li> <li>- Review and Develop- Curriculum and subject leader development in Geography, Computing and PSHE (EEF Toolkit: Arts Participation)</li> <li>- CPD and curriculum development time for team planning and work with curriculum leaders.</li> </ul> <p>Exploring strategies linked to retrieval (use of knowledge organisers) and generative learning to support ALL children in learning key concepts and skills.</p>	<p>OFSTED Curriculum development research and subjects reviews</p>	<p>1, 2, 3 and 4</p>
<p>Teaching and Learning coach: TLR and cover for release time, Curriculum Leader TLR and cover, Team Leader release time to work in classrooms with colleagues. Generative Learning research materials. Release time for half termly year group curriculum development time. £30,000</p>		

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

Budgeted cost: £ 77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics and reading (early) intervention support</b></p> <ul style="list-style-type: none"> <li>- Develop excellence within the teaching of Phonics in Year 3 for PP children entering the school not yet at the standard of the Phonics</li> </ul>	<p>EEF Toolkit: Oral Language Intervention and small group</p>	<p>2 and 4</p>

<p>Screen: train staff in use of RWI and understanding of diagnostic assessments from Waterthorpe.</p> <ul style="list-style-type: none"> <li>- Increase opportunities for dictation within intervention and small group support.</li> <li>- Introduce/refine a system for catch up phonics and early reading intervention introduced into the afternoons to ensure no child falls further behind- reteach opportunities.</li> <li>- Development of the Fresh Start Phonics Programme across KS 2 to support any PP child who has not yet cracked the phonics code. Ensure all children still working below the standard in reading and phonics expected at the end of KS 1 access fully decodable books.</li> <li>- Diagnostic assessments are completed each half term, and these are monitored closely for ongoing accelerated progress.</li> <li>- Establishing a reading for Pleasure approach and an extra-curricular reading club to target and inspire PP children.</li> </ul>	<p>intervention, Phonics, DFE Reading Framework Document and research into validated Phonics Programmes</p> <p>Research demonstrates that Reading efficacy supports full access to the wider curriculum.</p> <p>Pupil data on arrival at EJA.</p>	
<p><b>Other targeted interventions:</b></p> <ul style="list-style-type: none"> <li>- Class Optimum Learning Plans are created giving an overview of needs and interventions.</li> <li>- Development of strategies for pre-teach and re-teach in core subjects, including RWI spelling, to ensure if a child falls behind they quickly catch up: PP children are targeted within Data Meetings for the sessions, using Shine intervention software to gap fill through these sessions, supporting children to access quality first.</li> <li>- Rapid intervention sessions will also provide opportunities to teach and reinforce retrieval practice skills. These are supported by Shine Resources</li> <li>- All staff have a clear knowledge of who their PP children are and the Targeted Support Register precisely identifies PP with more complex needs.</li> <li>- Use of Precision Teach to support PP who also have an identified SEND need. This group is precisely targeted for support which is outlined on Optimum Learning Plans</li> </ul>	<p>EEF toolkit: Small Group Intervention EEF: Digital Technology</p> <p>Some children struggle to apply their phonics and spelling knowledge to reading and writing- the development of our reading curriculum and increased dictation opportunities will support this.</p>	<p>1 and 2</p>
<p><b>Supporting progress in Year 6 for PP and underperforming pupils:</b></p> <ul style="list-style-type: none"> <li>- Reduce class size for Year 6, through the appointment of an additional teacher.</li> <li>- Booster interventions for Year 6 children: morning and after school support is provided in a targeted way by teachers and senior leaders.</li> <li>- Year 6 children to be allocated a laptop for home for holiday learning and homework.</li> <li>- Children identified for one to one Tuition</li> </ul>	<p>EEF Toolkit: Reducing Class Size</p> <p>EEF Toolkit: Extending School Time EEF Toolkit: Digital Technology and Homework</p> <p>EEF Toolkit: One to one Tuition</p>	<p>1, 3 and 4</p>
<ul style="list-style-type: none"> <li>- Class teacher for Year 6 and additional resourcing, including IT provision (£40,000), Additional IT Manager time to set up and sustain use of individual laptops for children and Additional access to IPADs to support intervention (£6,000), Shine Software (£1,000), New RWI resources and release time for training and development (£6,000)and Additional TA time to support afternoon intervention (24,000). £77,000</li> </ul>		

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Personal Development and Self-regulation</b></p> <ul style="list-style-type: none"> <li>- Embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability to discuss and debate and understanding of protected characteristics.</li> <li>- Introduce a series of workshops for Year 5 and 6 children linked to keeping safe in the community, including Peer Pressure, Cyber bullying, online safety and anti-social behaviour.</li> <li>- Introduce whole school approach to the use of the Zones of Regulation to support emotional wellbeing and give a common language for expressing feelings and emotions.</li> <li>- Use of Zones of Regulation work with individuals (PP children identified through Targeted Support Register) led by Learning Mentor.</li> <li>- Targeted Transition programme for Year 6 PP and vulnerable children during the year.</li> </ul>	<p>(EEF Toolkit: Social and Emotional Learning)</p> <p>Some children within school have SEMH needs at a range of levels, particularly following Lockdown but also as a result of socio-economic deprivation. As a result some children struggle to regulate their emotions and lack the language to discuss their feelings.</p>	<p>3,4, 5</p>
<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>- Review systems for securing good attendance: monitoring, tracking and rewards, with a particular focus on PAs.</li> <li>- Introduce daily monitoring of PP children struggling with attendance, using individual family action plans when required.</li> <li>- Use an Attendance Sprint within Term 1 to secure good attendance for all children and to identify issues early.</li> <li>- Increase communication with parents, class teachers and individual children through Dojo, email and displays. Engage all teachers in supporting attendance. Introduce attendance newsletters.</li> </ul>	<p>Internal data and monitoring outcomes Data analysis</p>	<p>3, 4</p>
<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>- Whole school focus on Behaviour, with review of Behaviour policy and tracking systems: focus will be on increasing intentionality in creating our school and classroom culture and in how we address behaviour across school.</li> <li>- Whole school initiatives, such as Step Up September and Behaviour Sprints with staff, to reinforce and embed expectations and standards.</li> <li>- Full Pastoral Support programme created in response to Target Support Register, with clarity of individual targets and time linked interventions: appointment of permanent Learning Mentor to add to the Pastoral team.</li> <li>- Use forensic monitoring of behaviour data to identify all children whose behaviour is a barrier to their own and other children's learning, including in class and individual action plans.</li> </ul>	<p>EEF Toolkit: Behaviour Interventions and research linked to Tom Bennett's work- Running the Classroom</p>	<p>3,4, 5</p>
<p><b>Pupil Engagement</b></p> <p>Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning:</p> <ul style="list-style-type: none"> <li>- Extra Curricular activities targeting Sport, Reading, Music and Art for all children but with clear allocation, encouragement and targeting of children with additional needs.</li> </ul>	<p>There are many challenges facing families in the community and a number have suffered hardship.</p>	



<ul style="list-style-type: none"> <li>- Target PP children for involvement in the following groups: <i>Pupil Leadership Team, Pupil Spirit Council; Playground leaders/buddies; Responsible jobs in the classroom; House captains; A range of after school activities; Courageous Advocacy/Social Action group and Young Carer group</i></li> </ul> <p>(EEF Toolkit: Arts and Sports Participation)</p>	<p>Some families tell us that they sometimes find it challenging to support their children with learning or with their personal development. This can impact negatively on learning and progress and engagement.</p>	
<p><b>Parental Engagement and support programme</b></p> <ul style="list-style-type: none"> <li>- Work with identified families to support and sign post when required, including support through Fare Share initiative, housing support, mental health work, parenting etc.</li> <li>- Run a range of parental workshops linked to Jigsaw, RSHE and understanding protected characteristics, the importance of attendance supporting keeping children safe in the community, supporting understanding of phonics and early reading and essential skills support for Maths.</li> <li>- Family workshops linked to Maths and Reading for Pleasure.</li> <li>- Targeted parental programmes linked to behaviour, attendance and SEND.</li> </ul> <p>(EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/</a> )</p>		3,4,5
<p>Learning Mentor Role, Training for Zones of Regulation and Behaviour Policy and procedures, Release time for joint working with Pye Bank Strategic Lead and Release time for subject leaders for workshops £30,000)</p>		

**Total budgeted cost: £ 137,000**