

Pupil Premium Strategy Statement for Ellacombe C of E Academy: 2019_20

At Ellacombe C of E Academy we believe that every child is special and has the right to flourish in life. We understand that children's journey through their childhood can look different and that we are committed to supporting and empowering all children and their families so that they develop the tools to lead their own footsteps. We are committed to and will do whatever it takes to ensure that our children achieve their very best both at Ellacombe and set them up to do so on their 'onward journey'.

Understanding barriers

At Ellacombe C of E Academy, we understand that challenging socio-economic circumstances can create additional barriers for children. However, we are clear that these challenges can be overcome. The evidence based on a range of research strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points. Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. Ellacombe has conducted a deep analysis of barriers to learning for disadvantaged pupils in our school and identified the following barriers.

A) A significant and debilitating language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. Compounded by limited cultural capital and enrichment, children can not easily make links with their learning.

B) Challenges with mental health and emotional wellbeing, causes problems with the ability to think, interact with others and learn. Caused by Adverse Childhood Experiences (ACEs) which : children growing up in deprivation are much more likely to experience ACEs (which are stressful events occurring in childhood including: domestic violence; parental abandonment through separation or divorce; a parent with a mental health condition; being the victim of abuse (physical, sexual and/or emotional); being the victim of neglect (physical and emotional); a member of the household being in prison; growing up in a household in which there are adults experiencing alcohol and drug use problems.

C) Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing them and loving them quickly is key.

D) Attendance and punctuality issues, linked to range of vulnerabilities including: transport, parental mental health or SEND needs, being a young carer. a child's own mental health and / or SEND needs, including medical.

We target the Pupil Premium funding to ensure that children can make excellent progress and be ready for the next step in their education. The following strategy outlines actions taken to ensure that impact of these barriers are minimised or eradicated. Our key priorities for 2019_20 sit alongside a focus on excellent quality provision for all pupils.

1. Summary information					
School	Ellacombe C of E Academy				
Academic Year	2019-20	Total PP budget	£248,780	Date of most recent PP Review	July 2019
Total number of pupils	405	Number of pupils eligible for PP	186 (9 EYPP) 2 Service children	Date for next internal review of this strategy	12/2019 7/2020

2. 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.	A significant and debilitating language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. Compounded by limited cultural capital and enrichment, children can not make links with their learning.
B.	Challenges with mental health and emotional wellbeing, causes problems with the ability to think, interact with others and learn. Caused by Adverse Childhood Experiences (ACEs)
C.	Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing them and loving them quickly is key.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance and punctuality issues, linked to range of vulnerabilities including: transport, parental mental health or SEND needs, being a young carer. a child's own mental health and / or SEND needs, including medical.
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3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria	Autumn Term Evaluation
A.	A significant and debilitating language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect.	<ul style="list-style-type: none"> In nursery, PP pupils make good progress with their oracy so that upon starting school, they are at age related and meeting milestones. PP pupils in nursery, access and are targeted with high quality oracy and language teaching. 	

	<p>Compounded by limited cultural capital and enrichment, children can not make links with their learning.</p>	<ul style="list-style-type: none"> ● PP pupils, in both nursery and EYFS, as well as (where needed) in further year groups, develop their gross and then motor skills through targeted support so that they have the skills for writing. ● Pupils make good progress through RWinc Groups, where a child has specific SEND needs, targeted intervention will ensure incremental steps are achieved and monitored. ● Precision teaching is used as a high quality intervention for pupils with a lack of phonological awareness. This is tracked in line with RWI and pupils make good progress. ● Narrow the gap for PP children in Reading and Writing compared to nationals at the end of EYFS and KS1, except where children have a significant SEND need and in which case, ensure they make progress on ISP and EHCP targets. ● The percentage of eligible pupils achieving Y1 phonics screening check will be above nationals, for pupils at risk of not achieving, daily targeted support from October ensures rapid progress. ● For PP who have not yet achieved the expected standard in reading and writing, possibly due to significant PSED intervention or an interruption in learning, bespoke interventions ensure that they make good progress to begin to 'catch up' so that by the end of Y6, they achieve well. ● For pupils needing writing Interventions, ISP targets, reviewed termly, show their progress from their starting points. ● Writing interventions take into account the most up to date research and are bespoke to each child using a range of visual and kinaesthetic methods. This has an impact on physical ability to form letters and cognitive ability to build a sentence from an idea. ● Reading and Writing Curriculum, especially in KS1 is 'interleaved' with that language and mechanical skills are planned with incremental steps in progression. ● Rich curriculum opportunities are planned so that they add value and language to children's writing ● For PP pupils who have finished RWinc, literacy learning is developed so that there is a transition period of support to ensure children confidently access this at their level. 		
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B.	Challenges with mental health and emotional wellbeing, causes problems with the ability to think, interact with others and learn. Caused by Adverse Childhood Experiences (ACEs)	<ul style="list-style-type: none"> • The further development of the Mental Health Curriculum, including Mental Health Policy is embedded so that PP pupils have the SEMH skills to make good progress across key stages. • There is a consistent 'Wave One' approach, including the PSHCE curriculum, to develop SEMH skills. • Quality of teaching and learning in the classroom will reflect 'wellbeing' strategies embedded into the practice, with visual aids to support the children in this. • Where PP pupils' progress falters, or there is an interruption in their SEMH needs, rapid interventions are put in place. • Staff specifically develop strategies to support children's metacognition so that children's cognitive load are not overloaded. • Eligible pupils who access Nurture Provision will show progress in Boxall Profile Scores, reduced behaviour logs and exclusions for PP pupils, monitored in regular behaviour logs. • Thrive assessments will show progress for eligible pupils. • Parents of all pupils are able to access 'open sessions; to further develop the shared language around 'Mental Health' so that there is an ongoing and open discussions about this. • Parents of pupils with identified SEMH needs, have access to and are targeted to engage in UYCMH as well as further bespoke support to understand the needs of their child. • FST develop package of support for vulnerable families and those experiencing times of hardship to minimise impact on PP children. • A member of staff will be a trained 'mental health first aider'. This will support staff in identifying mental health needs quickly both of pupils, staff and parents allowing fast access to support through the PSED team. • Attachment aware schools training for all staff ensures an environment of calmful purpose where pupils feel safe in every area of the school and are able to access learning. 		
C.	Higher mobility - overcoming some of these barriers is a	<ul style="list-style-type: none"> • Families transiting into the Academy have induction package to ensure early identification of need, ACEs or vulnerability, including bespoke tour, follow up 1:1 meetings and where appropriate home visits. 		

	<p>long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing them and loving them quickly is key.</p>	<ul style="list-style-type: none"> ● Where pupils are not making expected progress due to significant deficit in PSED due to trauma, pupils are well known by teachers and support staff and their emotional, social and physical needs are met on a daily basis. This enables pupils to develop learning behaviours quickly and begin to access learning. ● Staff have additional SEND CPD to identify need early and develop in class strategies to support needs of pupils, including the most up to date research in mental health. ● SEND systems ensure triage takes place rapidly. ● Reduced internal; exclusions or FTE for those children within first term of entry. ● Where pupils have transited into the Academy during KS2, their prior attainment is used and then they are targeted to achieve highly. This may involve wider interventions (such as attendance or PSED) where they have additional barriers associated with being disadvantaged. 		
<p>D.</p>	<p>Attendance and punctuality issues, linked to range of vulnerabilities including: transport, parental mental health or SEND needs, being a young carer. a child's own mental health and / or SEND needs, including medical.</p>	<ul style="list-style-type: none"> ● End of year attendance shows eligible children in line or above non-eligible children and in line with our aspirational target of 98%. ● The % of eligible pupils who are PA will be below National and in line with non-eligible pupils. ● Family support interventions identified within first month of entry to academy. ● All Y6 and Nursery eligible pupils will submit secondary school + main school applications by the deadline to ensure the children access their local schools. ● Class teachers are empowered with meaningful pupil attendance data enabling them to take action quickly when attendance begins to fall. The parent/teacher relationship will be key to addressing attendance issues and ensuring the right level of support and/or challenge is provided. ● The SENDco will work with the Local Authority Attendance Lead 0-25 SEND Team and Head of Vulnerable Pupils Lead to ensure all pupils requiring intensive mental health or SEND provision are adequately provided for, this may include access to, for example; CAMHS, Occupational Therapy or Outreach services. 		

4. Planned expenditure					
Academic Year	2019_20				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When and Who	Cost
b)Challenges with mental health and emotional wellbeing, causes problems with the ability to think, interact with others and learn. Caused by Adverse Childhood Experiences (ACEs)	Further develop the leadership of Mental Health curriculum, including PSCE, so that it is distributed and the learning embedded across all classes.	Analysis shows that many eligible pupils also have additional SEMH or pastoral needs. To ensure we are not reliant on an 'intervention' culture, a culture which support Mental Health and Wellbeing for children will support eligible children in class and minimise the need for specific intervention. This will support self-esteem and the learning to learn behaviours required for eligible pupils. Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends prioritising pupil wellbeing & parental engagement alongside academic rigour: <i>"The best evidence supports a whole school approach, including developing a school culture that supports well-being and emotional health, addressing bullying and discrimination, and involving pupils and parents as equal partners."</i> p.20	Quality of teaching and learning in the classroom will reflect 'wellbeing strategies embedded into the practice. This will be achieved through in class coaching to support teachers in developing strategies to support eligible pupils access learning and ensure SEMH/MHWP barriers are raised. Pupils with identified SEMH needs will make progress on their individual interventions, including ISP or EHCP targets. Parent feedback including through open sessions, UYCMH evaluations, annual questionnaire shows parents are becoming more confident both discussing and support	Twice termly leadership and monitoring activities. SENDCO weekly monitor and evaluating x 2 days per week Nurture teacher & Nurture LSA Attachment aware and bereavement trained. Thrive and PSED Lead daily leadership and interventions (3 days a week)	
	Tailor approaches to support eligible pupils through rapid intervention, led by teachers, monitored by SENDCo.				
	Package of Parental Provision developed by FST and SENDCO, including open sessions for all, UYCMH and supported for those new families. Training for a mental health first aider to support early identification of mental health needs and ensure swift action is taken. Key staff with bereavement and attachment training to work with children, families and offer support for teachers and wider staff..				

			their child's mental health.		
<p>A)A significant and debilitating language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. Compounded by limited cultural capital and enrichment, children can not make links with their learning.</p>	<p>RWINC Phonics in place with resources and Reading Leader Support</p> <p>Language development environment at nursery.</p>	<p>The Ofsted Reading By Six report outlined the impact of high quality systematic phonics programme on reading attainment.</p> <p>RWinc improves children's communication and language skills through a series of synthetic phonic strategies. Key to this is highly trained staff and external challenge to ensure fidelity to the programme. To ensure rigor this must be underpinned by highly skilled leaders and excellent CPD. Parents find supporting phonics a daunting prospect and support is provided to give parents confidence to support outside of school.</p> <p>Early intervention is a further key strategy.</p> <p>Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends "Early and sustained additional support for those who need it." P. 20</p>	<p>Monitoring evaluations will ensure the pupils are on track to achieve the success criteria as outlined in 3.A.</p>	<p>RWINC Lead, Lieracy Lead, SENDCO, HOA</p>	
	<p>All staff are teachers of reading. Support through RWINC external review days x 3</p>		<p>External monitoring by RWinc Consultant x times a year.</p>	<p>RWinc Autumn, Spring, Summer.</p>	
	<p>Development of Writing pedagogy: developing writers & ensuring differentiation support children at their starting points to begin to close any gaps.</p> <p>Further development of writing steps to include mechanics of writing as well as sentence structure so that children develop fluency of basic skills before entering KS2.</p>	<p>Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends "A high quality Teacher workforce". Sutton Trust research evidences the significant impact that good quality teaching has on disadvantaged pupils.</p> <p>Therefore CPD to ensure high quality teaching is a key strategy. Writing Pedagogy, ensuring pupils are developing as writers, with knowledge of the purpose of writing and how they craft this, will ensure pupils have the skills to progress.</p> <p>Bespoke research and development by SENDCO, Literacy Lead and Trust Literacy Lead, will tackle the challenge of those pupils with different starting points, or those who have had an interruption in their literacy learning, now make the progress they need.</p>	<p>External monitoring, including: Trust Leads and SLE ensure pupils are on track to achieve the success criteria as outlined in 3.A.</p>	<p>CPD Autumn Trust Development Writing Days: Autumn, Spring, Summer Trust Lit Lead English Hub SLE)</p> <p>Peer reviews</p>	

	<p>Further develop oracy and early reading and writing skills in nursery and EYFS.</p> <p>Development of metacognition within the classroom so children are retaining learning and becoming more independent.</p>	<p>Upon entry to Ellacombe EYFS, only 11% of PP are at the expected standard for Communication and Language.</p> <p>Early language and oracy are the foundation of developing confident talkers, writers and readers.</p> <p>Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends well trained, high quality provision for Early Years.</p> <p>Working collectively, drawing upon the expertise of both the EYFS teams and the teaching experience of the Nursery Lead, there will 'language' rich environment.</p> <p>Targeted activities and support will ensure nursery pupils develop with necessary motor skills alongside their communication and language so that they are developing as early writers, especially the 'Rising Fives'.</p>	<p>Regular monitoring and evaluations undertaken by nursery Lead and fed into SLT. Review of nursery provision to be undertaken by Nursery Lead, Reading Leader, SENDCO and Literacy Lead so the provision is continually developed.</p>	<p>Nursery Lead</p> <p>Reading Leader, SENDCO and Literacy Lead Termly 1 day.</p>	
<p>Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing them and loving them quickly is key.</p>	<p>Target setting right across the Academy set uses prior attainment to ensure that pupils make good progress.</p> <p>Transition Package for families entering.</p> <p>Rapid identification of needs led by teachers with additional CPD and systems support.</p>	<p>Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends "A high quality Teacher workforce". Sutton Trust research evidences the significant impact that good quality teaching has on disadvantaged pupils.</p> <p>'inclusive pedagogy' to ensure success takes place in the classroom. Success in the classroom creates confident, successful learners who seek out challenge, feedback and recognise that learning is a difficult process.... The most effective schools create the capacity, provide the expertise and support for teachers to better meet the needs of their vulnerable learners. Marc Rowland Research schools .org.uk</p> <p>EEF 2019 Tier 3 whole school approach recommends: Teachers embed consistent and predictable routines each and every day and there is shared language across the school so that children begin to trust well. Leaders need to provide staff for support and most up to date research on impacts of deprivation and vulnerability as well as detailed Info regarding each</p>	<p>Target setting across the Academy monitored by HOA and Exec Head- all ensure progress. CPD Strategy developed by Trust leads tailored using giving staff tools to know pupils well and having research on pupils' needs- children will settle, access curriculum and make progress within their first year of joining. Reduction of FTE for pupils in first term.</p>	<p>HOA, SEND Lead, Admin Team, SLT, DSL</p> <p>Autumn Term Strategy and SEND CPD.</p> <p>Weekly briefings and monitoring.</p> <p>Half term behaviour log review.</p>	
	<p>CPD to further develop a range of differentiation & support SEND and complex needs of learners.</p>	<p>Leaders need to provide staff for support and most up to date research on impacts of deprivation and vulnerability as well as detailed Info regarding each</p>	<p>Fewer families go further into crisis with Section 47 or MASH enquiries in the first 2</p>	<p>SLT, FST, Admin team</p>	

	<p>Family Support redeveloped to meet needs of highly complex families with transition challenges such as housing, transports, access to wider mental health or DV or bereavement counselling locally.</p> <p>Where pupils have additional barriers, associated with PP, their teachers ensure there is robust intervention (may include PSED & attendance) to ensure their learning does no falter.</p> <p>Weekly Sports coaching by experts, developing motor skills, coordination and self esteem targeted for new children to support transition and take burden off families after school, particularly were cramped and poor housing is identified</p>	<p>family so that all staff can 'love them quickly' and be their champions. Best practice used across the academy has demonstrated the impact of these specific interventions last year In securing exceptional outcomes for pupils.</p> <p>Leaders develop robust transition package with oversight by SEND Lead, DSL and HOA.</p>	<p>terms of entering the academy.</p> <p>Families engage with support early.</p> <p>Half termly PP monitoring by SLT- pupil progress meetings.</p>	<p>SLT Admin, PE lead</p>	
Total Cost					
ii. Targeted support					
Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When and Who	Cost
b)Challenges with mental health and emotional wellbeing, causes problems with the ability to think, interact with others and learn. Caused by	Thrive Assessments and Programmes in place for eligible pupils for early intervention in PSED barriers.	The Thrive programme is an accredited national programme to support children with early SEMH barriers. Early intervention is key in order to close barriers and ensure children can access learning. In addition to the specific interventions there is an approach which is embedded to ensure there are additional opportunities to develop PSED skills within the continuous provision.	<p>Thrive assessments will show progress for eligible pupils.</p> <p>Eligible pupils will achieve accelerated progress across all key stages to close the gap with non-eligible pupils</p>	<p>SENCO/SLT ongoing</p> <p>SLT. Teachers Termly tracking</p>	

<p>Adverse Childhood Experiences (ACEs)</p>	<p>Nurture classroom intensively supports the development of these with significant SEMH needs and then a 'follow up' provision ensures children successfully transit back into main class full time when ready.</p> <p>PSED team members are assigned to year groups to enable them to develop a deeper understanding of pupils needs. Daily social skills, self esteem and resilience groups take place.</p> <p>Bereavement and trauma trained staff to support where needed.</p>	<p>We recognise some eligible pupils were also EYPP eligible and have significant barriers. In order to support these children we have a Nurture Provision to support eligible pupils who are not yet able to access main stream support.</p>	<p>Nurture assessments show good progress.</p> <p>Behaviour log review (in line with QA cycle) show pupils with PSED needs are making good progress with their access of the whole school and incidents of dysregulation are reducing.</p>	<p>Nurture and Class Teacher ongoing (0.8)</p>	
<p>A)A significant and debilitating language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. Compounded by limited cultural capital and enrichment, children can not make</p>	<p>Targeted eligible pupils to receive 1:1, daily RWINC intervention as required. 1:1 Reading intervention teachers will be outstanding through weekly CPD.</p> <p>Where pupils have phonological processing difficulties, precision teaching is used on a daily basis.</p> <p>Targeted groups will develop more cultural capital by being involved in curriculum experiences e.g. extra curricular clubs or art enrichment.</p>	<p>Analysis of data shows that the greatest impact is from timely 'keep up not catch up' interventions to catch eligible pupils before they fall. RWINC 1:1 interventions have ensured closed gaps and above national attainment in Y1 PSC and KS1 Reading.</p> <p>Ofsted Recommendations (From SEND specialist) and in school analysis shows that pupils with additional needs are not making the progress in writing that they should. There needs to be tailored interventions to address the gaps in their learning so that they can then progress.</p>	<p>Narrow the gap for PP children in Reading and Writing compared to nationals at the end of EYFS and KS1, except where children have a significant SEND need and in which case, ensure they make progress on ISP and EHCP targets.</p> <p>Tracking and monitoring shows that</p>	<p>RWINC Lead ongoing</p> <p>Intervention specialists.</p> <p>Sports coaches</p> <p>After School leads</p>	

<p>links with their learning.</p>	<p>Targeted groups for those who need to further develop the 'mechanics' of writing with accurate sentence structure, spelling, grammar and punctuation. Including 'Precision Teaching'.</p>	<p>Research shows that for some pupils with specific additional needs, a synthetic phonics approach, is not effective. Recommendation from Educational Psychologist reports include use of 'Precision Teaching' interventions and the school has invested in the training of these from the EP.</p>	<p>pupils who have specific writing interventions make good progress from their starting points. This may also be documented on any ISPs and EHCP.</p>	<p>RWINC Lead and Lit Lead weekly.</p> <p>EP Training</p> <p>LSA precision teaching</p>	
<p>Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing them and loving them quickly is key.</p>	<p>Transition Package for families entering with needs highlighted immediately to DSL and or SEND Lead. Begins with initial screening from phone calls or forms-admission lead highly trained with identifying need and PP training. Home visits put in place with targeted practitioner. Food parcels, clothing and toiletries may be included as well as support with transport to school where need is high or families at risk.</p> <p>Visits from senior staff to previous setting, including when child is still there. Robust and rapid handover of information, including safeguarding records to fully empower school staff.</p> <p>DSL prioritised attending meetings for these cases to seek info as quickly as possible. Close working with Torbay Domestic Abuse Service and or other agencies is key.. Establish home school link with wither SEND Lead, FST or DSL.</p>	<p>Tier 2 targeted support recommended by 2019 EEF, including whole school ethos is key. On top of this specialist targeting is needed, based on most up to date research on mental health, attachment, and impact of abuse. :</p> <p>'inclusive pedagogy' to ensure success takes place in the classroom. Success in the classroom creates confident, successful learners who seek out challenge, feedback and recognise that learning is a difficult process.... The most effective schools create the capacity, provide the expertise and support for teachers to better meet the needs of their vulnerable learners. Marc Rowland Research schools .org.uk Leaders need to provide staff for support and most up to date research on impacts of deprivation and vulnerability as well as detailed Info regarding each family so that all staff can 'love them quickly' and be their champions.</p> <p>Leaders develop robust transition package with oversight by SEND Lead, DSL and HOA.</p>	<p>Families settle and trust the school- reducing number of aggressive incidents or low level complaints.</p> <p>Children's behaviour improves in school with reduced FTE and children's attendance improves because barriers removed</p> <p>Pupils new to school begin to access mainstream and make academic progress within 1 term of entering.</p> <p>RWINC assessments carefully track children new to school.</p>	<p>Admin Team, DLS, FST, SEND, SLT, HOA, all staff</p>	

	<p>clear communication, including via Cpoms so staff aware of need and support that family. Rapid identification of needs led by teachers with additional CPD and systems support. CPD to further develop a range of differentiation & support SEND and complex needs of learners.</p> <p>Family Support redeveloped to meet needs of highly complex families with transition challenges such as housing, transports, access to wider mental health or DV or bereavement counselling locally.</p> <p>Nurture team used as experts to identify attachment or specific mental health need and support plan put in place, including positive behaviour profile. Where pupils have additional barriers, associated with PP, their teachers ensure there is robust intervention (may include PSED & attendance) to ensure their learning does not falter.</p> <p>Weekly Sports coaching by experts, developing motor skills, coordination and self esteem targeted for new children to support transition and take burden off families after school, particularly where cramped and poor housing is identified</p>				
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iii. Other approaches

Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(D) Attendance and punctuality issues, linked to range of vulnerabilities including: transport, parental mental	Attendance lead in place to ensure eligible pupils are telephoned first and home visits take place regular monitoring and sharing of progress with all staff and fortnightly reports to HOA.	Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupils. Therefore, we must ensure that attendance and punctuality are the highest they possibly can be in order to prepare our children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our students to maintain an attendance level of 96.4% and above.	End of year attendance shows eligible children in line or above non-eligible children and in line with our aspirational target of 98%.	Attendance Officer (0.8) and Admin data analysis and DSL	

<p>health or SEND needs, being a young carer. a child's own mental health and / or SEND needs, including medical.</p>	<p>Class teachers are equipped with individual pupil attendance data on a weekly basis so they are empowered to challenge and or support families with attendance to school.</p>				
	<p>Whole school celebration of attendance and attendance breakfasts and rewards.</p>		<p>% of eligible pupils who are PA will be below National and in line with non-eligible pupils.</p>	<p>Attendance Lead</p>	
	<p>Barriers to coming to school such as: lack of school uniform, relocation resulting in travel costs or support with Breakfast or ASC will be raised.</p>		<p>Weekly attendance analysis will show that non-attendance is not due to uniform or travel barriers.</p>	<p>Attendance Lead</p>	
	<p>Understanding Your Child's Mental Health Programme on offer each term and eligible parents invited.</p>	<p>Parent feedback shows that parents want to engage with the Mental Health and Wellbeing of their child's development but lack confidence in knowing how to support. Through our work with parents and with local supporting agencies we have become facilitators in two parent programmes to support parents to support their child. We invite parents of eligible families</p>	<p>Extend provision of mental health and wellbeing packages for parents</p>	<p>FST Each Term</p>	
	<p>Parent Nurture Programme on offer to eligible families with children with SEMH intervention needs.</p>				
	<p>Each new eligible family to meet with FST to identify any potential barriers to learning, prior school information and ensure smooth transition for the pupil</p>	<p>Due to the nature of the housing in the local area, above average transience is experienced. Transition cannot be a barrier to eligible pupils. The role of the FST is to support families transition into the academy and support their child to settle and not experience barriers to learning. There is a team of three FST who support transition, including supporting transition into secondary school and transition in from nursery</p>	<p>All Y6 and Nursery eligible pupils will submit secondary school applications by the deadline to ensure the children access their local schools</p>	<p>FST and DSL Ongoing</p>	
	<p>All eligible pupils in Nursery and Y6 complete application forms in time and gain access to local schools and prevent barriers to attendance.</p>				<p>Each new family meet with the FST on entry to support entry to school and access to local support as required.</p>

	Provide high quality packs of resources to support parents implement learning from parent learning workshops	We know that 85% of a child's learning takes place at home. We offer a menu of family learning programmes. In order to support aspirations and increase parental capacity to support at home we need to empower parents and engage them in their child's learning.	Parents are able to support at home because resources are provided.	Teachers Ongoing	
	Remove barriers to parents attending by providing a crèche for children below school age.		Attendance at workshops by eligible families is increased.	SLT Ongoing	
Total budgeted cost					£ 248,780