**Pupil premium strategy statement 2016 -17 **

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Montpelier Primary School | | | | |
| **Academic Year** | 2016-17 | **Total PP budget** | £145700 | **Date of most recent PP Review** | September 2016 |
| **Total number of pupils** | 668 | **Number of pupils eligible for PP** | 96 | **Date for next internal review of this strategy** | July 2017 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Current attainment** | | | | |
| End of Key Stage 2 results | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* | *Progress measure*  *All pupils*  *( national measure = 0)* | *Progress measure*  *PP*  *( national measure = 0)* |
| **% achieving in reading, writing and maths** | 18 % | 60% |  |  |
| **% achieving ARE in reading** | 29% | 71% | -3.80 | -3.50 |
| **% achieving ARE in writing** | 71% | 79% | -1.97 | 0.28 |
| **% achieving ARE in maths** | 29% | 75% | -4.91 | -4.42 |
| **% achieving ARE in e, punctuation and spelling** | 59% | 78% | n/a | n/a |
| **Number of pupils in 2015-16 cohort** | 17/93 | -- |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **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)* | | | | |
|  | | Oral language skills in EYFS and KS1 are a barrier for children in EYFS and Y1 | | |
|  | | Attainment is below national benchmarks at the end of KS1 for some pupil premium pupils in reading, writing and mathematics | | |
|  | | Attainment is below national benchmarks in reading, writing and mathematics at Key Stage 2 and progress measures also are not at national measures | | |
| **D.** | | Emotional issues for a proportion of PP are having detrimental impact on their academic progress in all cohorts but particularly Year 4 | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **E.** | | Some PP families and pupils would benefit greatly from additional support and nurture and thereby improve overall engagement with school | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve oral language skills for pupils eligible to PP in Foundation and Y 1 | | Pupils eligible for PP in Foundation and Year 1 make rapid progress by the end of the year so that meet the early learning goals in line with national trends |
|  | Raise reading and writing attainment by pupils eligible for PP at the end of KS1 | | The gap in meeting ARE is narrowed. The majority of pupils achieve their phonic screening |
|  | Raise attainment by pupils eligible for PP firstly in reading and mathematics and writing. Achieve higher rates of progress across KS2 for pupils eligible for PP who are not at ARE | | Raise attainment and narrow the gap in the % of pupils achieving ARE compared to Non PP  Pupils eligible for PP who are below ARE make as much progress or more than other pupils identified |
|  | Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised | | Fewer crisis fuelled incidents recorded for those pupils on the school system with the gap in ARE closing |
|  | Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised | | Improved attendance and better engagement with schools which leads to better outcomes for pupils |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** |  | | | | |
| The three headings below enable schools to demonstrate how we 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** | **What is the evidence and rationale for this choice?**  **Evidence drawn from the EEF Teacher Toolkit** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost/When will you review implementation?** |
| **Outcome A**  **Improve oral language skills for pupils eligible to PP in Foundation** | Ensure early identification and appropriate interventions in EYFS and KS1 minimise gaps developing between PP and other children. | There has been a two year trend showing that the gap between FSM and all children in Foundation is not in line with national trends. In 2015-6, 70% of all children achieved a GLD compared to 14% of the children receiving FSM.  *Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.* | KPIs are set for end of term and end of year outcomes for PP   * 0% below expected progress * 35% at expected progress   65% better than expected | FS, Y1, Y 2 | Termly through Pupil Profiling Interviews |
|  | | | | | |
| **Outcome B and C**  **Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 1 and 2 through quality first teaching**  **Outcome B and C**  **Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 1 and 2 through quality first teaching** | Provide Guided Reading INSET and establish internal consistencies across school. Ensure these are adhered to. Monitor and evaluate termly impact | Progress measures for PP children in reading are- 3.50 and show an gap of 32%  We want to ensure there is a consistent approach to guided reading to ensure children are inspired to read  *On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.* | Guided Reading consistencies are evidenced as being adhered to.  A programme of shared practice is established and can be evidenced. | English Lead and Shadow Lead | Subject leader release  £ 960  July 2017 |
| Ensure pupils are appropriately prepared to take PIRA/PUMA tests and these are administered throughout school and subsequently analysed | Through test analysis, gaps in learning are targeted ensuring teaching is directed at the specific need of the child | PIRA and PUMA tests indicate 35% of pupils are making expected progress and 40% of pupils are making better than expected progress.  Interventions for those not making expected progress is clearly evidenced. | Unit Leaders | Supply cost for unit leader release  £ 1800  Termly review through Pupil Profiling interviews |
| Ensure AET mathematics is effectively taught throughout the school and the short-term ‘mastery passport’ assessment is utilised. | AET is a mastery programme of mathematics.  *Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps effective for low achieving. Evidence suggests that such approaches are effective, leading to an additional five months’ progress* | AET maths is in evidence in all classrooms and the mastery passport is administered. | Mathematics Lead and Shadow Lead | Termly review by subject leader |
| Ensure that Pupil Premium Pupils receive quality first teaching and detailed feedback in every lesson being the prime focus in lessons | By priotising PP children for detailed feedback, learners should have a clear understanding of their next steps.  *Feedback studies tend to show very high effects on learning.* *In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact. Feedback has effects on all types of learning across all age groups.* | Lesson Observations indicate that Pupil Premium pupils are the first point of contact for teachers  Book scrutinies indicate that Pupil Premium pupils have detailed and clear feedback | Senior Leadership Team  Unit Leads | On- going through lesson observations and book scrutiny |
|  | | | | | |
| **Outcome B and C**  **Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 2 through targeted interventions in and outside the classroom** | Teaching Assistants to support key skills in reading writing and mathematics through targeted intervention groups after school.  Monitor the success of after booster groups through robust pupil progress meetings that focus on pp progress | Overall, the evidence from the Educational Endowment Fund indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.  Provision mapping and pupil progress meetings have been instrument this year to ensure children make good progress and barriers to learning are quickly identified | The majority of Pupil premium children make better than expected progress | Unit Leaders  Assistant Headteacher | Additional teaching assistant hours  £ 2,367  Termly review through Pupil Profiling interviews  Annual review July 2017 |
| Additional teaching assistants to support a variety of interventions including;   * Twice daily phonics lessons in Y1 * additional reading and phonics support in year 2, * Year 3,4,5,6 Read Write Inc interventions and individual precision teaching. * Additional booster support for year 6 in the key skills for reading, grammar. Punctuation and spelling and mathematics | *Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.*  *One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for by withdrawing the pupil for extra teaching.* *Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.* | Ensure that the % of pupil premium children in Year 1 who achieve the phonic standard is in line with national expectation  Ensure that pupil premium children in Year 2 achieve in line with national expectation in reading  Pupil premium children in Year 3, 4 and 5 make similar or better progress than non-pupil premium children.  The gap between PP and NPP at the end of KS2 is narrowed | Y1 and Y2 unit leads  Y 3,4 and 5 unit leads  Year 6 | Additional teaching assistant hours  £ 8 210.60  Review termly through Pupil Profiling interviews  Annual review July 2017 |
| **Outcome B and C**  **Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 2 through providing a number of enrichment activities which support the** | All pupils have access to educational visits which provide memorable and enjoyable experience which enrich the curriculum. This includes outdoor/ residential education trips in Year 6. | Previous educational visits have enriched pupil’s learning through curriculum based visited which puts learning into context. No child should miss out on an educational experience due to financial concerns. These trips develop resilience , self- stems and social skills  *Research indicates that Outdoor adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months progress* | Opportunities to be involved, increase confidence and learn more effectively, thereby making suitable progress. | Unit Leaders | Cost of support  £ 2654  Annual review July 2017 |
|  | To promote wider learning opportunities and experiences through financial support of PP children to receive music tuition | No child should miss out learning to play a musical instrument due to financial concerns.  *There is some evidence to suggest that overall, the impact of arts participation on academic learning Improved outcomes have been identified in English, mathematics and science learning.* | Opportunities to be involved, increase confidence and therefore learn more effectively. Therefore making suitable progress. | Music co-ordinator | Cost of tuition  £ 4700  Annual review July 2017 |
| **Outcome D**  **Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised** | Pupil premium children received support from our Learning Mentor, SENCO, School Counsellor and access to external agencies. | The SENCO supported teachers with specific individual education plans and made referrals to other outside agencies, including the School Counsellor.  Our learning mentor has supported some pupil premium pupils  *Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average*  . | Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning. | Learning mentor and SENCO | Cost of support  £ 33,966 |
| Parental support and advice for pupil premium pupils is given by our Parent Support Adviser | Parental support and advice for some pupil premium pupils is given by our Parent Support Adviser  Parental Involvement covers the active engagement of parents in supporting their children’s learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.  *Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.* | Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning. | By Inclusion Team and SLT | Cost of PSA  £ 6 998  Annual review July 2017 |
| **Total budgeted cost** | | | | | **£ 61655.60** |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/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?** |
| **Outcome B + C**  **Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 1 and 2** | The appointment of intervention teachers to support pupils including those eligible for pupil premium Year 2 and Year 6 and enhance the transition of pupil premium pupils into | By reducing the size of a class the teacher can reduce the number of pupils in a class. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase. | Pupil premium children make better than expected progress in Year 2 and Year 6.  The gap in attainment at the end of KS1 and KS2 is narrowed so pupils achieve in line with national expectations | Y2 and Y6 leaders | Cost of intervention teachers  £ 49,988.44  Termly review through Pupil Profiling interviews  Annual review July 2017 |
| **Outcome D**  **Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised** | HMS Heroes to support the emotional and social welfare of service families. This is a club for Service families. The group meets after school activities and crafts. | Through a variety of clubs and one to one support the emotional and social well-being of pupils can be improved  *Social and emotional learning Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average.* | Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning  The gap is narrowed for PP and NPP pupils in Yr 4 | Inclusion team | Cost of HMS Heroes  £ 786  Annual review July 2017 |
| Appointment of an additional TA to support pupils with emotional and social barriers in Year 4 | Y4 lead | Cost of additional teaching assistant  £ 17,722  Termly review through Pupil Profiling interviews  Annual review July 2017 |
| **Total budgeted cost** | | | | | **£68 496.44** |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/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?** |
| **Outcome E**  **Some PP families and pupils would benefit greatly from additional support and nurture and thereby improve overall engagement with school** | Mini-bus provision ensures targeted PP individuals arrive at school for Breakfast Club and receive learning support. | A small group of pupils with poor attendance are collected from their home to school. | Improved attendance and lateness will lead to better progress and attainment. Pupils are expected to achieve | Assistant  Headteacher | Cost of transport to school and breakfast club  £ 450  Termly review through Pupil Profiling interviews  Annual review July 2017 |
|  | Appoint a Parent Engagement Officer to support PP families who would benefit from additional support and nurture | The active engagement of parents in supporting their children’s learning at school is critical to children’s progress. Having high inspirational support is also important for children to thrive  *Increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.* | Increased support from parents will lead to improvements in progress | Assistant  Headteacher | Cost of Parental Engagement Officer  ( February 2017)  £ 15 098  July 2017 |
| **Total budgeted cost** | | | | | **£ 15,548** |

|  |
| --- |
| **Additional detail See Attached Links to the School Improvement Plan** |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Montpelier Primary School Improvement Plan** | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | **Action 2** – **Raise progress and attainment in reading, writing & maths.** | | | | | |  | Yet to Commence | |  | Commenced | |  | | Completed | | | |  | | | | | | | | | | | | | | | | | | Milestones | Key strategies for raising progress & attainment in the core subjects are effectively implemented/developed. | | | | | | | | How we will know when we’ve achieved it? | | | | | | | | | By end of December 2016: | | GR consistencies established, effective En practice shared & AET being delivered. | | | | | | End of KS1 and KS2 attainment is in line or better than targets set for national Age Related Expectations. | | | | | | | | | By end of March 2017: | | Teacher assessments indicate pupils will meet end of year ARE targets. | | | | | | | By end of July 2017: | | KS1 and KS2 attainment is in line or better than national ARE targets. | | | | | | |  | | | | | | | | | | | | | | | | | | *When* | *ID* | *Action* | | *Leading the action* | *When it will happen* | | *Finance/ resources* | *Monitoring* | | | *Evaluation evidence/impact* | | | | | *Eval by* | | By end of  Dec 2016 | 2D1  Reading | Provide Guided Reading INSET and establish internal consistencies across school. Ensure these are adhered to. Monitor and evaluate. | | Danielle Jones  Laura Dyer | 05/06.09.16 | | Scheduled release time | Tracy  Spragg | | | * Guided Reading consistencies are evidenced as being adhered to. * A programme of shared practice is established and can be evidenced. * AET maths is in evidence in all classrooms and the mastery passport is administered. | | | | | SLT and Governors | | 2D2  Writing | Share effective practice between year groups specifically those strategies that are effective in ensuring technical accuracy. | | DJ & LD  Unit Leaders | By 25.11.2016 | | Scheduled release time | Tracy  Spragg | | | | 2D3  Maths | Ensure AET mathematics is effectively taught throughout the school and the short-term ‘mastery passport’ assessment is utilised. | | Sarah Green  Matt Campbell | By Dec 2016 | | Scheduled release time | Aaron  West | | | | By end of  March 2017 | 2M1 Reading | Review effectiveness of approach to Guided Reading and analyse PIRA tests to establish weaker areas requiring development. | | Danielle Jones  Laura Dyer | By 10.03.2017 | | Scheduled release time | Tracy  Spragg | | | * PIRA and PUMA tests indicate 35% of pupils are making expected progress and 40% of pupils are making better than expected progress. * Interventions for those not making expected progress is clearly evidenced. | | | | | SLT, Governors, CEO | | 2M2 Writing | Ensure writing assessments are analysed and any weaknesses pertaining to specific year groups are identified and addressed. | | DJ & LD  Unit Leaders | By 10.03.2017 | | Scheduled release time | Tracy  Spragg | | | | 2M3 Maths | Consolidate introduction of AET mathematics, refine approach if required and introduce the mid-term ‘stop the clock’ assessment. | | Sarah Green  Matt Campbell | By 10.03.2017 | | Scheduled release time | Aaron  West | | | | By end of  July 2017 | 2J1 Reading | Ensure GR consistencies are being adhered to, that GR is being recorded and assessed and that weaker areas are being planned for. | | Danielle Jones  Laura Dyer | By 26.05.2017 | | Scheduled release time | Tracy  Spragg | | | End of year targets are as follows with a 65% combined for KS2. EYFS target is 70% GLD. | | | | | SLT, Governors, CEO | | 2J2 Writing | Ensure effective moderation between cohorts and across school, and establish exemplars of ARE work as an assessment resource. | | DJ & LD  Unit Leaders | By 30.06.2017 | | Scheduled release time | Tracy  Spragg | | | Subject | | KS1 | | KS2 | | Reading | | 75% | | 75% | | 2J3 Maths | Review introduction of AET maths, refine approach if/where required and introduce the long-term ‘graduation’ assessment. | | Sarah Green  Matt Campbell | By 30.06.2017 | | Scheduled release time | Aaron  West | | | Writing | | 75% | | 75% | | Maths | | 75% | | 70% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Montpelier Primary School Improvement Plan** | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | **Action 4** – **Improve progress and attainment for key groups of pupils.** | | | | | |  | Yet to Commence | |  | Commenced | |  | Completed | | |  | | | | | | | | | | | | | | | | Milestones | Narrow any existing attainment gap for groups, especially Pupil Premium children and gender related gaps. | | | | | | | | How we will know when we’ve achieved it? | | | | | | | By end of December 2016: | | All PP children to receive additional support either before or after school (or both). | | | | | | The attainment gap between both PP children and boys/girls has been reduced in every year group by 25% and systems established to ensure this trend continues in subsequent years. | | | | | | | By end of March 2017: | | Identified boys to receive additional learning, nurture and role-model support. | | | | | | | By end of July 2017: | | Curriculum and established interventions meet the needs of key groups of pupils. | | | | | | |  | | | | | | | | | | | | | | | | *When* | *ID* | *Action* | | *Leading the action* | *When it will happen* | | *Finance/ resources* | *Monitoring* | | | *Evaluation evidence/impact* | | | *Eval by* | | By end of  Dec 2016 | 4D1 | Ensure early identification and appropriate interventions in EYFS and KS1 minimise gaps developing between PP and other children. | | FS, Y1 and Y2 Unit Leaders | Throughout 2016-17 | | £2000 PP Funding | Senior Leaders | | | * Set KPIs for end of term and end of year outcomes for PP and classes with identified gender gaps: * 0% below expected progress * 35% at expected progress * 65% better than expected * Identified gender gaps reduced by 35%. * Set KPIs for narrowing the gap (65%) for key groups: * SEN pupil progress * EHCP pupil progress * PP pupil progress * FSM/E6 pupil progress * Forces pupil progress * Gender differences | | | SLT and Governors | | 4D2 | Promote boys’ engagement in positions of responsibility throughout the school such as prefects, house captains, sports leaders, etc. | | Assistant HT | By 23.09.2016 | | £600 PP Funding | Jason  Holland | | | | 4D3 | Mini-bus and walking bus provision ensures targeted PP individuals arrive at school for Breakfast Club and receive learning support. | | Deputy HT Assistant HT | By 30.09.2016 | | £2500 PP Funding | Jason  Holland | | | | 4D4 | Targeted PP and boys/girls to receive additional learning support through after school provision facilitated by TA restructure. | | Deputy HT Headteacher | By 30.09.2016 | | £600 PP Funding | Jason  Holland | | | | 4D5 | Establish support groups for vulnerable boys e.g. lunchtime nurture group, GLT reading group, father and sons computing group, etc. | | Deputy HT | By 07.10.2016 | | £600 PP Funding | Jason  Holland | | | | 4D6 | Conduct a pupil-led needs analysis (with a focus on under attaining groups) exploring what engages and motivates them to learn. | | Deputy HT | By 21.10.2016 | | Nil | Jason  Holland | | | | By end of  March/July 2017 | 4M1 | Visit other similar schools (large primary with minority FSM - 15%ish) to identify successful strategies in use for meeting PP pupil needs. | | Senior Leaders | By 10.02.2017 | | Nil | Chair of Governors | | | * Monitor (spring end) and evaluate (summer end) KPIs for narrowing the gap (65%) for key groups of pupils. * Monitor attendance and lates (ensure reduction). | | | SLT, Governors, CEO | | 4M2 | Engage Schools Partnership Programme to aid in identifying where best practice from other schools could be implemented at MPS. | | Senior Leaders | By 10.03.2017 | | Nil | Carol Hannaford (CEO) | | | | 4J1 | Review and redraft the curriculum modifying areas to more effectively engage the interest of under-attaining groups of pupils. | | Subject Leaders | By 14.07.2017 | | Scheduled release time | Aaron  West | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Montpelier Primary School Improvement Plan** | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Action 6** – **Become more proactive in engaging parents and carers.** | | | | | |  | | Yet to Commence | |  | Commenced | |  | Completed | |
|  | | | | | | | | | | | | | | | |
| Milestones | Ensure all parents, specifically PP parents, are more proactively engaged in supporting their childrens learning. | | | | | | | | | How we will know when we’ve achieved it? | | | | | |
| By end of December 2016: | | Fully establish the Community Café as a conduit for engaging PP parents. | | | | | | | The improved engagement of parents will be reflected in the review held in March. Although evidence will be anecdotal, we would anticipate this positively impacting upon pupil attainment. | | | | | |
| By end of March 2017: | | Ensure an overwhelming majority of parents regularly engage with school. | | | | | | |
| By end of July 2017: | | Engagement has improved and can be associated with enhanced outcomes for all. | | | | | | |
|  | | | | | | | | | | | | | | | |
| *When* | *ID* | *Action* | | *Leading the action* | *When it will happen* | | *Finance/ resources* | | *Monitoring* | | | *Evaluation evidence/impact* | | | *Eval by* |
| By end of Dec 2016 | 6D1 | Conduct ‘Meet the Teacher’ sessions within first three weeks of term in order to establish effective parent relationships from the outset. | | Unit Leaders  Teaching Staff | By 28.09.2016 | | Nil | | Aaron  West | | | * Membership of the PTFA and help with events increases. * The increased opportunities provided for parents to engage in school is positively reflected in their involvement in aspects such as homework, listening to children read, attending parents’ evening, willingness to approach staff directly, etc. * PP and ‘hard to reach’ parents more actively participate in their child’s learning (listening to them read, helping with homework, etc.). * Positive feedback from parent workshops indicate that they feel more able to support their child in their learning. | | | SLT and Governors |
| 6D2 | Ensure greater degree of support is provided for the PTFA to extend their membership and the capacity to deliver events during the year. | | Assistant HT | Starting 03.10.2016 ongoing | | Nil | | Jason  Holland | | |
| 6D3 | Initiate ‘open door’ offer for parents to visit their child’s classroom during Golden Learning Time once every month to share learning. | | Unit Leaders  Teaching Staff | By 21.10.2017 | | Nil | | Aaron  West | | |
| 6D4 | Complete Community Café and devise ways to ‘target’ PP and ‘hard to reach’ parents initially, followed by all parents across school. | | SBM  Site Manager  PSA / SLT-I | By 30.10.2016 | | Nil | | Jason  Holland | | |
| 6D5 | Organise, promote and deliver a range of parental information workshops (e.g. reading support, AET maths approaches, etc.). | | PSA / SLT-I | Starting 07.11.2016 ongoing | | Nil | | Aaron  West | | |
| 6D6 | Organise a special event to which parents are invited to watch or take part in an aspect of learning with the year group (three per year). | | Unit Leaders  Teaching Staff | By 02.12.2016 | | Nil | | Aaron  West | | |
| By end of March 2017 | 6M1 | Review the use of/success of the Community Café and devise how to extend the service it provides to impact upon even more parents. | | Business Manager  PSA / SLT-I | By 10.02.2017 | | Nil | | Jason  Holland | | | * Additional funding for the Community Café is sought and successfully bid for. * Review of Café usage provides information to generate a next stage in its development. * Parental opinion of access to and communication with school is highly positive. | | | SLT, Governors, CEO |
| 6M2 | Review successes, seek/act upon suggestions and parental opinion regarding accessibility to and communication with school. | | Assistant HT  Deputy HT | By 17.03.2017 | | Nil | | Jason  Holland | | |
| 6M3 | Seek further funding to relocate and/or extend the Community Café in order to increase its appeal and availability. | | Business Manager | By 31.03.2017 | | Nil | | Jason  Holland | | |

|  |
| --- |
| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |