Brindishe Green: Pupil Premium Strategy Statement 2023-2024

Summary information					
School	Brindishe Green School				
Academic years covered by current pupil premium strategy plan	2023/24			**Date of most recent PP Review**	June 2023
Total number of pupils	660	**Number of pupils eligible for PP**	130	**Date of next internal review of this strategy**	June 2024
Statement authorised by		**Rachel Waite and Liz Murphy**	**Pupil premium lead**	**Jess Waghorn**	**Governor lead** Liz Murphy

Funding Information				
Pupil premium funding allocation this academic year		**Recovery premium funding allocation this academic year**		**Pupil premium funding carried forward from previous years** -
Total budget for this academic year				

Statement of intent

At Brindishe Green Primary School our ultimate objective is an unwavering commitment to the goal that being disadvantaged economically will be no disadvantage educationally. We aim to close attainment gaps by providing the highest quality education. This education is rooted in a contextually relevant and ambitious curriculum and benefits from the highest quality teaching. Our work is informed by sound pedagogical research and best practice from across our federation. We provide proactive and highly targeted individual academic support and exceptional pastoral support to enable pupils to overcome traditional barriers to education, enabling access to learning and in so doing, fulfilling their potential. This strategy is rooted in an established plan, do, review cycle where practice and initiatives are evaluated on qualitative and quantitative outcomes and areas for improvement are consistently challenged and addressed.

1. Current attainment (KS2 results 2022)	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP (national average)*
% achieving expected in reading, writing and maths	45%	66%
% achieving expected in reading	65%	78%
% achieving expected in writing	60%	77%

% achieving expected in maths	60%	79%

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.	Children begin school at a lower starting point than their peers - Speech and language delay/ inexperience of necessary vocabulary and language structures
B.	Additional support needed for Pupil Premium children who are also EAL
C.	High Social, emotional and wellbeing needs combined with low resilience
D.	Narrow the gap between Dis and Non Dis children in R/W/M.

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

E.	Parental engagement (reading at home, attending meetings and workshops) and low pupil attendance

3. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Children entering Early Years with a lower starting point will make accelerated progress to ensure the gap doesn't widen between them and their peers Children's learning needs are clearly identified and we receive advice on how to help children overcome cognitive, social, emotional or psychological barriers to their learning.	• Children with lower starting points will make accelerated progress compared to their peers and national averages • Evidence will exist of where needs have been identified and met early in the pupils' education • Progress of disadvantaged pupils with SEN will be comparable to the progress of their peers who are not entitled to the pupil premium. The gap to pupils without SEN and/or who are disadvantaged will be closing.
B.	SEND and Disadvantaged EAL children who are working below EXS make SP/MSP to bring them in line with their peers over time.	• Progress of disadvantaged pupils with EAL and SEND will be comparable to the progress of their peers who are not entitled to the pupil premium. The gap to pupils without EAL, SEND and/or who are disadvantaged will be closing.
C.	Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils. Pupils in receipt of to have a growth mindset with high levels of resilience and self-esteem with strong, positive learning behaviours.	• Behaviour records will show the incidents involving pupils who are disadvantaged are proportionate to the numbers on roll. • Children to be able to verbalise their feelings rather than let them influence their behaviour negatively. • Pupils to be able to work more independently and take risks with their learning and persevere when they find things difficult. • Established PSHME Curriculum (Mental Health) being taught in all year groups. • Teachers supported by Inclusion lead, ELSA and counsellor.

D.	Identify and close specific gaps in children's learning using robust analysis techniques and deploying carefully selected strategies and interventions rooted in strong evidence	•Reducing the difference between the amount of disadvantaged and other achieving expected or higher standard in Phonics, Reading and Writing. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, moderations and ongoing formative assessment.
E.	Improved attendance and home parent relationships through support from Attendance, Safeguarding and Welfare leads through monitoring, setting targets and liaising with other professionals and sign-posting families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement.	• Attendance and punctuation will improve for targeted children will improve in line with all pupils. • Parents and carers from hard-to-reach families attend parent/teacher meetings more readily, attend school for organised events such as workshops, communicate with their child's class teacher about learning and how to support their child at home, have improved relationships with classroom staff and other key staff around school. • Families are well supported and connected with appropriate services.

4. Planned expenditure					
Academic year	**2023-24**				
i. Quality of teaching for all					
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?**

Children entering Early Years with a lower starting point will make accelerated progress to ensure the gap doesn't widen between them and their peers
 	
Children's learning needs are clearly identified, and we receive advice on how to help children overcome cognitive, social, emotional or psychological barriers to their learning.
	• Staff training and continued use of provision Mapping Software Edukey to promote ownership and understanding at teacher level and provide more efficient oversight at SLT level.
	    • Further support for staff on use of EduKey
	• Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps (Recommendation 1 EEF 2017 b and 2017 c)
	    • Data anysis to include statutory and internal data, especially looking at lower KS1.
	• Pupil Progress Meetings are data and key group focused (Recommendation 1 EEF 2017 b and 2017 c)
	    • Pupil Progress meetings attended by SLT, English and Maths Leads and class teachers to ensure best advice and planned actions
	    • Reception PPP meetings in the first 6 weeks of term to establish early intervention
	    • Behaviour and Vulnerability tracker to identify children require support
	• Targeted language intervention (Both 1:1 and small group) in year groups with a focus on developing vocabulary and language structures to feed into end of year data. (Super School Profile 2023, EEF 2017 a)
	•Support staff training on early phonics and Rapid Phonics Intervention training to ensure
		• School assessment data and reports – Super School Profile 2023)
		Internal Data – Autumn 2023
		•EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and Preparing for Literacy)
		• Improving Literacy in KS2 Guidance Report (2017) (a)
		• Improving Mathematics in Key Stages 2 and 3 Education Endowment Foundation Guidance Report (2017) (b)
		• T&L Toolkit Small Group Tuition Summary EEF
		• Making best use of Teaching Assistants EEF Guidance Report
		• Oral Language Interventions T&L Toolkit EEF
			SCDP driven
			• Teacher leaders' focus in action plans
			 • Assessment outcomes / PPP meetings
			• Monitoring and performance review by SLT and Phase Leaders
			• Assessment outcomes / PPP meetings
			• Provision mapping
			• Focused year group learning support
			• Regular review of impact of 'in the moment' feedback and assessment.
			Monitoring Cycle including learning walks, books looks, pupil voice etc.
				• SLT
				• Curriculum leaders
				• Inclusion Leads and team
					Half termly
					
					At assessment points
					
					At end of year/key stage

	high quality and consistent early reading intervention. • Continued staff training in early phonics with a targeted approach based on staff's needs survey. • Range of approaches used in EYFS and beyond such as Helicopter stories, Lego Therapy, Interventions (vocabulary focus), additional phonics support				
Total budgeted cost					**Total:** £100, 000

ii. 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?**

Disadvantaged EAL children who are working below EXS make SP/MSP to bring them in line with their peers overtime.	• Behaviour and vulnerability tracker introduced to closely monitor pupil premium children, including those with EAL. Children with EAL given a greater priority score than those without when calculating the most vulnerable and in need of intervention. • Staff training and continued use of provision Mapping Software Edukey to promote ownership and understanding at teacher level and provide more efficient oversight at SLT level. • Timely data analysis, monitoring the attainment and progress of EAl Dis children, identifying needs and gaps (Recommendation 1 EEF 2017 b and 2017 c) • Early PPP meetings in EYFS to identify barriers and agree early intervention • Pupil Progress Meetings are data and key group focused (Recommendation 1 EEF 2017 b and 2017 c) • Targeted language intervention (Both 1:1 and small group) in year groups with a focus on developing vocabulary and language structures to feed into end of year data. (Super School Profile 2023, EEF 2017 a)	• School assessment data and reports – Super School Profile 2023) Internal Data – Autumn 2023 • EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and Preparing for Literacy) • Improving Literacy in KS2 Guidance Report (2017) (a) • Improving Mathematics in Key Stages 2 and 3 Education Endowment Foundation Guidance Report (2017) (b) • T&L Toolkit Small Group Tuition Summary EEF • Making best use of Teaching Assistants EEF Guidance Report • Oral Language Interventions T&L Toolkit EEF	• Assessment outcomes / PPP meetings • Provision mapping • Focused year group learning support • Feedback from parents • Behaviour and Vulnerability tracker	Inclusion Lead and Team SLT, Phase Leaders and Subject Leaders	Ongoing and at least half termly

Identify and close specific gaps in children's learning using robust analysis techniques and deploying carefully selected strategies and interventions rooted in strong evidence	•Targeted deployment of additional specialist TA support across Reception (TA T&L Toolkit EEF) • Strong, skilled adults working in Nursery, Reception and Year 1 • Class staff and inclusion lead will make strong links with parents to ensure the early identification of any learning/ additional needs a child may have (Recommendation 2 EEF 2020) • Outside Agency support (Drumbeat, SLT, EP, etc) will be effectively coordinated to ensure that children who are in need of support are prioritised. (Recommendation 2 EEF 2020) • Wide range of visits and opportunities for learning beyond the classroom build children's experiences and develop vocabulary SLT to monitor the uptake of FSM, SEND children participating in clubs • Children with additional needs are identified quickly and parents signposted to relevant support (SLT drop in, OT drop in, Drumbeat training, etc) (Recommendation 2 EEF 2020) •Children with complex and significant needs are referred to relevant professionals so that school and parents can put recommendations in place (Recommendation 2 EEF 2020) • Teachers update provision maps every half term to ensure daily interventions are purposeful and children making progress. • Termly summative assessments (tests) in Phonics, Reading and Maths. Writing assessed using children's learning in books. • Children peer and self assess learning in class in order to see if they need further support or can be extended in their learning. • Year 6 Maths and English Booster sessions interventions are planned and delivered by teachers and TAs, either to enhance the	Teaching Assistant Interventions T&L Toolkit Summary EEF • Special Educational Needs in Mainstream Schools Guidance Report EEF 2020 • Voice 21 Study (EEF 2014) • Oral Language Interventions T&L Toolkit EEF • Communication and Languages T&L Toolkit Summary EEF	• Assessment outcomes / PPP meetings • Provision mapping • Feedback from parents • Cutural Entitlement Grid • Monitoring of uptake of clubs by PP, EAL, SEND and EHCP children	EYFS staff Inclusion team	Ongoing and at least half termly

				Total budgeted cost	Total: £80, 000

iii. Other approaches including whole school strategies

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?
c) Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils. Pupils in receipt of to have a growth mindset with high levels of resilience and self-esteem with strong, positive learning behaviours.	• Continuing with trained ELSA support and ELSA training for an additional member of staff. • Attachment and Children's Mental Health training for all staff. SLT staff member trained as a Mental Health First Aider • Follow up and in-depth training for support staff/teaching assistants • Increased child-led events such as assemblies and workshops aim to involve children from harder to reach families to promote engagement and build. relationships with the school. • Praise cards and assemblies focussed on key skills which build and positively reinforce emotional resilience. • Detailed PSHME Curriculum with mental health focus led by experienced staff. School events and training. PSHME homelearning grids for Year 1-6. Fortnightly activities in the Me books linking to school assemblies, PSHME lessons and RRS • Rights Resepecting high on agenda with all children learning about their Rights and the Rights of others. • Children's teams established to ensure children know they have a voice and are listening to in school. • Shine project in collaboration with Blackheath High for Year 5 DIS children, Year 4 girls football sessions, more clubs established by staff such as Choir, performing art etc. Money of Sportacus clubs.	• Improving Social and Emotional Learning in Primary Schools EEF Guidance Report 2020 • Social and Emotional Learning T&L Toolkit EEF •PSHME Association	Whole school focus • Termly review • Focus for whole school INSET and CPD • Included in everyday curriculum in class / assemblies / workshops	MHFA (mental health and wellbeing lead) • Inclusion Lead • AWSO • SLT • Classroom teams • Physical Health and Wellbeing team	Ongoing Termly review of events and opportunities

	• Art therapist (two days a week) for children identified as needing emotional and social support. • Behaviour and Vulnerability tracker used to identify pupils who need support in positive behaviours for learning				

E) Improved attendance and home parent relationships through support from Attendance, Safeguarding and Welfare leads through monitoring, setting targets and liaising with other professionals and sign-posting families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement..	• Family Support Lead to work alongside SLT and Federation Attendance and Welfare Officer.
	Attendance and home/school partnerships tracked and monitored by Behaviour and Vulnerability tracker, allows easier identification of families/children in need of support
	  • Inclusion lead to support families of children with SEN
	• A wider range of parent workshops (online and in person) for parents to engage and aid them in supporting their children's learning to improve home school relationships.
	  • Increase number of in school events for parents to attend – performances, parent meetings, assemblies, fair, Open Classroom, meet the teacher
	• Data analysis used to improve attendance through intervention and escalation (DFE 2021) for example, first day calling, careful coding and authorisation of absences, broken week analysis, home visits, CME procedures, attendance letters and clinics AWSO works closely with harder to reach families to build positive relationships between school and home (Relationships and Communication Recommendation 1 DFE 2021)
	• Weekly newsletter emailed to all families (Relationships and Communication Recommendation 1 and 4 DFE 2021)
	• Text reminders for key events (e.g., parent meetings), curriculum workshops, reminding
		• The Link Between Absence and Attainment DFE (2016)
		• Improving School Attendance Support for Schools and Local Authorities DFE (2021)
			Regular communication between teams SCDP driven
			• Behaviour and Vulnerability tracker
			• Attendance Tracker
			• Lateness Tracker
				FAWSO
				AWSA
				SLT
					Ongoing Weekly meetings between HT/AWSA To discuss progress around removing barriers

	about payment due, planning and organisation for e.g., school journey • Translation services made available for letters, newsletters, website information etc, Relationships and Communication Recommendation 4 DFE 2021) Attendance display in main foyer Digital display at the school gates displaying important/key messages				
				Total budgeted cost	**Total:** £49, 173

Review of expenditure	
Previous Academic Year	**2023/2024**
i. Quality of teaching for all	

Desired outcomes	Chosen actions/approach	**Estimated impact:** Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (Will the approach continue?)	Cost
Identify and close specific gaps in children's learning using robust analysis techniques and deploying carefully selected QFT strategies and interventions rooted in strong evidence	Staff training and continued use of provision Mapping Software Edukey to promote ownership and understanding at teacher level and provide more efficient oversight at SLT level. • Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps (Recommendation 1 EEF 2017 b and 2017 c) • Pupil Progress Meetings are data and key group focused (Recommendation 1 EEF 2017 b and 2017 c) • Targeted language intervention (Both 1:1 and small group) in year groups with a focus on developing vocabulary and language structures to feed into end of year data. (Super School Profile 2023, EEF 2017 a) •Support staff training on early phonics and Rapid Phonics Intervention training to ensure high quality and consistent early reading intervention.	Staff using EduKey efficiently to tarck provision and cost of provision. The percentage gap between all pupils and disadvantaged pupils has decreased from Autumn to Spring term. Difference in attainment at KS2 and especially in GD (especially writing) continues to be a focus. PPP meetings have enabled teams to work collectively to remove barriers to learning. NCTEM spines embedded as a resource to support the curriculum. Introuduced with White Rose for further support for staff.	Continue to use latest research into feedback and marking to provide CPD for staff and review of assessment policies. Writing progress for disadvantaged children to be supported through small group intervention – Drawing Club in EYFS Specific focus on SALT has a significant impact and therefore should be prioritiesd for those children in the EYFS/KS1 for 2023/2024 Continued focus on language rich classroom and outdoor	£33, 130

| | •Planning in the Moment in the Early Years allows for teachers to work with focus children and report back regularly to parents in detail. Information regularly updated to 2Simple software.
•Range of approaches used in EYFS and beyond such as Helicopter stories, Lego Therapy, Interventions (vocabulary focus), additional phonics support | EYFS staff and KS1 trained in phonics and Bug Club – Spring Term 2023

EYFS training for all EYFS staff led by an EYFS consultant Spring Term 2023

PITM approached removed from EYFS – more explicit and direct teaching introduced including targeted, small group phonics – Spring 2023.

Drawing Club training for all EYFS staff – implemented in Summer Term – impact seen in quality of wiritng.

Training in Rapid Phonics given to all staff | environments to improve oracy opportunities and link to writing at higher standard

Ensure further training for Phonics, Bug Club and Rapid Readers for September and for new staff.

Pupil Premium Tracker to be introduced by PP Lead (JW) | |

ii) Targeted support

Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (Will the approach continue?)	Cost
Disadvantaged EAL children who are working below EXS make SP/MSP to bring them in line with their peers overtime.	• Staff training and continued use of provision Mapping Software Edukey to promote ownership and understanding at teacher level and provide more efficient oversight at SLT level. • Timely data analysis, monitoring the attainment and progress of EAl Dis children, identifying needs and gaps (Recommendation 1 EEF 2017 b and 2017 c) • Pupil Progress Meetings are data and key group focused (Recommendation 1 EEF 2017 b and 2017 c) • Targeted language intervention (Both 1:1 and small group) in year groups with a focus on developing vocabulary and language structures to feed into end of year data. (Super School Profile 2023, EEF 2017 a) •Interventions (vocabulary focus), additional phonics support	More staff using Edukey as a tool for provision mapping – used with more understanding and more efficient level. SONAR providing a more in-depth data analysis of key groups and vulnerable children. PPP meetings continue to focus on removing barriers for learning. Planned interventions made significant progress in all year groups, with additional boosters implemented for Year 6, involving Year 6 staff and all of SLT. Writing focus across whole school has impacted in an increase in greater use of more ambitious vocabularly – especially	Fully investigate the potential of SONAR as a tool for identifying and re3moving barriers to learning for all children but especially vulnerable. New staff to be trained in use of EduKey PPP meetings to continue – consider including maths and English leads. Reduce interventions to 6 best ones for all children from 1-6. Early Intervention to be resumed with an HLTA to support early barriers and to remove them.	£85, 000

	• Purchase new books in different languages for children to use in class and at home. • Establish Young Interpreters in older year groups to support children new to English in EYFS and Year 1.	through the pre-writing phase and editing phase. See in all year groups. Younder children visited by older children for support – impact seen in communication for EYFS children. Data anaslysis shows percentage point between all pupils and DIS is narrowing.	Continue to embed The Writing Process across years 1 – 6. Recap use of Genre Overview. Deploy 'Young Interpretors' in September 2023.	
Identify and close specific gaps in children's learning using robust analysis techniques and deploying carefully selected strategies and interventions rooted in strong evidence	Targeted deployment of additional specialist TA support across Reception • High level of adult support in Nursery • Class staff and inclusion lead will make strong links with parents to ensure the early identification of any learning/ additional needs a child may have • Outside Agency support (Drumbeat, SLT, EP, etc) will be effectively coordinated to ensure that children in EYFS who are in need of support are prioritised • Wide range of visits and opportunities for learning beyond the classroom build children's experiences and develop vocabulary • Children with additional needs are identified quickly and parents signposted to relevant support (SLT drop in, OT drop in, Drumbeat training, etc) Children with complex and significant needs are referred to relevant professionals so that school and parents can put recommendations in place	Targetted support in place in Reception for Smmer Term – impact on GLD seen. Inlcusion lead met with severale EYFS parents to establish needs and apply for EHCP where needed. Trips and visits organised such as River Dipping, Manor House Gardens and Wiggle Raodshow.	Due to the rising need in EYFS, focus on establishing clear guidance and support in the EYFS to ensure ealy identification and support is in place. HLTA to support and co-ordinate early intervention groups and provision. Explore further opportunities to take EYFS out on trips outside of school. Pupil Premium Tracker to be introduced by PP Lead (JW)	£45, 000

Other approaches including whole school strategies

Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (Will the approach continue?)	Cost
Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils. Pupils in receipt	• Continuing with trained ELSA support and ELSA training for an additional member of staff. • Attachment and Children's Mental Health training for all staff. • Behaviour and vulnerability data to be collected and monitored for all PP	ELSA left in Jan 2023 – not replaced. ELSA not currently at full capacity. Staff Training on CPD and provided in Spring Term.	Replace ELSA for 2023/2024 Inclusion Lead to continue with specific SEND focused CPD for staff and training for parents/carers.	£35, 000k

of to have a growth mindset with high levels of resilience and self-esteem with strong, positive learning behaviours.	children. Vulnerable children to be identified quickly. • Follow up and in-depth training for support staff/teaching assistants • Increased child-led events such as assemblies and workshops aim to involve children from harder to reach families to promote engagement and build relationships with the school. • Praise cards and assemblies focussed on key skills which build and positively reinforce emotional resilience. • Detailed PSHME Curriculum with mental health focus led by experienced staff. School events and training. PSHME homelearning grids for Year 1-6. • Rights Resepecting high on agenda with all children learning about their Rights and the Rights of others. • Children's teams established to ensure children know they have a voice and are listening to in school. • Shine project in collaboration with Blackheath High for Year 5 DIS children, Year 4 girls football sessions, more clubs established by staff such as Choir, performing art etc. Money of Sportacus clubs.	Assebblies all focused on Brindishe 5 C's and Rights Respecting – 5 C's threded through all praise assemblies and the language eof RR very clear. Me Books sent home since September 2023 with a termly focus. Imporved communication with parents/carers. RR team established by DHT Other children's teams such as Safety Teams, Digital Leaders, LTPL established. SHINE a success in Autumn Term 2023 – STEM projects from Blackheath – high level of participation from Brindishe Green children and parents/carers. To continue in 2023/2024 Use of Zones of Regulation in place and continues to be embedded	Continue to display 5 Cs around school. RR application to be renewed. PSHME lead to refine Me Books – new tasks needed with a focus on Equalities and Divseristy. More childrens teams and pupil voice put into place – Eco Warriors, Reading Champions etc. Engage with SHINE 2023/24 Continue with language of Zones Pupil Premium Tracker to be introduced by PP Lead (JW)	
Improved attendance and home parent relationships through support from Attendance, Safeguarding and Welfare leads through monitoring, setting targets and liaising with other professionals and sign-posting families to reduce and, where possible, remove	Employment of new pastoral worker to work alongside SLT and Federation Attendance and Welfare Officer. • Inclusion lead to support families of children with SEN • A wider range of parent workshops (online and in person) for parents to engage and aid them in supporting their children's learning to improve home school relationships. • Increase number of in school events for parents to attend – performances, parent meetings, assesmblies, fair, Open Classroom	Family Support Lead in place Spring Term – Good relationships established with families already. Attedence is improving and lateness is falling. Parental engagement has increased this year and events such as Federation Choir, parents/carer evenings, Sports days have seen an increase in attendance. Family support lead able to make 2nd day calling and monitor persistent lateness.	Further Develop the role of the Learning Support Lead to ensure early intervention prevents PA and children and families feel supported Targetted workshops – toileting, cost of living, meal ideas etc. Attendance display in main foyer Regular newsletters reminders	£40,000k

| barriers which have a negative impact on attendance and engagement.. | • Data analysis used to improve attendance through intervention and escalation (DFE 2021) for example, first day calling, careful coding and authorisation of absences, broken week analysis, home visits, CME procedures, attendance letters and clinics AWSO works closely with harder to reach families to build positive relationships between school and home (Relationships and Communication Recommendation 1 DFE 2021)
• Weekly newsletter emailed to all families (Relationships and Communication Recommendation 1 and 4 DFE 2021)
• Text reminders for key events (e.g., parent meetings), curriculum workshops, reminding about payment due, planning and organisation for e.g., school journey
• Translation services made available for letters, newsletters, website information etc, Relationships and Communication Recommendation 4 DFE 2021) | Attendce features in weekly newsletter and weekly praise assemblies. | Make full use of SONAR as a data analysis tool for DIS and SEND children.

Pupil Premium Tracker to be introduced by PP Lead (JW) | |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year

Programme	Provider	Impact