

Fixby Junior & Infant School
Pupil Premium Strategy Statement 2017-18



Summary information

Academic Year	2017-18	Total PP budget £101,725	£61,600 (7/12s 17/18 allocation) ever 6 £40,125 (5/12s 18/19 allocation) ever 6	Date of most recent PP Review	Nov 2017
Total number of pupils	305	Number of pupils eligible for PP	79	Date for next internal review of this strategy	Nov 2018

Current Attainment (2016-17)

Lower than National Benchmark	Early Years- PP	Early Years-Non-PP	KS1 - PP	KS1 Non-PP	KS2 - PP	KS2 Non-PP
% Achieving GLD	50%	69%				
% achieving EXPECTED in Reading, Writing & Maths			43%	68%	20%	34%
% achieving EXPECTED level in Reading			57%	85%	50%	55%
% making expected Progress in Reading					-4.68	-5.28
% achieving EXPECTED level in Writing			64%	76%	60%	81%
% making expected Progress in Writing					-2.36	-2.63
% achieving EXPECTED level in Maths			64%	74%	20%	58%
% making expected Progress in Maths					-5.47	-5.87

Aims (for pupils eligible for PP, including high ability)

Desired Impact

1	<p><u>Diminish the differences between groups of learners</u> To ensure that provision is focused on closing attainment gaps between pupil premium and non-pupil premium pupils, to identify circumstances which may be barriers to learning and to provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils</p>	<p>The gap between disadvantaged and other pupils has diminished All pupils, including disadvantaged, make at least the expected progress in Reading, Writing and Maths</p>
2	<p><u>Provide rich opportunities and experiences</u> To raise the aspirations of pupils and to offer a rich and varied menu of educational experiences to broaden the opportunities and experiences</p>	<p>Pupils have high aspirations for their future Pupils experiences are enhanced through the curriculum which offers enrichment and Inspiration Days Disadvantaged pupils have access to , and engage in, a variety of activities</p>
3	<p><u>Support parents and families</u> To provide holistic support for families and pupils to remove barriers to learning</p>	<p>Positive relationships between home and school ensure that pupils are ready to learn Parents are better informed how to support their children’s learning at home</p>

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	External barriers
Poor Speech and Language skills	Circumstances in the home have an impact on the pupil's emotional wellbeing in school. This is a barrier to progress
Limited life and social experiences	Low Attendance
	English as an Additional Language

Diminish the differences between groups of learners
 To ensure that provision is focused on closing attainment gaps between pupil premium and non-pupil premium pupils, to identify circumstances which may be barriers to learning and to provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils

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	Costings	When will you review implementation?
PP pupils make expected or better progress in Reading, Writing and Maths	PP HLTA to support PP pupils IN class. Pupils identified in PPM's to receive targeted support in specific lessons	PP pupils are making less than expected progress than other pupils	Assessment outcomes Learning Walks Work Scrutiny Pupil interviews	PP Coordinator (NB)	£12,181	Termly during Assessment week
PP pupils attain at least expected standard in Reading, Writing and Maths	All classes to have ETA for Reading, Writing and Maths	PP pupils are attaining lower than other pupils	Assessment outcomes Learning Walks Work Scrutiny Pupil interviews	PP Coordinator (NB)	£49,806	Termly during Assessment week
	Same-Day intervention to be introduced in Maths to offer timely feedback and targeted support			Maths Leader (BRH / AS) PP Coordinator (NB)	-	Termly during Assessment week
	Additional Guided Reading sessions to be timetabled, using a whole class approach and targeted group work. Increased focus on 'words in context' to support EAL PP pupils			Reading Leader (SA) PP Coordinator (NB)	-	Termly during Assessment week

Increased attendance rates for PP pupils	Pastoral Manager to monitor attendance daily to pick up absence and lates Home visits as necessary Attendance data monitored to identify PP pupils whose attendance	We can't improve attainment for children if they aren't actually attending school.	Pastoral Manager and Head to collaborate to ensure new provision and standard school processes work smoothly together.	Pastoral Manager (EB) Admin Staff (SG) Headteacher (CLA)	£4,677	Half Termly
	Weekly Attendance Celebration to be introduced to raise the profile of regular / high attendance.		Attendance Data analysis	Admin Staff (SG) Headteacher (CLA)	£500	Weekly
Reduced amounts of disruptive behaviours in learning	Identify a targeted pupils and analyse each child's behaviour patterns / history etc. Pastoral Manager to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. (CPOMs) Observation of intervention sessions.	Pastoral Manager (EB)	£11,692	Weekly Behaviour monitoring
PP pupils with EAL make at least expected progress in reading, writing and mathematics.	ETA's to provide pre-teaching opportunities during morning work and assemblies	58% of PP pupils are EAL.(22% are non-EAL with the remaining 19% not specifying) 30% of the EAL/PP pupils are developing competency in EAL	Assessment will be undertaken using EAL Competency assessment framework Pupil Outcomes PPM's	Class Teachers & SLT	-	Termly
Total budgeted cost						£95,801

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	Costings	When will you review implementation?
Accelerated rates of progress and attainment through timely intervention in READING, GPAs and MATHS for PP pupils	Focused Intervention groups across Phases <ul style="list-style-type: none"> PPM's to identify pupils under-performing and gaps identified Intervention programmes to be planned by class teachers 	PP pupils are attaining lower than other pupils	Monitoring of Intervention Records Drop in / Observations Book Scrutiny Pupil Outcomes / PPM outcomes	PP Coordinator (NB)	£22,055	End of Each Term (summative)

Improved oral language skills in Reception	Nursery Narrative sessions	Number of pupils in Reception with poor language acquisition is high.	Pupil outcomes- EYFSP	Early years Staff	£3,482	End of Each Term (summative)
Children are able to build and maintain relationships with peers, to talk about feelings and resolve disputes sensibly. Behaviour is conducive to learning.	Identified PP pupils to access weekly 'Draw and Talk' sessions with Pastoral Manager	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Until pupils' needs are met (Maslow's Hierarchy of Need) they cannot access learning	Monitoring of pupil's behaviour / demeanour Pupil/ Parent interviews Observations in class	Pastoral Manager (EB)	£2,158	End of Programme
	Targeted intervention sessions for PP Pupils who struggle with friendship- Friendship Formulae			Pastoral Manager (EB)	£2,158	End of Programme
	Targeted intervention sessions for PP Pupils with the school Nurse focussing on Dealing with Emotions and Self esteem			School Nurse Pastoral Manager (EB)	£1,851	End of Programme
Total budgeted cost						£34,565

Provide rich opportunities and experiences

To raise the aspirations of pupils and to offer a rich and varied menu of educational experiences to broaden the opportunities and experiences

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings	When will you review implementation?
Eligible pupils will have the same opportunities for enrichment activities as other pupils.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school.	Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children to take part in a range of enrichment opportunities helps to close the gap in learning and attainment.	Children engaging in a range of enrichment opportunities will be logged and tracked on class tracking sheets. Pupil interviews	Admin Officer (SG) PP Coordinator (NB)	£1,054 £303	Termly to monitor
	Range of after school enrichment opportunities / clubs to be available to PP pupils				£150	Termly to monitor
Continue to improve access to enrichment opportunities including music provision and tuition.	Within music curriculum, Kirklees Music School to be brokered to provide PP pupils with opportunities to play musical instruments		Observations of music sessions Pupil interviews	Music Leader (SM) PP Coordinator (NB)	£1,328	Termly
Total budgeted cost						£2,835

Support parents and families

To provide holistic support for families and pupils to remove barriers to learning

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings	When will you review implementation?
Welfare issues are addressed in partnership with families and other agencies as necessary	Pastoral Manager to offer drop-ins and follow up sessions with parents to support with families and sign post to relevant agencies	Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children.	Parent questionnaires / feedback	Pastoral Manager (EB)	£2,338	Termly
The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in-school support	Utilise the School Nurse to support families in an early intervention by providing one to one and small group parenting advice (including the Positive Parenting Course.)		Parent questionnaires / feedback Monitor and evaluate the outcome of TAF plans and other interventions	Pastoral Manager (EB) PP Coordinator (NB)	£5,554	Termly
	Pastoral Manager to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process.				-	Termly
Parents and children who are eligible for pupil premium will be supported to enhance aspirations.	Schools work with parents as partners; outreach work and signposting will continue to support parents to enter the work force and access further training. Volunteering opportunities in school will be used to encourage parents to engage and build confidence. The school will continue to host community learning opportunities and provide training opportunities through the school readiness courses and maintain links with Kirklees College	Working effectively with parents enabling them to support their children's learning has proved to be an effective way to raise aspiration in children and their parents. Experience in school has demonstrated that working with parents in EYFS has benefits on language acquisition and enhances learning attitudes and behaviours. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.	Parent questionnaire / Feedback Pupil Outcomes.	Pastoral Manager (EB) PP Coordinator (NB)	-	Termly
Total budgeted cost						£7,892
Planned expenditure						
Academic year						£124,148

Review of expenditure November 2018

Diminish the differences between groups of learners

- i. To ensure that provision is focused on closing attainment gaps between pupil premium and non-pupil premium pupils, to identify circumstances which may be barriers to learning and to provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																																																																				
PP pupils make expected or better progress and attainment in Reading, Writing and Maths	PP HLTA to support PP pupils IN class. Pupils identified in PPM's to receive targeted support in specific lessons	<p>2017-18 Outcomes</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="4">GLD</th> <th colspan="3">APS</th> </tr> </thead> <tbody> <tr> <td rowspan="2">EYFS</td> <td>PP(3)</td> <td colspan="4">67% ↑</td> <td colspan="3">32.7 ↑</td> </tr> <tr> <td>Non (41)</td> <td colspan="4">56%</td> <td colspan="3">30.3</td> </tr> <tr> <td rowspan="3">Y1 Phonics</td> <td colspan="2"></td> <th colspan="2">WA</th> <th colspan="3">APS</th> </tr> <tr> <td colspan="2">PP(8)</td> <td colspan="2">88% ↑</td> <td colspan="3">33.8</td> </tr> <tr> <td colspan="2">Non (35)</td> <td colspan="2">83% ↑</td> <td colspan="3">33.8</td> </tr> <tr> <td colspan="2"></td> <th colspan="4">ATTAINMENT % at or above</th> <th colspan="3">PROGRESS Average Score</th> </tr> <tr> <td colspan="2"></td> <th>RWM</th> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> </tr> <tr> <td rowspan="2">KS1</td> <td>PP (7)</td> <td>50% ↑</td> <td>68% ↑</td> <td>50% ↓</td> <td>67% ↑</td> <td>-1.8</td> <td></td> <td>-1.8</td> </tr> <tr> <td>Non (37)</td> <td>70%</td> <td>92%</td> <td>78%</td> <td>87%</td> <td>+0.7</td> <td></td> <td>+1.7</td> </tr> <tr> <td rowspan="2">KS2</td> <td>PP (16)</td> <td>50% ↑</td> <td>63% ↑</td> <td>63% ↑</td> <td>88% ↑</td> <td>-3.8 ↑</td> <td>-4.5 ↓</td> <td>-1.2 ↑</td> </tr> <tr> <td>Non (24)</td> <td>71%</td> <td>80%</td> <td>83%</td> <td>81%</td> <td>-3.1</td> <td>-2.6</td> <td>0.7</td> </tr> </tbody> </table> <p>The gap is diminishing in EYFS- In EYFS PP pupils attained higher than other pupils. The proportions of PP pupils who attained GLD in 2018 is higher than 2017.</p> <p>The gap is diminishing in KS1 in Reading, Maths and Combined- In KS1 the proportions of pupils attaining expected standard on R, W & M's is in line with 2017 and higher in Reading.</p> <p>The gap is diminishing in KS2- The proportions of PP pupils in KS2 attaining the expected standard in 2018 is higher in all subjects, including combined than 2017, with significant increases in Maths attainment and progress</p> <p>Due to staff absences throughout school the PP HLTA was pulled to cover and could not fulfil this role.</p>			GLD				APS			EYFS	PP(3)	67% ↑				32.7 ↑			Non (41)	56%				30.3			Y1 Phonics			WA		APS			PP(8)		88% ↑		33.8			Non (35)		83% ↑		33.8					ATTAINMENT % at or above				PROGRESS Average Score					RWM	R	W	M	R	W	M	KS1	PP (7)	50% ↑	68% ↑	50% ↓	67% ↑	-1.8		-1.8	Non (37)	70%	92%	78%	87%	+0.7		+1.7	KS2	PP (16)	50% ↑	63% ↑	63% ↑	88% ↑	-3.8 ↑	-4.5 ↓	-1.2 ↑	Non (24)	71%	80%	83%	81%	-3.1	-2.6	0.7	<p>In 2018-19 we will not be employing a PP HLTA.</p> <p>Greater emphasis will be put on monitoring PP pupil's progress throughout the year with more timely intervention, both QFT and targeted interventions.</p>	
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Increased attendance rates for PP pupils	<p>Pastoral Manager to monitor attendance daily to pick up absence and lates Home visits as necessary Attendance data monitored to identify PP pupils whose attendance is below 90% and support family to increase</p>	<p>2017-18 data</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Attendance Whole school attendance 95.7% ↑</th> <th>Persistent Absentees (Whole school 8.24%)</th> <th>Lates</th> </tr> <tr> <th></th> <th>Authorised</th> <th>Unauthorised</th> <th>TOTAL</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>PP (51)</td> <td>4.74% ↓</td> <td>1.51% ↑</td> <td>93.75% ↑</td> <td>8%</td> <td>3.24%</td> </tr> <tr> <td>Non PP</td> <td>2.65%</td> <td>1.24%</td> <td>96.11%</td> <td>8%</td> <td>1.98%</td> </tr> </tbody> </table> <p>PP pupil's attendance is increasing form 2017. The proportions of PP pupils with unauthorised absences has decreased from 2017. Pastoral Manager and Admin staff meet weekly to monitor pupil's attendance at an individual level. Pupils whose attendance is showing a concern is followed up with phone calls, letters and meetings and/or home visits.</p>		Attendance Whole school attendance 95.7% ↑			Persistent Absentees (Whole school 8.24%)	Lates		Authorised	Unauthorised	TOTAL			PP (51)	4.74% ↓	1.51% ↑	93.75% ↑	8%	3.24%	Non PP	2.65%	1.24%	96.11%	8%	1.98%	<p>Continue with Pastoral Manager and Admin monitoring attendance weekly with a greater emphasis on PP pupils.</p> <p>Identify patterns in vulnerable pupils attendance</p> <p>Continue to broker the LA Attendance Support</p> <p>Focus on PP pupils who are late</p>	<p>£2912</p> <p>£2713</p> <p>£600</p>
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	<p>Weekly Attendance Celebration to be introduced to raise the profile of regular / high attendance.</p>	<p>£5 and trophy awarded to class with the highest attendance in KS1 and KS2</p> <p>PP pupil's attendance is increasing form 2017</p>	<p>Continue with this reward system</p>	<p>£780</p> <p>£54</p>																								
Reduced amounts of disruptive behaviours in learning	<p>Identify targeted pupils and analyse each child's behaviour patterns / history etc. Pastoral Manager to engage with parents before intervention begins.</p>	<p>Refined tracker systems monitor pupils behaviour and are picked up by Pastoral Manager (See below for interventions)</p> <p>Number of pupils on Behaviour Report Cards reduced from a maximum of 12 in one week in the Autumn term to 4 by the end of the academic year</p>	<p>Pastoral Manager and Deputy Head teacher to continue with behaviour analysis</p>	<p>£3863</p> <p>£2184</p>																								

PP pupils with EAL make at least expected progress in reading, writing and mathematics.

ETA's to provide pre-teaching opportunities during morning work and assemblies

Intervention sessions have taken place at a class level.

		GLD				APS		
EYF S	PP EAL	0% ↓				30.0 ↑		
	PP Non	67%						
Y1 Phonics		WA				APS		
		PP EAL		100% ↑		35.5		
		PP Non		87.5%		33.8		
		ATTAINMENT % at or above				PROGRESS Average Score		
		RWM	R	W	M	R	W	M
KS1	PP EAL	67% ↑	100% ↑	67%	100% ↑			
	PP Non	33%	33.3%	33%	33%			
KS2	PP EAL	50%	67% ↓	50%	67% ↑	-4.5 ↓	-5.5 ↓	-2.0 ↓
	PP Non	33%	33%	100%	100%	-1.6	-1.54	1.1

The gap between PP pupils with EAL is closing in Year 1 phonics and in KS1

Proportions of PP pupils with EAL is lower than PP with no EAL and the gap is not closing.

More work needed on identifying and closing the gap between PP with EAL and PP with no EAL

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerated rates of progress and attainment through timely intervention in READING, GPaS and MATHS for PP pupils	<p>Focused Intervention groups across Phases</p> <ul style="list-style-type: none"> • PPM's to identify pupils under-performing and gaps identified • Intervention programmes to be planned by class teachers 	<p>PPM's identify pupils under achieving pupils, with a focus on PP</p> <p>Additional teacher employed to support LA pupils in Reading writing and Maths (5 x PP pupils)</p> <p>All pupils made the expected progress in Reading Writing and Maths</p> <p>Bespoke interventions planned by class teachers, delivered by ETA's on an afternoon. Impact was limited due to 3 of the 5 ETA's on long term absence</p>		<p>£4568</p> <p>£26911</p> <p>£15514</p>
Improved oral language skills in Reception	Nursery Narrative sessions	Staff member trained in Nursey Narrative was absent from October 2017		£2216
Children are able to build and maintain relationships with peers, to talk about feelings and resolve disputes sensibly. Behaviour is conducive to learning.	Identified PP pupils to access weekly 'Draw and Talk' sessions with Pastoral Manager	<p>Pastoral Manager supported 13 PP pupils in 2017-18 with their specific emotional needs. This allowed them to access learning.</p> <p>Case Studies 2 / 8 / 4</p> <p>Pastoral Manager carried out Draw and Talk with 3 PP pupils.</p>	Additional member of staff to be employed in the Pastoral Team for 2018-19 as the role of the Pastoral Manager is very broad and additional capacity is required	£9464
	Targeted intervention sessions for PP Pupils who struggle with friendship-Friendship Formulae	Not covered due to limited capacity	Pick up in 2018-19	

	Targeted intervention sessions for PP Pupils with the school Nurse focussing on Dealing with Emotions and Self esteem	The School Nursing team were brokered 1 full day per week. 6 pupils (2 x PP) worked on an intense programme 'Managing and Understanding Emotions.' Case Studies 9 / 1 / 11	The School Nursing Team will no longer be brokered next academic year	£7405
Provide rich opportunities and experiences				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Eligible pupils will have the same opportunities for enrichment activities as other pupils.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school.	All PP pupils accessed enrichment, including visits to the seaside, Railway museum and West Yorkshire Wildlife Park. PP pupils were offered 1/3 of the cost of all enrichment activities		£535
	Range of after school enrichment opportunities / clubs to be available to PP pupils	There are a range of extra curriculuar activitites offered in school. 62% of PP pupils attended at least one throughout the year with 20% attending 6 or more clubs	Target PP pupils to invite / encourage them to join clubs	
Continue to improve access to enrichment opportunities including music provision and tuition.	Within music curriculum, Kirklees Music School to be brokered to provide PP pupils with oppportunities to play musical instruments	All PP pupils have had the opportunity to learn to play a musical instrument.	Continue in 2018-19 and identify gifted PP pupils to encourage to access individual lessons	£3340

Support parents and families

To provide holistic support for families and pupils to remove barriers to learning

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Welfare issues are addressed in partnership with families and other agencies as necessary</p>	<p>Pastoral Manager to offer drop-ins and follow up sessions with parents to support with families and sign post to relevant agencies</p>	<p>Pastoral Manager accessible to parents at the beginning and end of the day for parents. More often than not these are informal chats. Ongoing support is offered to parents with regular phone calls and meetings.</p> <p>The Pastoral Manager has worked with 6 families, sign posting them to different agencies for one to one support. Two families have also accessed 'Family Links' at the local children's centre.</p> <p>Support has also been given to 15 families to support with behaviour, anxiety and emotional wellbeing.</p> <p>In order to access hard to reach families, the Pastoral Manager carried out home visits on an evening for 6 families</p> <p>Support has also been given to families to access the Uniform Exchange and the local foodbank in the school holidays. In order to support pupils in school, the Pastoral Manager has trained in the following:</p> <ul style="list-style-type: none"> • Draw & Talk • Impact of Parental Mental Health • Impact of DV on children • Safeguarding • Understanding Parental Learning Disability • The voice of the child • Impact of parental substance misuse • Parenting Capacity <p>We have purchased the Mental Health Award to implement in 2018-19</p>	<p>We will continue to employ a Pastoral Manager and increase the capacity to offer more nurture by employing an additional Pastoral Officer five afternoons per week.</p> <p>To access more families we will offer a late night drop-in once a week to support working families.</p> <p>In order to break barriers further, we plan on offering more social events for parents and 'Super earning Days to encourage parents to come into school.</p>	<p>£714</p>

The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in-school support	Utilise the School Nurse to support families in an early intervention by providing one to one and small group parenting advice (including the Positive Parenting Course.)	The School Nursing Team worked one to one offering regular support to 4 pupils with emotional needs. They supported 6 families with medical and emotional needs In school they ran 'Managing Emotions' intervention sessions with 8 pupils.	We will not be commissioning the school nursing team in 2018-9. We will be accessing this support through the ABC Community Hub and also additional capacity in school.	Included Above
	Pastoral Manager to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process.	The Pastoral Manager supported 6 families through a range of safeguarding processes. Only one family is still needing this support.		£8738

<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>Schools work with parents as partners; outreach work and signposting will continue to support parents to enter the work force and access further training. Volunteering opportunities in school will be used to encourage parents to engage and build confidence. The school will continue to host community learning opportunities and provide training opportunities through the school readiness courses and maintain links with Kirklees College</p>	<p>Involvement with Kirklees College and arranged opportunities for parents to access courses to be run in school to improve their maths and English skills. There was no up take on this from parents and was cancelled.</p> <p>School is now part of the ABC Community Hub to work collectively with the local community</p>	<p>Pastoral Manager to continue to work in the ABC Community Hub that organises training and support for parents in a central location.</p>	<p>£2184</p>
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TOTAL

£94,614