

Pupil Premium Strategy Statement

1. Summary information					
School	Kidsgrove Primary, ST7 4DJ				
Academic Year	2018/2019	Total PP budget	£80,660	Date of most recent PP Review	December 2016
Total number of pupils	167 (R-6)	Number of pupils eligible for PP	52 (1-6)	Date for next internal review of this strategy	TBC

2. 2017 attainment in Year 1 Phonics			
	<i>Pupils Eligible for the Pupil Premium Grant</i>	<i>All pupils</i>	<i>National Average for all pupils</i>
% Reaching the Expected Standard	86%	88%	83%

2017 attainment at the end of Key Stage 1			
	<i>Pupils Eligible for the Pupil Premium Grant</i>	<i>All pupils</i>	<i>National Average for all pupils</i>
% Reaching the Expected Standard in Reading	75%	81%	75%
% Reaching the Expected Standard in Writing	50%	75%	70%
% Reaching the Expected Standard in Maths	75%	75%	76%

2017 attainment at the end of Key Stage 2			
	<i>Pupils Eligible for the Pupil Premium Grant</i>	<i>All pupils</i>	<i>National Average for all pupils</i>
% Reaching the Expected Standard in Reading	33%	43%	75%
% Reaching the Expected Standard in Writing	83%	62%	78%
% Reaching the Expected Standard in Maths	17%	38%	76%

3. 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)*

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|-----------|--|
| A. | Disadvantaged children are less equipped to deal with social and emotional difficulties within the school environment and as a result record higher incidences of poor behaviour. |
| B. | Disadvantaged children continue to make slower progress in reading in all phases (EYFS, KS1 and KS2) and, as a result, there is an attainment gap between disadvantaged pupils and non-disadvantaged pupils. |
| C. | Upon entry to the Foundation Stage, disadvantaged pupils have lower starting points than their peers, particularly in the areas of language and communication and in literacy. |

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

- | | |
|-----------|---|
| D. | Attendance of disadvantaged children is below that of non-disadvantaged children and therefore access to learning is significantly reduced. |
| E. | The families of a number of disadvantaged pupils do not engage as fully with school and do not always have the skills to support learning and development in the home. There are limited opportunities in the community for family education and social engagement. |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils will engage more fully in learning and be supported with their social/emotional needs through 1-1 support, drama techniques, team sports and emotional coaching. This will be measured through observation, pupil voice and participation numbers for sport.	Behaviour records will show a reduction in the number of incidences of poor behaviour both in terms of low-level disruption during lessons and at lunchtimes. Pupils will demonstrate greater emotional resilience over time.
B.	The attainment gaps between disadvantaged and non-disadvantaged pupils in reading in KS2 will reduce. Disadvantaged pupils will perform continue to perform in line with their peers in reading in the EYFS and in KS1. Disadvantaged pupils not on track to pass the phonics screening check in Year 1 will continue to receive daily 1-1 tutoring with a reading teacher. Additional reading sessions and Fresh Start will be used. The progress will be measured through 1-1 records, small-steps trackers and also in the termly data analysis.	The attainment gap in reading in EYFS will be < 5 percentage points. At least 80% of disadvantaged pupils will pass the Year 1 Phonics test. The attainment gap in reading in KS1 will be better than National for the second year running and at least 75% of disadvantaged pupils in KS1 will meet the expected standard. The attainment gap in reading in KS2 will be better than National.
C.	Improved performance of disadvantaged pupils in the Prime Area of Communication and Language and in the Specific Area of Literacy in the EYFSP. Pupils receive additional adult-led sessions and access carefully targeted continuous provision to enable them to develop confidence and competency in all areas of learning in the EYFSP and particularly in the areas of language and communication. This will be measured through data analysis each LP and through the Learning Journeys – monthly data meetings review the number of disadvantaged pupils on track to meet GLD.	All disadvantaged pupils make accelerated progress throughout Nursery and Reception (above 6 steps per academic year). At least 70% of disadvantaged pupils will meet GLD.
D.	The Family Support Worker liaises closely with the EWO (Attend) to ensure that disadvantaged pupils attend school. Attendance incentives are in place to support the attendance strategy. Pupils and parents are aware of their attendance figure and attendance clinics enable parents to understand the importance of attendance school in terms of their child's learning and development. This will be measured and evaluated each half term. Any missing learning for disadvantaged pupils will be caught up on. The attendance of disadvantaged boys will improve over time.	The attendance figures for Pupil Premium children are in line with those not eligible for Pupil Premium and this attendance is 96% or above.
E.	The Family Support Worker works closely with the families of disadvantaged pupils to ensure that they can best support learning at home. Children attend early morning breakfast clubs and after-school provision. Parents of disadvantaged pupils attend family learning opportunities, school events and parents evenings. This will be measured through participation figures and parent voice. Creation of opportunities for the Kidsgrove community for additional learning and social involvement.	Families work closely in partnership with the school. Disadvantaged families are engaged in learning activities. More disadvantaged pupils participate in wrap around care. Reduction in the number of Cause for Concern forms completed by members of staff due to needs being met. Engagement of >10% of hard to reach families in community events.

5. Planned expenditure

Academic year

2017/2018

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 / 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?
A. Disadvantaged pupils, particularly boys, will engage more fully in learning and be supported with their social/emotional needs. A significant reduction in low-level behaviour in classrooms.	<p>Pivotal approach to behaviour.</p> <p>In all lessons- consistent use behaviour system and associated rewards/ consequences.</p> <p>At lunchtime- Zoned areas and use of activity professionals. Play leaders to engage in Sport UK's Playmaker programme. Sport-specific clubs at lunchtime.</p>	<p>Pupils respond well to consistency and feel secure knowing that the system is fair and transparent. Pupils can work towards achieving rewards for positive behaviour outcomes. Parent voice supports this.</p> <p>Pupils able to make positive choices about lunchtime activity, supported by activity professionals and play leaders. Establishes a cohesive culture and reduces "anti-social" behaviour. Provide a sense of community.</p>	<p>Behaviour record monitoring Pupil voice Parent voice Lesson drop ins.</p> <p>Behaviour record monitoring Pupil voice Parent voice Lunchtime observations.</p>	<p>KP (Head of School)</p> <p>JL (DHOS)</p> <p>CG (SEND)</p>	<p>Autumn 1 20.10.18</p> <p>Autumn 2 08.12.18</p> <p>Spring 1 09.02.19</p> <p>Spring 2 23.03.19</p> <p>Summer 1 18.05.19</p> <p>Summer 2 06.08.19</p>
B. Disadvantaged pupils have the same high level of aspiration as other pupils when talking about their future both in education and as an adult.	<p>Stimulating display focusing on the future and global aspects of education. (Including success strings)</p> <p>Curriculum is broad and exciting and is relevant to the pupils' own interests and aspirations. Visitors to inspire pupils. Assemblies focus on aims, goals and aspirations.</p> <p>Teachers to have high expectations of all pupils through the cultivation of a "growth mindset".</p>	<p>Pupils will be immersed in possibility- both for now and the future. Pupils will feel a sense of pride in having their own learning displayed.</p> <p>Pupils have ownership of their curriculum and appreciate its relevance to their own life. Pupils are inspired day-to-day and through the visitors that come into school.</p>	<p>Monitoring of the display policy each half term. Pupil voice.</p> <p>Review of curriculum planning. Drop-ins Pupil voice.</p> <p>Drop-ins Pupil voice. "Book looks" – presentation, marking comments.</p>	<p>KP (Head of School)</p> <p>JL (DHOS)</p> <p>CG (SEND)</p> <p>EM to lead pupil voice element.</p>	<p>Autumn 1 20.10.18</p> <p>Autumn 2 08.12.18</p> <p>Spring 1 09.02.19</p> <p>Spring 2 23.03.19</p> <p>Summer 1 18.05.19</p> <p>Summer 2 06.08.19</p>

<p>C. To improve the reading attainment of disadvantaged children so that the attainment gap in reading in EYFS will be < 5 percentage points. At least 80% of disadvantaged pupils will pass the Year 1 Phonics test. The attainment gap in reading in KS1 will be better than National for the second year running and at least 75% of disadvantaged pupils in KS1 will meet the expected standard. The attainment gap in reading in KS2.</p>	<p>Daily Phonics Teaching using RWI Programme.</p> <p>Literacy and Language Programme from Y2 onwards (Fresh Start Programme in Y5/6).</p> <p>School library provision, daily ERIC/story time.</p> <p>Pre-teaching of lesson vocabulary</p> <p>My BookBlog</p>	<p>Daily phonics will be delivered by “stage not age” making rapid progress using the simple view of reading.</p> <p>Pupils will develop comprehension skills and the skills write across a range of genre and for different purposes.</p> <p>Pupils will have access to high quality texts and will hear and read stories daily.</p> <p>Pupils will have access to the vocabulary required for the lesson and will have confidence in its use and meaning.</p> <p>Pupils read for pleasure and share their experiences with others.</p>	<p>Lesson Drop-ins. Data reviews.</p> <p>Lesson Drop-ins. Data reviews. Book Look</p> <p>Lesson drop-ins Pupil voice</p> <p>Lesson drop-ins Pupil voice Teacher voice</p> <p>Lesson drop-ins Pupil voice Teacher voice Parent voice My BB tracking and assessment tools.</p>	<p>KP (Head of School)</p> <p>JL (DHOS)</p> <p>CG (SEND)</p>	<p>Autumn 1 20.10.18</p> <p>Autumn 2 08.12.18</p> <p>Spring 1 09.02.19</p> <p>Spring 2 23.03.19</p> <p>Summer 1 18.05.19</p> <p>Summer 2 06.08.19</p>
<p>D. High quality adult led activity and continuous indoor and outdoor provision enables all disadvantaged pupils make accelerated progress throughout Nursery and Reception (above 6 steps per academic year) 70% of disadvantaged pupils will make the GLD at the end of Reception.</p>	<p>Differentiated planning for adult-led linked to areas of learning.</p> <p>Challenge levels in continuous provision.</p> <p>Outdoor areas of learning established.</p>	<p>Differentiation enables all pupils to make progress from their different starting points.</p> <p>The most-able are challenged to exceed expectations.</p> <p>Learning continues through the day via high quality outdoor provision.</p>	<p>Lesson Drop-ins. Data reviews. Book Look</p> <p>Lesson Drop-ins. Data reviews. Book Look- Learning Journeys</p> <p>Lesson Drop-ins. Data reviews. Book Look- Learning Journeys Pupil voice</p>	<p>KP (Head of School)</p> <p>JL (DHOS)</p> <p>CG (SEND)</p>	<p>Autumn 1 20.10.18</p> <p>Autumn 2 08.12.18</p> <p>Spring 1 09.02.19</p> <p>Spring 2 23.03.19</p> <p>Summer 1 18.05.19</p> <p>Summer 2 06.08.19</p>
Total budgeted cost					£25,000

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?
<p>A. Disadvantaged pupils will engage more fully in learning and will be supported with their social/emotional needs. A significant reduction in the number of challenging behaviour incidences and low-level disruption.</p>	<p>Pivotal approach to behaviour.</p> <p>Pastoral Support Plans will be used to target support for pupils to improve their behaviour.</p> <p>Targeted behaviour mentoring by Activity Professionals at lunchtime and by Play leaders.</p>	<p>Evidence base to suggest emotional coaching models are effective.</p> <p>The school behaviour policy is not a “one size fits all” and for pupils that present behavioural challenge then individual strategies will be sought.</p> <p>Role models for behaviour will help pupils to make good choices.</p>	<p>Pupil voice/parent voice/teacher voice School behaviour records</p> <p>Pupil voice/parent voice/teacher voice School behaviour records</p>	<p>KP (Head of School)</p> <p>JL (DHOS)</p> <p>CG (SEND)</p>	<p>Autumn 1 20.10.18</p> <p>Autumn 2 08.12.18</p> <p>Spring 1 09.02.19</p> <p>Spring 2 23.03.19</p> <p>Summer 1 18.05.19</p> <p>Summer 2 06.08.19</p>
<p>B.To improve the reading attainment of disadvantaged children so that the attainment gap in reading in EYFS will be < 5 percentage points. At least 80% of disadvantaged pupils will pass the Year 1 Phonics test. The attainment gap in reading in KS1 will be better than National for the second year running and at least 75% of disadvantaged pupils in KS1 will meet the expected standard. The attainment gap in reading in KS2 will be better than National.</p>	<p>1-1 Phonics Tutoring daily with reading teachers for Reception and Y1.</p> <p>Additional catch up phonics for identified pupils in Y3/4 and Fresh Start in Years 5 and 6</p> <p>1-1 additional reading sessions with an adult - Breakfast club reading.</p> <p>Additional reading comprehension sessions for disadvantaged pupils.</p> <p>Reading sessions for parents and children – focusing on the engagement of disadvantaged pupils (FSW role).</p>	<p>Targeted, trained support to enhance the classroom deliver and provide additionality.</p> <p>Proven intervention strategy to teach children to decode and understand what they have read.</p> <p>Pupils will be motivated to read and will have the adult support and environment in which to do so.</p> <p>Additionality in the frequency of quality reading sessions will ensure that pupils make rapid progress.</p> <p>Parents will learn to enjoy reading with their children.</p>	<p>RWI data collected each 6 weeks. RWI tracking and 1-1 records.</p> <p>Attainment and progress data analysis each LP</p> <p>Session drop ins.</p> <p>Pupil voice</p> <p>Parent voice</p> <p>Uptake numbers for FSW sessions.</p>	<p>KP (Head of School)</p> <p>JL (DHOS)</p> <p>CG (SEND)</p>	<p>Autumn 1 20.10.18</p> <p>Autumn 2 08.12.18</p> <p>Spring 1 09.02.19</p> <p>Spring 2 23.03.19</p> <p>Summer 1 18.05.19</p> <p>Summer 2 06.08.19</p>

<p>C. Disadvantaged pupils have the same high level of aspiration as other pupils when talking about their future both in education and as an adult.</p>	<p>Groups of identified pupils to be involved in visits that broaden horizons (engineering companies, university, sports clubs etc). Visitors to be selected to come into school to talk to identified groups about their goals and aspirations.</p>	<p>Pupils will have access to positive role models and will understand the opportunities that exist for them in the real world.</p>	<p>Session drop-ins Pupil voice – aspirations and attitudes. Parent voice Attainment analysis</p>	<p>MF JL (DHOS) CG (SEND)</p>	<p>Autumn 1 20.10.18 Autumn 2 08.12.18 Spring 1 09.02.19 Spring 2 23.03.19 Summer 1 18.05.19 Summer 2 06.08.19</p>
<p>D. Disadvantaged pupils/families have access to a range of opportunities to improve their health and wellbeing. Disadvantaged pupils/families have the opportunity to become more involved in a range of community learning activities and projects.</p>	<p>Fun-Triton/Play-Triton/ Close working with the District Inclusion Panel (Led by KP) to ensure that there Local Pupil Parliament</p>	<p>Weekly opportunity to focus on health nutrition, exercise that engages with parents to bring about sustainable change in lifestyle. Range of expertise in the local area and the DIP will be working together to foster opportunities and aspirations for all. Pupils have a voice in how the local area will be developed.</p>	<p>Pupil Voice Parent Voice Baseline Fitness Measurement each term. Minutes of community meetings. Drop ins to community sessions.</p>	<p>KP (Head of School) JL (DHOS) SH (FSW)</p>	<p>Autumn 1 20.10.18 Autumn 2 08.12.18 Spring 1 09.02.19 Spring 2 23.03.19 Summer 1 18.05.19 Summer 2 06.08.19</p>
<p>E. High quality adult led activity and continuous indoor and outdoor provision enables all disadvantaged pupils make accelerated progress throughout Nursery and Reception (above 6 steps per academic year) 75% of disadvantaged pupils will make a GLD at the end of Reception.</p>	<p>Observe outstanding practice in other schools. 1-1 support and questioning in the continuous provision, linked to pupils' own interests. Parents of identified pupils invited in to school to participate in play and stay and to contribute to the Learning Journeys.</p>	<p>The EYFS team understand how to best use targeted provision in the indoor and outdoor environment. Additionality in the amount of adult input will increase positive outcomes. Links to learning from home and the enabling of meaningful activities to take place in the home.</p>	<p>Lesson observations The environment of the setting Pupil voice Lesson observations The environment of the setting Pupil voice Progress data Learning Journeys Parent voice</p>	<p>KP (Head of School) JL (DHOS) CG (SEND) EM (EYFS Senior Teacher)</p>	<p>Autumn 1 20.10.18 Autumn 2 08.12.18 Spring 1 09.02.19 Spring 2 23.03.19 Summer 1 18.05.19 Summer 2 06.08.19</p>
Total budgeted cost					£30,000

iii. 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?
D. The attendance figures for disadvantaged children are in line with those not eligible for Pupil Premium and this attendance is 96% or above.	<p>FSW liaison with the EWO</p> <p>Attendance incentives</p> <p>Attendance clinics and reporting to parents.</p>	<p>Work in partnership ensures best outcomes.</p> <p>Pupils strive to achieve the incentives.</p> <p>Parents able to make informed choices.</p>	<p>Weekly monitoring of attendance data.</p> <p>Pupil voice.</p> <p>Parent voice</p>	<p>KP (Head of School)</p> <p>JL (DHOS)</p> <p>CG (SEND)</p> <p>SH (FSW)</p>	<p>Autumn 1 20.10.18</p> <p>Autumn 2 08.12.18</p> <p>Spring 1 09.02.19</p> <p>Spring 2 23.03.19</p> <p>Summer 1 18.05.19</p> <p>Summer 2 06.08.19</p>
E. Families work closely in partnership with the school. Disadvantaged families are engaged in learning activities. More disadvantaged pupils participate in wrap around care.	<p>Family learning opportunities, supported by the FSW e.g. "Watch me learn", family learning week and phonics and reading.</p> <p>Targeted pupils for breakfast provision.</p>	<p>This strategy enables connectedness between families and the school and enables positive outcomes to be achieved. Closer working partnerships.</p> <p>Pupils have a healthy start to the day and this will also impact on attendance.</p>	<p>Participation rates</p> <p>Family voice</p> <p>Participation rates</p> <p>Pupil voice</p>	<p>KP (Head of School)</p> <p>JL (DHOS)</p> <p>CG (SEND)</p> <p>SH (FSW)</p>	<p>Autumn 1 20.10.18</p> <p>Autumn 2 08.12.18</p> <p>Spring 1 09.02.19</p> <p>Spring 2 23.03.19</p> <p>Summer 1 18.05.19</p> <p>Summer 2 06.08.19</p>
Total budgeted cost					£31,000

6. Review of expenditure				
Previous Academic Year		2017/2018		
i. Quality of teaching for all				
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>A. Disadvantaged pupils, particularly boys, will engage more fully in learning and be supported with their social/emotional needs. A significant reduction in the number of behaviour incidents resulting in children moving to red.</p>	<p>In all lessons- consistent use of traffic light behaviour system and associated rewards/consequences.</p> <p>At lunchtime- continued use of traffic lights. Zoned areas and use of activity professionals. Play leaders. Sport-specific competition at lunchtime.</p> <p>Performing Arts lessons focus on developing social and communication skills.</p>	<p>Instability of staffing meant that the approach was not always consistent and, as a result, the impact was more limited than planned. Some pupils engaged well in drama activities and reported that this helped them to express their emotions. We recently carried out pupil voice and a significant number of children reported that behaviour in school is improved. The recent pupil voice activity showed that 25% of pupils still struggle to manage their anger issues and this will need further work through emotional coaching.</p>	<p>This project will need further development during the coming academic year. This will include training in the Pivotal approach to behaviour, support from emotional coaching and the widening of sporting opportunities across the school.</p>	<p>£15,000</p>

<p>B. Disadvantaged pupils have the same high level of aspiration as other pupils when talking about their future both in education and as an adult.</p>	<p>Stimulating display focusing on the future and global aspects of education. (Including success strings and the superhero project)</p> <p>Curriculum is broad and exciting and is relevant to the pupils' own interests and aspirations. Visitors to inspire pupils. Assemblies focus on aims, goals and</p>	<p>Disadvantaged pupils contributed well to the discussions and projects that have taken place around aspirations and these are now displayed in the school entrance. A group of children now talk about a career in engineering having being involved in the development of a Green Power car and its race day.</p>	<p>Continue to build work on aspirations and create wider opportunities for access to a range of inspiring activities through the curriculum and beyond.</p>	<p>£10,000</p>									
<p>C. To improve the reading attainment of disadvantaged children so that the attainment gap in reading in EYFS will be < 5 percentage points. At least 80% of disadvantaged pupils will pass the Year 1 Phonics test. The attainment gap in reading in KS1 will be better than National for the second year running and at least 75% of disadvantaged pupils in KS1 will meet the expected standard. The attainment gap in reading in KS2 will be better than National and at least 67% of disadvantaged pupils will meet the expected standard.</p>	<p>Daily Phonics Teaching using RWI Programme.</p> <p>Literacy and Language Programme from Y2 onwards (Fresh Start Programme in Y5/6).</p> <p>School library provision, daily ERIC/story time.</p> <p>Pre-teaching of lesson vocabulary</p> <p>My BookBlog</p>	<p>In Reception, disadvantaged pupils made better progress than other pupils in all areas, including in reading.</p> <table border="1" data-bbox="689 592 1673 847"> <thead> <tr> <th>Overall %age of children making GLD</th> <th>%age of boys making GLD</th> <th>%age of girls making GLD</th> <th>%age of disadvantage d making GLD</th> <th>%age of non-disadvantage d making GLD</th> </tr> </thead> <tbody> <tr> <td>71%</td> <td>69%</td> <td>75%</td> <td>75%</td> <td>71%</td> </tr> </tbody> </table> <p>86% of disadvantage pupils in Year 1 passed the phonics screening check and 75% of pupils in Year 2 met the expected standard in reading. The attainment of disadvantage pupils needs to remain a priority in the coming academic year, especially in KS2 where disadvantaged pupils did not perform in line with their peers. This may largely be attributed to the instability in staffing which can be address in 2018-2019.</p>	Overall %age of children making GLD	%age of boys making GLD	%age of girls making GLD	%age of disadvantage d making GLD	%age of non-disadvantage d making GLD	71%	69%	75%	75%	71%	<p>£20,000</p>
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Continue to build and draw on the strengths of the current EYFS team.																	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost									
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)		Cost																																																																																
<p>D. The attendance figures for Pupil Premium children are in line with those not eligible for Pupil Premium and this attendance is 96% or above.</p>	<p>FSW liaison with the EWO</p> <p>Attendance incentives</p> <p>Attendance clinics and reporting to parents.</p>	<p>Whole School Attendance Group Analysis</p>			<p>£15,000</p>																																																																																
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<p>Attendance remains an issue of focus for 2018-2019, with a focus on utilising the support of Attend EDC. The key target groups for the work around attendance will be disadvantaged boys.</p>			<p>£15,000</p>																																																																																		

<p>E. Families work closely in partnership with the school. Disadvantaged families are engaged in learning activities. More disadvantaged pupils participate in wrap around care.</p>	<p>Family learning opportunities, supported by the FSW e.g. "Watch me learn", local history, phonics and reading.</p> <p>Targeted pupils for breakfast provision.</p>	<p>Over 50% of families took part in Family Learning Week and throughout the week and the majority of disadvantaged families attended through the close work of the FSW. Parents also attended weekly coffee mornings and various opportunities to learn in the classroom. EYFS partnerships are now particularly strong.</p>	<p>Family Learning weeks promote communication with families and break down barriers. We will continue to use this strategy in the coming academic year, alongside involving parents/carers in our woodland family activities. We will continue to offer learning in the classroom sessions and the weekly coffee mornings.</p>	<p>£5,000</p>
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