

Braintcroft E-ACT Primary Academy Pupil Premium Strategy and Impact Report 2020 - 2021

Financial year 2020 to 2021

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals £1,320
- Pupils in years 7 to 11 recorded as Ever 6 FSM £935
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,300
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order £2,300

Schools will also receive £1,900 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense £300

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC (Looked After Children) premium must be managed by the designated teacher and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The designated teacher should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

Evaluation of funding for 2019-2020

1. Review of expenditure				
2019-2020		Final amount of 2019-20 was £165,000		
1) English as an additional language (whole school 90%)				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. ALL IMPACT LIMITED DUE TO SCHOOL CLOSURES	Lessons learned (and whether you will continue with this approach)	Cost
Improve the acquired acquisition of language for children working at code A and B	<p>To appoint an EAL Teaching Assistant</p> <p>To develop summative assessments to track progress</p> <p>To train new teachers how to use the proficiency codes</p>	<p>70% of children moved from code A to code B because of the targeted intervention throughout the school day.</p> <p>Limited tracking assessment tools available so school to develop its own.</p> <p>By having the EAL specialist teacher and training and delivering relevant CPD improved the language development for children working at code A – C.</p> <p>Impact has been hard to monitor due to Covid-19 and the closing of schools</p>	<p>Having an EAL teaching assistant has increased the EAL provision for code A to B children. The support was limited to mornings only but having this additional resource has now ensured that it is across the whole week (am and pm). This provision must be maintained to ensure continued progress.</p> <p>Continue to investigate and then develop appropriate tracking assessments.</p> <p>Using the same approach to target children working at code B to code C must also be continued.</p> <p>Next academic year we need to track the impact of mobility on EAL learners.</p>	£18,792.31
2) To improve the reading age to chronological age across the school				
Desired outcome	Chosen action/ approach	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>To increase the percentage of children reading at their chronological reading age</p>	<p>To provide lunchtime and after school reading clubs</p> <p>To invite storytellers/ authors/ parents to work alongside groups of children</p> <p>To provide a series of workshops for parents on the importance of reading</p> <p>To train parent volunteers to listen to children</p>	<p>Opportunities were created for the children to use the school and community library for reading for pleasure. Reading challenges developed across the school increased including online reading portals.</p> <p>Exposure to visits from authors has created a love of reading which impacted on the children reading for pleasure and more creativity in writing. 80% are now choosing age appropriate books to take home.</p> <p>A 75% increase in attendance at workshops has encouraged more parental involvement in weekly reading.</p> <p>DID NOT HAPPEN DUE TO COVID.</p>	<p>Now need create tracking timetable for library visits and attendance to clubs as will provide valuable information which would enable the teachers to monitor more closely, those children who were not engaging.</p> <p>Also Investing in online reading platforms to support reading at home (fiction express). We will continue to measure against the consistency of bringing in reading records/journals.</p> <p>Parents visiting classes to read with children/secret readers in early years will be promoted in the next academic year due to COVID-19.</p> <p>To continue working with parents to attend and engage in workshops that enhances reading in the home. DUE TO COVID -19 THIS MAY NEED TO BE DONE VIA ZOOM.</p> <p>DID NOT HAPPEN DUE TO COVID.</p>	<p>£8,500.00</p>
<p>3) Speech and Language (failing SALT assessment on entry or failing speech assessment)</p>				
<p>Desired outcome</p>	<p>Chosen action/ approach</p>	<p>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>To add additional provision and support for children who have SLCN</p>	<p>To identify children with SLCN to be assessed and supported in small groups or on a 1:1 basis</p> <p>To employ a Speech and language therapist</p> <p>To develop assessments to track children's progress further in Speech Link</p> <p>To extend Speech Link for children in KS2</p>	<p>Early identification of children with SLCN have ensured that they received early intervention which will impact future progress.</p> <p>Speech and language support has improved the confidence and self-esteem of children receiving intervention as well as speaking, listening and understanding skills.</p> <p>tracking and comparing progress over time supported with referrals (LIMITED DUE TO SCHOOL CLOSEURES)</p> <p>DUE TO SCHOOL CLOSURE CHILDREN IN LKS2 WERE NOT ASSESSED ON SPEECH LINK, BUT THE PRIVATE S&L THEROPIST ASSESSED AND PROVIDED INTERVENTION FOR THOSE MOST IN NEED</p>	<p>The programme will be continued as it is effective for developing confidence in speaking and understanding of questions, concepts and verbal reasoning.</p> <p>The appointment of a speech and language therapist had a huge impact on supporting and Identifying children with speech and language needs through baseline assessments. The Speech and Language Therapist worked closely with the SENCO and other staff to monitor the caseloads. There is a need for Braintcroft to continue to have its own speech and language therapist to ensure early intervention.</p> <p>TA's will continue to oversee speech and language focus groups using Speech Link.</p> <p>DUE TO SCHOOL CLOSURE CHILDREN IN LKS2 WERE NOT ASSESSED ON SPEECH LINK, BUT THE PRIVATE S&L THEROPIST ASSESSED AND PROVIDED INTERVENTION FOR THOSE MOST IN NEED</p>	<p>£37,000.00</p>
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4) Reading in KS1 – Phonics (failing phonics check in year 1)

Desired outcome	Chosen action/ approach	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
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<p>Improved phonics screening success for both Year1 and Year 2 (re-taking)</p>	<p>To increase children's attainment in phonics in year 1 and year 2</p> <p>Purchase RWI to support the teaching and learning in phonics</p> <p>To use Nessy reading and spelling–internet based program to support reading and spelling</p>	<p>Due to school closures phonics screening checks did not happen, however we have used mock data from the Spring term to try and measure impact.</p> <p>Spring data 2019/2020 Year 1 -31% Year 2 – 56%</p> <p>Spring data 2018/19 Year 1 -27% Year 2 – 32%</p> <p>RWI has ensured a consistent approach to the teaching of phonics across KS1 and EYFS to help improve the teaching of reading and writing.</p> <p>Nessy used across KS1 and LKS2 to increase attainment in reading and phonics with 60% success rate. 42 children were on the programme, 16 were identified as SEN and 7 were pupil premium children.</p>	<p>Continue half termly tracking as gives an accurate picture of progress</p> <p>Comparing Spring data from last academic year to the year before shows that more children are now passing the phonics screening check then the previous year.</p> <p>Read, Write Inc phonics programme to be continued in Sept 2020 to accelerate further the teaching of phonics.</p> <p>All staff trained for RWI and there needs to be a continuous CPD as well as monitoring to ensure the fundamental teaching and learning principles are adhered to.</p> <p>Regularly audit the RWI resources to fully support the programme.</p> <p>More staff to be trained in using Nessy to be able to target and support more children</p>	<p>£14,500.00</p>
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5) Parental engagement

Desired outcome	Chosen action/ approach	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
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Further improve the parental engagement in their child's academic life	<p>To actively encourage parental engagement in supporting their children's learning at school through targeted workshops</p> <p>To build partnerships with external agencies and the local community</p> <p>Attendance Family Liaison Officer's to foster further parental links</p>	<p>An increase in parental engagement with both in house (ENGLISH LESSONS FOR PARENTS) and external providers (HEALTHY EATING) has promoted an 89% rise in attendance to the workshops. This has developed the cohesion between home and school. Focused workshops have helped to foster parents' skills in a range of areas.</p> <p>Successfully building a positive welcoming environment has fostered good parental engagements with external agencies (NHS ORAL HYGENE, HEALTHY EATING)</p> <p>Parents with language barriers/specific needs were supported at coffee mornings and attendance meetings/other school events.</p>	<p>Improved parental engagement and attendance at workshops/events to be continued such as stalls during school fairs, reading to small groups of children and volunteering. Zoom calls may need to be set up as an alternative during COVID-19</p> <p>Coffee mornings, surveys and evaluations to determine needs.</p> <p>This needs to be extended further with opportunities to build additional links with other external agencies.</p> <p>Identify parents with language barriers/specific needs for support/encourage attendance to coffee mornings/school events e.g EMPLOYMENT SKILLS FOR PARENTS, LIBRARIANS</p> <p>Coffee morning surveys and evaluations to continue.</p>	£1696.00
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6) Mental health / self-esteem

Desired outcome	Chosen action/ approach	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
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<p>To raise the attendance of children in KS1 and KS2</p>	<p>Attendance Family Liaison officers to target and improve the attendance of children in KS1 and KS2</p> <p>To continue the early interventions with key families</p>	<p>Improved relationships with the AFLOs and parents for early intervention has had a positive impact on the attendance and punctuality.</p> <p>The support that the vulnerable families have received has developed a more trusting relationship between parents and the school.</p> <p>Before school closures, the percentage for persistent absentees has decreased in comparison to the same time the previous year</p> <p>From 10/09/2018 to 15/02/2019 PA was 12.9%</p> <p>From 04/09/2019 to 14/02/2020 PA was 10.2%</p> <p>The AFLO's guided and supported parents in accessing useful information from organisations such as the NHS to help with early interventions.</p>	<p>Attendance trips/rewards/weekly attendance assemblies accelerated the improvements in attendance and will continue. REWARD TEACHERS FOR THEIR CONTRIBUTION FOR BESDT ATTENDENCE FOR THE TERM</p> <p>Weekly analysis and comparisons of attendance for key groups e.g. PP/SEN/Vulnerable/EAL has proven useful in tracking persistent absentees. Attendance contracts have also been created for some families.</p> <p>Regular parent meetings around attendance, as well as PNs being issued for unauthorised holidays has had a positive impact and will continue.</p> <p>Weekly meetings with SLT and AFLO's have successfully provided information which the teachers have used to support the children and parents.</p> <p>Attendance pyramids in all classes has visually provided teachers and children information about the importance of being in school every day.</p> <p>The AFLOs are an extremely valuable resource that will be continued in promoting good punctuality and attendance for the whole school.</p>	<p>£28,755.08</p>
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8) Access to enrichment

Desired outcome	Chosen action/ approach	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
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<p>To help children develop high aspirations for the future</p>	<p>Planned career day involving professionals from the community including Braintcroft parents</p> <p>Increase the opportunity for trips (cultural capital)</p> <p>Expand the range of after school and lunchtime clubs available to children</p>	<p>Giving children the opportunity to consider career choices at an earlier age helps them to realise their future aspirations</p> <p>All children experienced wider curriculum opportunities beyond their local area through termly trips.</p> <p>Children were provided with a range of opportunities to inspire learning through lunchtime and after school clubs.</p>	<p>Planned Careers Day with lawyers, actors, doctors, artists and programmers This section will be continued in the next academic year due to COVID-19</p> <p>Using Evolve as a tool to organise trips was successful and will be continued. The training given to staff was beneficial in developing confidence.</p> <p>Lunchtime and after school clubs will be continued due to the positive impact and attendance, to widen the enrichment programme.</p>	<p>£4,600.00</p>
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Headline figures for attainment 2019/20 (due to school closures all data is from March)

Year 1 Phonics Screening

Subject	Academy		National	Difference (academy Disadvantaged vs National other)
	Disadvantaged	Other	Other	
Phonics: 31% (24/79)	33% (4/12)	25% (20/79)	82%	82%

Year 2 SATs 2020

Subject	Academy		National	Difference (academy Disadvantaged Vs National other)
	Disadvantaged	Other	Other	
Reading 27% (23/86)	33% (4/12)	22% (19/86)	75%	50%
Writing 17% (15/86)	17% (2/12)	15% (13/86)	69%	44%
Maths 26% (22/86)	32% (3/12)	22% (19/86)	76%	51%
RWM 7% (6/86)	17% (2/12)	22% (18/86)	65%	40%

Year 6 SATs 2020

Subject	Academy		National	Difference (academy Disadvantaged Vs National other)
	Disadvantaged	Other	Other	
Reading 42% (37/89)	36% (12/33)	43% (24/56)	75%	17%
Writing 45% (40/89)	27% (9/33)	55% (31/56)	69%	1%
Maths 60% (53/89)	52% (17/33)	64% (36/56)	76%	+3%
RWM 20% (18/89)	33% (11/33)	20% (11/56)	65%	12%

E-ACT's Pupil premium template for 2020 – 2021

<p>Barriers to educational achievement <i>Please complete the list below with precise barriers to learning for example, short-term memory, -9 months reading age, spelling age more than 12 months below chronological age, no place at home to complete homework or lack of time because of caring duties, able pupil but only attaining expected levels and not greater depth.</i></p>
1) English as an Additional Language (whole school 90%)
2) Reading – comprehension (59% below reading age)
3) Speech and Language (failing SALT assessment on entry or failing speech assessment)
4) Reading in KS1 – Phonics (failing phonics check in year 1)
5) Parental engagement / enrichment
6) Mental health / self-esteem
7) Attendance (>97%)
8) Access to enrichment

Pupil premium strategy statement

2. Summary information					
School	Braintcroft E-Act Primary Academy				
Academic Year	2020-2021	Total PP budget	165,000	Date of most recent PP Review	
Total number of pupils	6	Number of pupils eligible for PP	132	Date for next internal review of this strategy	

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Current attainment Y1-Y6		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		TBC
% making progress in reading		TBC
% making progress in writing		TBC
% making progress in maths		TBC

3. Desired outcomes		
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>
1)	To raise the proficiency levels of EAL children working at code A, B and code C	90% of EAL children at code A will progress to code B or above 90% of EAL children at code B will progress to code C
2)	To improve the reading age to chronological age across the school	70% of children reading within their chronological age Close the gap between PP and non-PP children
3)	To continue the provision and support for children who have SLCN	Speech and language therapist to continue working with targeted children Continue using Speech Link successfully Monitor and evaluate the impact of structured interventions for identified children
4)	Improved phonics screening success for both Year1 and Year 2 (re-taking)	Increase Year 1 phonics to 64% Increase Year 2 phonic retakes to 82%
5)	To continue to encourage parental engagement in their child's academic life	Increase the number of coffee mornings, workshops and events Use of the Ambassadors Parent surveys
6)	To support children's social and emotional well-being and mental health	Continue running breakfast club Create opportunities for children to continue gardening projects

		Maintain the sensory room Continue working with the Play/art therapist
7)	To raise the attendance of children in EYFS, KS1 and KS2	All children to have over 97% attendance AFLO's to support vulnerable families All Teachers to continue using the Attendance pyramid in class
8)	To help children develop high aspirations for the future	Increase in children's confidence and self-esteem through participation in student leadership

4. Planned expenditure					
Academic year	2020 - 2021				
Barrier					
1) English as an Additional Language (whole school over 90%)					
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 ?
To raise the proficiency levels of EAL children working at code A, B and code C	<p>To continue using the EAL Teaching Assistant and EAL Teacher for in and out of class intervention.</p> <p>To continue to train the teachers on how to use the proficiency codes effectively.</p> <p>To train teachers on using 'Learning Village' to support the teaching of Foundation subjects.</p>	<p>Having an EAL Teacher and EAL Teaching Assistant will accelerate pupil proficiency from Code A to Code B.</p> <p>The EAL Teaching Assistant has allowed for children to have more targeted intervention (5 hours).</p> <p>Target a higher percentage of children new to English on arrival at different times.</p> <p>Assessments have shown that 90% of children receiving support are developing their proficiency in English within 3 months.</p>	<p>Timetable EAL Teaching Assistant to work with groups of children in the morning and afternoon with planned interventions.</p> <p>Continue to train and coach the EAL Teaching Assistant on a regular cycle.</p> <p>CPD and drop-in sessions to support the planning for EAL pupils.</p> <p>Learning Village resource (yearly subscription - £1040.00)</p> <p>Tracking mobility and progress.</p>	OA FK	Half-termly
Total budgeted cost					£19,832.31
2) To improve the reading age to chronological age across the school					
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 ?
To increase the percentage of children reading at their chronological reading age	<p>To provide lunchtime and after school reading clubs</p> <p>To invite storytellers/authors/parents to work alongside groups of children</p> <p>To provide a series of workshops for parents on the importance of reading</p> <p>To train parent volunteers to listen to children read</p>	<p>Create opportunities for children to use the school and community library for reading for pleasure</p> <p>Visits from famous authors Parents to visit classes to read with children/secret readers in early years</p> <p>Attendance at workshops To encourage parents to read daily with their children</p>	<p>Track termly timetable for library visits and attendance to clubs</p> <p>Measure against consistency of bringing in reading records</p>	AR LB SW	Half-termly
Total budgeted cost					£8,500.00
3) Speech and Language (failing SALT assessment on entry or failing speech assessment)					
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 ?
To add additional provision and support for children who have SLCN	<p>To identify children with SLCN to be assessed and supported in small groups or on a 1:1 basis</p> <p>To employ a Speech and language therapist</p>	<p>Early identification of children with SLCN will ensure that they receive early intervention which will impact future progress. Speech and language support improves confidence and self-</p>	<p>Appoint a suitable candidate Identify children with speech and language needs through baseline assessments</p>	CM	Half-termly

		esteem as well as speaking, listening and understanding skills.	Monitor work through caseloads		
	To develop assessments to track children's progress further in Speech Link	To track and compare progress over time	Termly reviews of children's progress Evaluation of how the programme is working	CM AK	Half-termly
	To extend Speech Link for children in LKS2	To further develop the confidence of children in Year 3 in the areas of speaking, listening, understanding questions/concepts and verbal reasoning Impact studies show increase improvement in speech and language	TA's to oversee speech and language focus groups using Speech Link Through regular provision and tracking	CM AK	Ongoing reviews of impact intervention based on assessments

Total budgeted cost 37,000.00

4) Reading in KS1 – Phonics (failing phonics check in year 1)

	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 ?
Improved phonics screening success for both Year1 and Year 2 (re-taking)	To increase children's attainment in phonics in year 1 and year 2 Purchase RWI to support the teaching and learning in phonics	To ensure a consistent approach to the teaching of phonics across KS1 to help improve the teaching of reading and writing	Targeted groups based on phonic assessments RWI Phonics lead Training for all staff RWI intervention groups	JR	Half termly assessments Tracked on SIMs
	To continue to use Nessy reading and spelling – internet based program to support reading and spelling	A proven effective programme using entry and exit assessments. Teachers also have access to training to improve QFT for those with SPLDs. It is a program developed by a team of specialist teachers and psychologists. There are 100	Overseen by SENCO and delivered by TAs	CM	At every cycle of interventions Pupil progress meetings

		independent learning lessons spread over ten islands. The lessons emphasise phonemic awareness, phonics, blending, sight words, fluency, spelling, vocabulary, and comprehension. Each island consists of a series of lessons composed of strategy videos reinforced with games which teach fundamental reading and spelling skills.			
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Total budgeted cost £14,500.00

5) Parental engagement

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 ?
Further improve the parental engagement in their child's academic life	<p>To actively encourage parental engagement in supporting their children's learning at school through targeted workshops</p> <p>To build partnerships with external agencies and the local community</p> <p>Attendance Family Liaison Officer's to foster further parental links</p>	<p>Previous workshops/events for parents have shown an increase in parental engagement this included programmes focused on parents developing skills such as fluency in English, and how to support their reading.</p> <p>Building a positive welcoming environment will foster better parental involvement in school life. This needs to be extended further with opportunities to build links with external agencies.</p> <p>Identify parents with language barriers/specific needs for support/encourage attendance to coffee mornings/school events.</p>	<p>Through parental engagement in training and the attendance at workshops/events.</p> <p>Parental involvement in running events such as stalls during school fairs, reading to small groups of children and volunteering.</p> <p>Coffee mornings, surveys and evaluations to determine needs.</p>	AR	Half-termly

					Total budgeted cost
6) Mental health / self-esteem					
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 ?
To support children's social and emotional well-being	Breakfast club	A better start to the day will ensure that children are ready to learn and will accelerate progress. Improve attendance and punctuality	Magic Breakfast Monitored	CM	Half-termly
	Sensory zone	A quiet and calming space outside of an 'over stimulating' classroom will provide the most vulnerable children with a soft start.	Evaluate vulnerable list and use to create a timetable for needs. Monitor closely children's emotionally well-being before and after use in relation to transition periods back into the classroom.		
	Play/art therapy	Opportunities to express thoughts and feelings through play and art.	Investigate and appoint play/art therapist Use vulnerable list for early identification		
Total budgeted cost					£35,000.00
7) Attendance					
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 ?

To raise the attendance of children in KS1 and KS2	Attendance Family Liaison officers to target and improve the attendance of children in KS1 and KS2 To continue the early interventions with key families	Positive relationships have been built with the AFLOs and parents for early intervention. Working with vulnerable families more closely Targeted support for persistent absentees to impact changes in attendance Parental support on how to keep children well with NHS links	Attendance trips/rewards/weekly attendance assemblies Attendance analysis and comparisons weekly of all groups, PP/SEN/Vulnerable/EAL Parent meetings SLT/AFLO meetings Class teacher's attendance pyramid in class	RR YS	Half-termly
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Total budgeted cost £28,755.08

8) Access to enrichment

	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 ?
To help children develop high aspirations for the future	Planned career day involving professionals from the community including Braintcroft parent	Giving children the opportunity to consider career choices at an earlier age helps them to realise their future aspirations	Planned Careers Day with lawyers, actors, doctors, artists and programmers	AR	Half-termly
	Increase the opportunity for trips (cultural capital)	To allow and expose all children to experience wider curriculum opportunities beyond their local area	Termly trips linked to the curriculum	GG	Half-termly
	Expand the range of after school and	To provide opportunities for children to participate in	Set up lunchtime and after school clubs	JC	Half-termly

	lunchtime clubs available to children	activities they would not usually have access to	Registers in place		
Total budgeted cost					£4,600.00

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

£16,156.61 costs towards RWI phonics and class library books