

Bobbing Village School

Pupil Premium Strategy Statement

This statement details our Trust's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bobbing Village School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	10.0% (21 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	
Date on which it will be reviewed	Termly
Statement authorised by	Mr T Harwood
Trust Pupil premium lead	Mrs T Wood
Governor / Trustee lead	Mr J. White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,825
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,145

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum whilst developing a love for reading and continuing to learn. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including ensuring support and progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers, those adopted from care, and those who are facing hardship such as homelessness. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap (<http://visible-learning.org/hattiehttp://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ranking-influences-effect-sizes-learning-achievement/>) and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We believe that our curriculum must be accessible for all children and bring equity so that all children can widen their cultural capital and take advantage of wider opportunities. Additionally, national absence data 2022-2023 shows a 4.9% difference between the attendance of Free School Meals children and their peers – this gap is also evident at our school (4.3%), which is an increase on the previous year, and the Strategy intends to continue to close this gap.

The Reading Framework (<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>) states that “Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success...pupils who find it difficult to learn to read are likely to struggle across the curriculum”.

Our intention is that, every child, as they leave Key Stage 1, is a fluent reader. Any child who has wider barriers that impact on reading fluency will be identified at the earliest opportunity and additional support put in place to ensure that all children are successful fluent readers.

Research from a range of sources states that vocabulary underpins educational success. Our intent is that the deliberate teaching of oracy starting in Early Years will enable children to develop vocabulary and understanding of language, supporting the building of relationships (EEF toolkit), https://fdslive.oup.com/www.oup.com/oxed/wordgap/How_Schools_are_Closing_the_Word_Gap_Oxford_Language_Report%202021-22.pdf?region=uk

The Reading Framework supports this by stating “Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents talk with them that expands their vocabulary”.

EEF research evidenced that disadvantaged pupils have been worse affected by the pandemic. This was also born out across our school and our strategy aims to proactively tackle this. This is supported by evidence around the “Matthew Effect” which states that children with gaps in their learning (weak schema) are more likely to suffer learning loss than their peers

(<https://www.theconfidentteacher.com/2020/09/covid-19-and-the-literacy-matthew-effect/effect/>)

The effects of the pandemic are still being seen within the well-being and mental health of both our pupils and their families. Although a lot of work on this area has been built into the curriculum, there are still some children who need additional, and sometimes specific support. This, added to the fact that during the pandemic, some of our children missed out on pre-school checks, medical appointments and support services who couldn't come into school means there has been a huge impact on the waiting list for specialist support. Our Pupil Premium Strategy sets out to try address some of these issues where possible.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Context

Bobbing Village School is A 1FE Primary School and part of the recently formed Bourne Alliance Multi Academy Trust, consisting of 3 mainstream Primary Schools and a Specialist Provision, all situated within close proximity, situated in the west part of Sittingbourne, in the borough of Swale.

Whilst Swale has a higher deprivation than the average in England, Bobbing Village School has a lower than national proportion of disadvantaged pupils (2022-23 National average 23.8%, Bobbing 2022-23 9.6%, 2023-24 10%)

Within our figure of disadvantaged pupils, 24% of them are also SEND (5 at SEN Support), 14% are Looked After Children (3 pupils), none are classed as EAL, and there are 5 children who have joined us from other schools.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	<p>Teaching & Curriculum</p> <p>Equitable access to all so that children are highly engaged and motivated and can “know more and remember more”.</p> <p>High quality teaching is underpinned by evidence informed practice supported by regular CPD opportunities for subject specific knowledge and pedagogy.</p> <p>To increase opportunities for Cultural Capital “the best that has been thought and said”.</p>
2.	<p>Speech and Language</p> <p>A number of children joining the school have a more complex combination of speech and language needs.</p> <p>Long waiting list for NHS speech and language support means that children are in school for a period of time before that can be assessed or support put in place.</p> <p>Clear identification of issues required before specific interventions are put in place at the earliest possible opportunity.</p>
3.	<p>English</p> <p><i>Phonics</i></p> <p>Without a secure knowledge of Phonics and the skills to be able to manipulate them to read, children are unable to access large parts of the Curriculum, or to take part in independent learning on topics which interest them.</p> <p><i>Reading</i></p> <p>Identification of children who do not have access to high quality reading texts at home.</p> <p>Ensuring all children have access to texts they have helped choose at school. Continuing the development of school library spaces, both indoors and outside to be motivating and engaging to all children, informed by pupil and staff voice. A consistent approach in the books that are being taken home to match with their level and phonics being taught, fully communicated with parents to enable additional support from home.</p> <p><i>Writing</i></p> <p>Despite taking part in Literacy sessions daily, children have little motivation to write at length, or a purpose to write. Lack of life experiences can lead to an inability to be able to imagine a setting, or to empathise with particular characters.</p>

Challenge number	Detail of challenge
4.	<p>Maths – especially within KS2 and girls.</p> <p>Poor basic fluency and application of knowledge, not embedded despite Mastery Curriculum this has impact on any reasoning skills.</p> <p>Development required in the basic number knowledge from the beginning to allow children to use them within a range of contexts.</p> <p>Children have poor knowledge and recall of times tables, impacting their ability to solve simple word problems.</p> <p>Lack of maths skills is impacting on pupils schema as there are underlying gaps.</p> <p>Parents confidence in Maths, and ability to support them with any learning they do at home, especially as the methods used have changed.</p>
5.	<p>Well-being, Mental Health and Self Regulation</p> <p>Use of Blue Sky 'Talk time' sessions with further extended counselling available when required.</p> <p>More support needed for younger children who are unable to access 'formal' counselling, including Drawing and Talking, ELSA, Play Therapy and Lego Therapy.</p> <p>Poor focus, low confidence in class, and well-being and mental health as unable to socialise.</p> <p>Lockdown also impacted the well-being and mental health of the children and their parents, and the children's ability/skills to self regulate, cope with their emotions and to deal with negatives.</p>
6.	<p>Attendance & Punctuality</p> <p>Children need to attend school regularly to make good progress and to ensure that they don't miss parts of their learning. Some families have difficulties with routine, meaning that some children are late to school and miss early work, or are persistent absentees.</p> <p>Attendance at after-school activity clubs is also lower for our disadvantages pupils despite gathering pupil voice for the clubs they would like to see run.</p>

To help us to identify the barriers we used the Diagnostic assessment -

https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum</p>	<ul style="list-style-type: none"> • All children to make at least expected progress, including those classed as disadvantaged. • All classroom based staff receive ongoing, regular CPD to develop subject specific knowledge, pedagogy and the most up to date information regarding new initiatives or schemes. • Teachers receive support from the Curriculum Development team. • Teaching Assistants can learn from and share best practice from others within the Trust, promoting collaboration and supporting as part of the team. • Appropriate scaffolding and resources are in place to support learning when required.
<p>2. Children's language and vocabulary is broadened and used appropriately</p>	<ul style="list-style-type: none"> • From early on in the Year R classroom and beyond, children are more confident to speak in front of the class as an audience. For children who have a speech issue, there is an understanding of the challenges they are facing amongst their peers. • NELI assessments, SpeechLink and LanguageLink systems are used to identify specific targets for children within their speech, and they understanding and use of language, leading to targeted interventions. • Teachers are not correcting their use of English, but model it throughout the day. • Teacher feedback and Writing across the curriculum says that children are using the correct vocabulary in a range of contexts or when topics are revisited. Evidence also shown through retrieval activities within home learning. • Reading and SPAG/PAG scores in SATs/NfER testing increase and are at least in line with National averages (<i>2023 KS2 SPAG 72%, Reading 73%</i>).
<p>3. Children are able to use their phonic knowledge to read and write with confidence.</p> <p>All children leave KS1 as fluent readers.</p> <p>Any child who is not fluent by the end of KS1 receives targeted support.</p>	<ul style="list-style-type: none"> • At least 85% of children leaving EYFS working at expected levels for both Word Reading and Comprehension. • At least 90% of children pass the Phonic Screening Check at the end of Year 1, and 100% to have passed by the end of Year 2. • Increased AR scores/ZPD including the Reading accuracy score at the end of a book. • All children (100%) to read in an age appropriate way. • Termly formative assessment and gap analysis provides focused teaching to fill gaps in learning. • Increased numbers of children working at Expected levels or higher within Reading and Writing in all year groups to be at least in line with National averages of 2023 (<i>KS1 Reading 68%, KS1 Writing 59%</i>). • Pupil voice evidences high levels of engagement in reading for pleasure.

Intended outcome	Success criteria
<p>4. Children's knowledge and application of Maths increases and is adaptable across a range of contexts</p>	<ul style="list-style-type: none"> • Maths SATs/NfER scores & Teacher assessment increases (2022/3 KS1 data was 57% - target for 2023/4 90% EXS, 60% GD) • At least 85% of children to reach 22/25 or more in the Multiplication Tables Check at the end of Year 4 with 50% achieving 25/25 - and these levels remains evident throughout Year 5 and 6. Children have a range of strategies, both written and mental to solve reasoning questions. • Gap analysis shows that the children are able to apply the knowledge from the units which they have already covered in their year group, with some able to answer questions from other units using previous learning. • Girls to make accelerated progress in Maths across Key Stage 2 classes, to close the gap to the boys (<i>currently 75% Boys, 65% Girls working at AE or above</i>)
<p>5. Increased levels of well-being & improved mental health</p>	<ul style="list-style-type: none"> • The number of children requesting counselling has decreased. • Pupil/Parent feedback demonstrates that the counselling had a positive impact. • Feedback from class staff indicates that the children are making more of a contribution to class discussions/activities. • Pupil voice indicates that children feel safe at home and at school. • Reduction in behaviour and well-being incidents logged on CPOMS. • FLO demonstrates a positive impact on both children and families. • Blue Sky, Play therapy and other in-school support has a positive impact on the children through 1:1 and group sessions.
<p>6. All children attend school regularly and on time. Increased participation in extra curricular activities.</p>	<ul style="list-style-type: none"> • Gap between the attendance of disadvantaged children and their peers is closing. (2022/3 figures showed that PP children had an attendance of 90.4% compared to their peers at 94.7%, and that of the group 40.9% were classes as persistent absentees compared to 12.2% of their peers). • Families who are identified as persistently late or absent receive support from our FLO with strategies to help the attendance improve. • Regular letters sent for Persistent Absentees and first day calling for all absences to support an increased in attendance to 96%+ (2023/3 94.3%).

Intended outcome	Success criteria
	<ul style="list-style-type: none"> All children are able to take part in extra-curricular activities, but the percentage of disadvantaged children who attend an extra-curricular activity increases.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

In our school we utilise the EEF Pupil Premium toolkit for guidance about the most effective ways to use our funding.

Teaching

EEF Pupil Premium recommends focussing this funding on:

1. Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils
2. Professional development to support the implementation of evidence-based approaches
3. Mentoring and coaching for teachers
4. Recruitment and retention of teaching staff
5. Technology and other resources to support high quality teaching and learning

Budgeted cost: £7246.58

1. Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Mastery approach to teaching maths, to spread to other subjects Continue to close gaps in maths knowledge through mastery curriculum	EEF toolkit (Mastery Learning +5 months) EEF Guidance Reports – Improving Mathematics in EY, KS1 and KS2. EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum EEF tiered approach: targeted academic support – targeted interventions to support numeracy	1, 4
b. Reading books throughout all year groups to inspire and support age related development.	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008) EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
c. Access to TT Rockstars to practice and learn times tables if not accessible at home. Drive high levels of engagement in TT Rockstars through competitions	EEF tiered approach: targeted academic support – targeted interventions to support numeracy	4

2. Professional development to support the implementation of evidence-based approaches

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. CPD of staff	<p>EEF toolkit</p> <ul style="list-style-type: none"> • Feedback +6 months • Mastery learning +5 months • Phonics +5 months • TA intervention +4 months • Behaviour +4 months <p>EEF Guidance Report – Effective Professional Development EEF tiered approach: high quality teaching – developing high quality teaching EEF tiered approach – TA deployment and interventions</p>	1,2,3,4,5

3. Mentoring and coaching for teachers

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

4. Recruitment and retention of teaching staff

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

5. Technology and other resources to support high quality teaching and learning

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Extend the curriculum and range of after school activity clubs offered to include interests such as photography, social media, and newsletter writing so that children are writing for purposes which are relevant to them	<p>EEF tiered approach: wider strategies – extracurricular activities</p> <p>EEF tiered approach: high quality teaching - technology and other resources to support high quality teaching and learning</p> <p>EEF tiered approach: high quality teaching – develop.. broad and balanced knowledge based curriculum</p>	1, 3, 4, 6

Targeted academic support

EEF Pupil Premium recommends focussing this funding on:

1. One to one, small group or peer academic tuition
2. Targeted interventions to support language development, literacy and numeracy
3. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
4. Teaching assistant deployment and interventions

Budgeted cost: £8228.00

1. One to one, small group or peer academic tuition

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

2. Targeted interventions to support language development, literacy and numeracy

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Implementing Nuffield Early Language Intervention (NELI) into EYFS classrooms	<p>There is strong clear evidence that shows that children who access the NELI programme, when starting school make 4+ months development in their overall communication skills and when accessing the 30-week programme as an intervention, children retained this skill into Year 1 (making 7+months progress overall.)</p> <p>EEF tiered approach: targeted academic support – targeted interventions to support language development</p> <p>EEF toolkit: oral language interventions +6m</p> <p>Home Nuffield Early Language Intervention (NELI) (teachneli.org)</p>	2, 3
b. Increase the number of high quality texts for the children to read at home, develop reading skills and a love for reading.	<p>EEF toolkit</p> <ul style="list-style-type: none"> • Reading Comprehension Strategies +6 months • Phonics (+5 months) 	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>EEF tiered approach: developing teaching -developing... broad and balanced curriculum that responds to the needs of pupils</p> <p>EEF tiered approach: targeted academic support – targeted interventions to support literacy</p>	

3. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Activity	Evidence that supports this approach	Challenge number(s) addressed
b. Enhance children's ability to function each day through OT services	<p>Ensuring access for the children with additional needs to the OT so that intervention can be put into place to support them and enable greater access to the curriculum</p> <p>EEF tiered approach: targeted academic support – targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	1, 5, 6
b. Resourcing of Sensory Room to allow children time and space to decompress when needed.	EEF tiered approach: wider strategies – supporting pupils social, emotional and behaviour needs	5
c. A dedicated Play therapist to support referred pupils across the school to develop SEMH, mental health and dysregulation	<p>"The evidence suggests that how SEL is adopted and embedded really matters for children's outcomes."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>"Children can play what they struggle to say, children can play to explain their way. Through play children can discover and rehearse different ways of understanding and coping with difficult feelings, leading to a healthier and happier way of being."</p> <p>www.playtherapy.org.uk</p> <p>EEF tiered approach: wider strategies – supporting pupils social, emotional and behavioural needs</p> <p>EEF tiered approach: targeted academic support – targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	5
d. Speech and Language therapy support for children	<p>"In schools, specifically targeting language through a small group intervention can give children with delayed language the boost they need to narrow the gap between them and their peers" Mary Hartshorne, head of evidence at I CAN.</p> <p>If children know more words and understand more words they have greater access to the curriculum and can learn more things.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF toolkit)</p> <p>EEF tiered approach: targeted academic support – targeted interventions to support language development</p>	2

4. Teaching assistant deployment and interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed

Wider strategies

EEF Pupil Premium recommends focussing this funding on:

1. Supporting pupils' social, emotional, and behavioural needs
2. Supporting attendance
3. Extracurricular activities
4. Extended school time
5. Breakfast clubs and meal provision
6. Communicating with, and supporting, parents

Budgeted cost: £21,728.57

1. Supporting pupils' social, emotional, and behavioural needs

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Blue Sky - Talk time and counselling service	<p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. (The link between pupil health and wellbeing and attainment - Public Health England)</p> <p>EEF tiered approach: wider strategies: supporting pupils social, emotional and behavioural needs</p>	5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
b. Developing forest school and OPAL resources to provide children with enriching opportunities to develop their self-esteem, well being, friendships and physical development during unstructured time.	<p>Often, we see unstructured times cause a high rise in accidents, behaviour issues and boredom. Interventions. OPAL help in resolving issues at playtime, including boredom, high levels of accidents and playground incidents, lack of respect for supervisors and a constant stream of low-level behaviour problems, as well as a desire to improve the quality of children's play experience in school.</p> <p>Schools expected the resolution to lie in better occupation for the children such as playground games, behaviour management training for the supervisors or more equipment for the children. Having space and purpose gives the children the freedom they need.</p> <p>When planned effectively, taught to develop a skill set and monitored children can make 7+ months progress within their abilities to complete a task, pulling on other knowledge and skill. They then build a positive association to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://www.forestschools.com/blogs/forest-school-blog/what-is-forest-schools-and-how-did-it-change-my-life</p> <p>EEF tiered approach: wider strategies – extracurricular activities</p> <p>EEF tiered approach: wider strategies – supporting pupils social emotional and behavioural needs</p> <p>https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</p> <p>EEF tiered approach: wider strategies – supporting pupils social, emotional and behaviour needs</p> <p>https://outdoorplayandlearning.org.uk/why-do-schools-need-great-play/</p> <p>https://www.gov.uk/government/publications/theimpact-of-pupil-behaviour-and-wellbeing-on-educational-outcomes</p>	5

2. Supporting attendance

See section 6

3. Extracurricular activities

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Pupil premium funds subsidises or pays for clubs, visits, visitors and residential journeys so that no child is disadvantaged.	<p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF toolkit)</p> <p>The Guardian.com (21st July 2019) discussed the negative impact of cutting back on school trips on enriching the curriculum and in providing long term experiences and memories for children. Pupil premium is therefore used to reverse this so that school can fund disadvantaged pupils to access a wider curriculum e.g., to live performances, museums, parks etc. as well as fund resources/visitors that come to school to enhance the curriculum</p> <p>EEF tiered approach: wider strategies – extracurricular activities</p>	1, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
b. Cooking sessions creating simple items and basic meals to develop life skills and creativity within their learning.	<p>EEF Toolkit – Arts Participation +3 months</p> <p>Life skills are fundamental for all, especially children. Combining discreet skills such as cooking, or money management allows children to be better prepared for the future and apply classroom-based learning to practical, meaningful tasks.</p> <p>www.positiveaction.net/blog/teaching-life-skills-in-schools</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p>	1, 5

4. Extended school time

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

5. Breakfast clubs and meal provision

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Supporting the costs for children to have wraparound provision to support parents to work. Funding for disadvantaged families allocated to help reduce persistent absentees and improve the attendance of key children.	<p>Evidence suggests that significant persistence absence and lateness impacts on a pupil's mental health, friendship/social groups as well as their academic achievements</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>EEF tiered approach: wider strategies - supporting attendance</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>EEF tiered approach: wider strategies – breakfast clubs and meal provision</p> <p>EEF Toolkit Parental engagement +4m</p> <p>Magic Breakfast research (https://www.magicbreakfast.com/blog/measuring-and-monitoring-school-survey-2021)</p>	5, 6

6. Supporting attendance and Communicating with, and supporting, parents

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a. Family Liaison Officer to work with vulnerable families supporting the wellbeing of families as well as supporting their attendance.</p> <p>Families are supported with PE kits and uniform using vouchers. Support for vulnerable families such as with sudden homelessness</p> <p>Offering breakfast to vulnerable children who arrive without having eaten, working closely with their families to offer support and links to other agencies to help</p>	<p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</p> <p>Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.</p> <p>Generally, the higher the percentage of sessions missed across the key stage at KS2, the lower the level of attainment at the end of the key stage.</p> <p>The link between absence and attainment at KS2 and KS4 – DFE</p> <p>EEF tiered approach: wider strategies - supporting attendance</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>EEF tiered approach: wider strategies – breakfast clubs and meal provision</p>	<p>1, 5, 6</p>

