

School Name Beverley St. Nicholas Primary

Pupil Premium Strategy 2020-21

Pupil Premium Champion	Victoria Hart	Pupil Premium Governor	Tom Smith
Number of Pupil Premium pupils on roll	103	Pupil Premium as percentage of roll	30%





What have we identified as the key internal & external barriers to learning?

Barrier 1	Barrier 2	Barrier 3	Barrier 4
<p>Some disadvantaged children have a language barrier. This is because some children have:</p> <ol style="list-style-type: none"> 1. Limited exposure to language. 2. Limited interaction between adults and children at home with a lacking awareness of the value of talking and interacting with their children. 3. Limited opportunities for an adult to read to them at home – with few resources available to share 	<p>Some disadvantaged children have low aspirations for life-long learning. This is because some children have:</p> <ol style="list-style-type: none"> 1. Some parents with their own barriers to learning and school e.g. own anxieties, mental health issues, agoraphobia etc. 2. Some parents with negative perception to learning and school regarding the value of: school priorities, attendance, punctuality, further education, future career. Having an attitude of here and now rather than planning or considering the future. 3. Limited life experiences for some children to draw on 4. An apathy towards learning and future aspirations. Refusal to take up opportunities of in 	<p>Some children have the external barriers to learning with their attendance and punctuality. Some children have:</p> <ol style="list-style-type: none"> 1. Poor attitudes and understanding of the importance of attending every day and being punctual. 2. Parents with detrimental attitudes and understanding of the importance of attending every day and being punctual. 	<p>Some children are coming to school not ready to learn or have different starting points from other children. Children's wellbeing was identified as this barrier:</p> <ol style="list-style-type: none"> 1. Some children are not accessing home learning whilst off due to bubble closures or need to isolate. Some parents are refusing to send children in due to fear of covid exposure. 2. Some children are experiencing increased anxiety due to covid and are unable to settle to learning. Others have separation anxiety from family members 3. Some children's uniform allows them to stand out by being faded or their white shirts being grey or no PE kit; 4. Some children are allowed to stay up late or are on their X-Box till late

<p>books with children. A lack of understanding regarding the importance of reading to children.</p>	<p>school clubs, homework clubs, internet access (My Book Blog; My Maths; RM Maths). Children’s poor knowledge of future aspirations and what is available to them in terms of further education to improve their life chances.</p> <p>5. Low self-belief</p>		<p>or have other family members keeping them awake or disturbing sleep;</p> <p>5. Some children come to school hungry as they are late and not had time for breakfast (too late to access breakfast club)</p> <p>6. Some children are arriving without equipment –no glasses, forgotten/lost homework, no reading books, no PE kits</p>
<p>What do we want to achieve?</p> <ul style="list-style-type: none"> • Increased exposure to language and interactions to improve oral, vocabulary and language skills • Increased access to reading books and texts and opportunities to read to improve vocabulary, comprehension and language skills • Specific teaching of vocabulary. 	<p>What do we want to achieve?</p> <ul style="list-style-type: none"> • Increased liaison and contact between staff and parents. • Increased support in school for parents to access. • Parents signposted to the appropriate agency for help • Attitude changes to result in Increased attendance rates and punctuality, improved behaviour within school (for the minority of children struggling) as parents and staff work together. • Children become aware of further education and a variety of future career information and opportunities, being able to give a future aspiration. 	<p>What do we want to achieve?</p> <ul style="list-style-type: none"> • Increased attendance rates and improved punctuality every day. Attendance dropped for both Ever6 and non-Ever 6 children but this was during COVID outbreak. (FSM 89.9 % non-FSM 91.1%) Both groups need to improve to achieve 94% attendance. 	<p>What do we want to achieve?</p> <p>Children come to school ready to learn with:</p> <ul style="list-style-type: none"> • Emotional skills to deal with the day at school. See Covid catch up plan for more detail. • Strategies to manage fear and anxiety. See Covid catch up plan for more detail. • Correct uniform and PE kit; • Having had breakfast (at home or school) • Correct equipment for that day e.g. Writing equipment, glasses, completed homework, reading books, PE kits. • A positive mindset, having had enough sleep and feel calm to focus on learning.



<p>This in turn will have and educational impact.</p> <p><u>EYFS and KS1:</u></p> <ul style="list-style-type: none"> • Improved speech and language • Improved phonics skills • Improved reading development. • Increased exposed to greater depth vocabulary to impact comprehension skills, as well as writing development <p><u>KS2:</u></p> <p>Improved vocabulary understanding and reading comprehension skills</p>	<ul style="list-style-type: none"> • Additional life experiences given for some children to draw on. • Improved self-belief • Increased engagement in learning and growth mindset attitude to learning and the desire to improve 		
<p>What will success look like this year?</p> <ul style="list-style-type: none"> • EYFS: The gap between FSM6 and non-FSM6 of 19.7% reaching GLD to close; Improved number of children reaching expected in 	<p>What will success look like this year?</p> <ul style="list-style-type: none"> • Parent’s perceive increased liaison with staff and increased opportunities to talk to staff; more opportunities for parents to come into school e.g. curriculum open sessions, assemblies presenting learning, listening to readers • More than 6 families access home-school support; 	<p>What will success look like this year?</p> <ul style="list-style-type: none"> • Average attendance to increase from 89.9 to 94%% • Improve the gap between disadvantaged 	<p>What will success look like this year?</p> <ul style="list-style-type: none"> • Children will complete home learning through accessing on-line provision or by receiving home learning packs. • Phone calls to check on wellbeing from members of staff. ELSA provision will be effective and deal with anxiety and strategies to manage anxiety.

<p>listening and attention (55.6%), language understanding (66.7%) and speaking (55.6%) achievement at the end of EYFS.</p> <ul style="list-style-type: none"> • KS1: The gap between FSM6 and non-FSM6 of 7.4% reaching GLD to continue to close. Increased % of children in year 1 passing the phonics test (83.5) • KS2: The gap between FSM6 and non-FSM6 of 11.6% reaching GLD to close and overall reading attainment to improve (FSM6 66.7% and non-FSM6 78.3% with more children reaching GD) 	<ul style="list-style-type: none"> • Average attendance to increase to 94%. • Development of the career curriculum throughout the school with visitors coming into school to talk to all pupils. Increased opportunities arranged for children to learn about further education or possible future jobs open to them, linking this to the new curriculum. • Pupil participation in before school, after school clubs/events or dinner time clubs to increase –an increase in disadvantaged children accessing these clubs • Pupil questionnaire demonstrates increased pupil self- esteem, engagement, desire to learn and improve. Children able to verbalise powers of learning and growth mindset. 	<p>boys and disadvantaged girl persistent absences</p>	<ul style="list-style-type: none"> • Classrooms will be nurture and attachment friendly. • All children will have a PE kit, or access to one and do PE (unless poorly). • Most children will say they have breakfast if they want it • Increased attendance of disadvantaged children to breakfast club when covid restrictions lifted. • Increased attendance of disadvantaged children to after-school and lunch time clubs (inc. homework club, My Book Blog, Art club) once covid restrictions lifted. • All children have writing equipment in school –packs will be provided. • Less children state they are too tired to learn. • Phone calls will be made home to bring in glasses if they are forgotten. • ELSA and nurture provision in place for children struggling to access learning. • Children adopt growth mindset attitudes towards their learning. • Nurturing classrooms set up and calm me times used during the day to help children be ready for learning.
			
<p>How will we know we are being successful?</p>			
<p>Not achieved</p> 	<p>Partially achieved</p> 	<p>Achieved</p> 	



Barrier	What will our interim reviews show?		
	Review 1 [Dec 2020]	Review 2 [April 2021]	Review 3 [July 2021]
1. Language barrier	<p>PPM identify children</p> <p>Reading skills comprehension scheme</p> <p>Staff meetings to introduce teaching of reading skills in new scheme</p> <p>Timetable change to include daily teaching of reading and vocabulary</p> <p>TA will run the book, toy and uniform library</p> <p><i>This has been set up and will start after Christmas if Covid restrictions eased-resources bought and logistics worked out</i></p> <p>Run Burnet News Club weekly</p> <p>TA will plan and invite parents to informal meetings to access support and request information. TA will plan sessions to provide information e.g. Children's centre, play opportunities.</p> <p>Every class has a volunteer to hear readers at least once a week - <i>will start after Christmas if Covid restrictions eased</i></p> <p>Every EYFS child receives a book from The Book Trust charity</p> <p>TA training and resources for speech and language 1:1 provision and Talk boost programme provided</p> <p><i>TA training for specific children and Talkboost in place for year 1. EYFS providing intervention for their key stge.</i></p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>ELSA training carried out and groups and 1:1 sessions carried out</p>		



	<p>Behaviour support plans implemented and advice sought from behaviour AT. Plans reviewed and adapted</p> <p>RWI and Fresh Start programmes carried out and these will be reviewed by the RWI lead and literacy coordinator during development days; Continued training and monitoring in RWI programmes.</p> <p>Structured timetables for TA delivery and rigorous assessment and monitoring of effectiveness.</p> <p>Reading and writing intervention groups set up in Y5 and y6 to target reading and writing skills. <i>Y5 groups to start after Christmas as student teacher placement starts and if Covid restrictions eased</i></p>		
2. Low aspirations for life-long learning	<p>Parents will be invited into school to watch lessons, performances, hear readers. <i>will start after Christmas if Covid restrictions eased</i></p> <p>Teachers will be visible in a morning and after school for parents to talk to on the playground – opportunities for making appointments increased.</p> <p>Increased phone calls to parents to improve communication. <i>will start face-to-face meetings after Christmas if Covid restrictions eased</i></p> <p>Class teachers monitor and evaluate effectiveness of termly class focus and parental engagement of target children. <i>More phone call contact due to Covid restrictions.</i></p> <p>Careers programme written and implemented by Inclusion AH throughout the school. Professionals invited in to give careers and job information throughout the school. <i>will start after Christmas if Covid restrictions eased.</i></p> <p>Children throughout the school will be taught about various careers and be able to say a career or field they would like to work in.</p> <p><i>Y5&6 girls involved in STEM project will be inspired by the project and have increased interest in these</i></p>		



	<p>subjects. <i>No projects to access this term. However, a STEM project pack has been purchased by the science coordinator. Hopefully will start after Christmas if Covid restrictions eased</i></p> <p>Curriculum looked at to identify enrichment opportunities and possible visits, visitors or stimulus to encourage deeper learning.</p> <p>Wider opportunities for learning set up. <i>will start after Christmas if Covid restrictions eased</i></p> <p>ELSA programme implemented for identified children. ELSA boxall profiles bought and baselines set up to evidence improved self-esteem.</p> <p>Development of Jigsaw programme. Programme taught by the teachers on a weekly basis.</p>		
3. Attendance and punctuality	<p>Business manager will track all pupils either currently showing high percentages but also pupils who have been in the past. Action will be taken when children identified to prevent absences becoming persistent. Case studies of any children who have legitimate medical reasons to be carried out. <i>Covid screwed attendance figures</i></p> <p>Thorough briefing of Home-school worker about existing absence issues. Home-school worker will meet with parents and offer or direct towards support needed to get into school on time and every day. <i>There are too many for the home-school worker to pick up so she has been focussing on priorities.</i></p> <p>Check-ins with children struggling to come to school</p> <p>Read out the winning class for each week for attendance in assembly.</p> <p>Attendances recorded on newsletter. Prize incentives will be given for the best attending class. Class targets will include attendance and incentives given –linking with Investors in Pupils.</p>		
4. Wellbeing - not ready to learn or	<p>Staff meetings held stating the need for nurturing classrooms and strategies to adopt. Staff analyse</p>		



<p>have different starting points from other children</p>	<p>their class needs and set up appropriate nurturing strategies. PHSE Jigsaw curriculum followed and 'calm me' times used during the day to help children be ready for learning.</p> <p>Children in need of ELSA identified and ELSA sessions timetabled for these children. Nurture provision set up (called 'The Den') for the 3 children struggling to access learning. Boxall Profile used for children with behavioural and social and emotional needs and to then identify appropriate strategies to put in place</p> <p>Growth mind set phrases used and displayed in class on learning walks and children use these in discussions</p> <p>All children have writing equipment in school –packs set up.</p> <p>Phone calls will be made home to bring in glasses if they are forgotten</p> <p>PE kits bought so children can borrow them if they forget. Newsletter and text reminders sent home for those children who forget their kits frequently.</p> <p>Create central point for children to borrow kit for when their PE lesson is on. Some classes create own spare kit.</p> <p>Breakfast club monitored by the school business manager for access to funding. Unable to run breakfast club due to COVID restrictions.</p> <p>Staff to run clubs. Unable to run clubs due to COVID restrictions.</p> <p>Monitoring of clubs to ensure they are purposeful</p> <p>Extra-curricular activities resourced to allow experience they may not necessarily be able to access</p> <p>Home-school worker to record issues discussed to ensure school can support and have adequate resources</p>		
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When will we undertake the next full impact review of our strategy & spending?		July 2020	
How much money do we have to address the identified barriers to learning?			
Number of Eligible Pupils	103	Total Pupil Premium Budget	£145,662
How will we spend this money to address the identified barriers to learning?			
Identified barrier and what we hope to achieve	Approaches to be implemented	What evidence do we have that this approach has the potential to be successful?	
1. Language barrier	Toys and game library to encourage parents to talk, play and interact with their children; Story sacs with books and activities to do together, puppets for role play	https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf Clark 2011; Clark and Douglas 2011 PIRLS, 2006; PISA, 2009 Anderson, Wilson and Fielding, 1988 The research project carried out by Sue Roulstone, James Law, Robert Rush, Judy Clegg and Tim Peters Research Report DFE-RR134	
	Burnett news club –to widen experience and language of more able PP	https://www.burnetnewsclub.com/about/impact/ https://indd.adobe.com/view/03620608-2f30-43b3-ae11-86e221cff352	
	Parent helpers to hear readers, using people in the community, e.g. grannies, volunteers, 6 th form students, ex-pupils etc.	See The Impact of Parental Involvement on Children’s Education http://www.education.gov.uk/publications/eOrderingDownload/DfES0645200MIG2533.rtf	
	Specified level 2 TA responsible for speech and language interventions and	Oral language interventions in the EEF toolkit data show average impact +5mths moderate impact for low cost; Collaborative learning in the EEF toolkit found moderate impact for low cost +5mth; small group tuition shows moderate impact for moderate costs +4mth	

	<p>delivery of programmes set up by SALT; Talkboost and 1:1 programmes; Specified level 2 TA responsible for ELSA interventions and check ins of vulnerable pupils. Programmes set up by behaviour support to be carried out (ELSA). Extra RWI and Fresh Start groupings for pupils at risk of not achieving the phonics check at end of year one. Intervention groups identified and provision put in place for specific needs.</p>	
	<p>Budgeted Cost</p>	<p>£103,292</p>
	<p>Reading comprehension scheme Training of level 2 TA in nurture provision Resourcing parent meetings, craft events, visiting speakers etc Home-school SENCo and Assistant Head plus resources Purchase and running of The Burnet News Club Resourcing increased contact with parent via letter and phone, monitoring and evaluating RWI Training, planning time and resources for speech and language 1:1, intervention groups and Talk boost programme plus development day ELSA TA Volunteers in class and EYFS Books Subscription to My Book Blog and TT Rock Stars Assistant Head Standards and Improvement, Performance Management Meetings and Pupil Progress Meetings</p>	<p>Included in B £500 £12962 £1850 £9129 £41725 Included in B £575 £1120 £21435</p>



<p>2. Low aspirations for life-long learning</p>	<p>Staff develop parental engagement by using structured conversation model; contacting parents if any issues or concerns raised; collecting and delivering children to parents at the start and end of the day to make contact with parents Parents invited in to lessons to join in and observe.</p>	<p>https://www.beanstalkcharity.org.uk/our-locations Judith Stevens’ research showed many advantages of an open-door policy (as fostered in EYFS)</p>
	<p>Home-school worker Parenting classes –Family Links (liaising with the Children’s centre); advice on routines, diets, importance of attendance Informal coffee mornings, leading to event coffee mornings e.g. pamper days, craft morning, leading to workshops, key speakers on diet or talks from agencies e.g. Children’s Centre</p>	<p>http://www.education.gov.uk/publications/eOrderingDownload/DfES0645200MIG2533.rtf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf https://familylinks.org.uk/why-it-works#10-week-Nurturing-Programme Informal coffee mornings showed a positive impact. See The Impact of Parental Involvement on Children’s Education http://www.education.gov.uk/publications/eOrderingDownload/DfES0645200MIG2533.rtf Involving Parents in Their Children’s Learning: A Knowledge-Sharing Approach, edited by Mary Whalley <i>Bojuwoye, 2009: 463</i> https://www.e4education.co.uk/how-a-school-can-engage-with-parents</p>
	<p>To increase experiences and wider opportunities through Careers curriculum throughout school Primary futures Assemblies with visitors of different professions STEM project for girls working with the secondary schools</p>	<p>The following research showed that improving parental attitudes to education has a huge impact upon children’s attainment, attitudes and behaviour.</p> <ul style="list-style-type: none"> • Carroll, M. (2000) Exploring the Commitments Parents Make to Their Children’s Education. Dissertation Abstracts International Section A, The Humanities and Social Sciences, Vol. 60, No. 11, p. 3959–A, May • ‘Poorer children’s educational attainment: how important are attitudes and behaviour?’, York: Joseph Rowntree Foundation Goodman, A. and Gregg, P. (2010) • Overcoming 10 common barriers to parental engagement – Creative Education • “Parents being engaged with their children’s learning in the form of ‘at home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other



	<p>Burnett news club –to widen experience and language of more able PP</p> <p>Assemblies with visitors from further education to inspire; Visits to university; east riding college; secondary schools</p> <p>Allowing disadvantaged children access to further curriculum activities to inspire writing.</p> <p>In the form of:</p> <p>Subsidies for trips.</p> <p>Provision of stimuli/visitors for writing</p> <p>Subsidising residential trips</p> <p>Provision of buses for enrichment activities</p>	<p>factors shaping attainment have been taken out of the equation.” (Desforges, C., Abouchaar A., 2003)</p> <ul style="list-style-type: none"> • Parents, carers and family members are by far the most important influence on their children’s lives. They influence how young people think about education, their future and society. Therefore their support for schools and engagement in learning is crucial.” (Harris, Andrew-Power and Goodhall, 2008) <p>STEM projects are increasing their importance and impact on reducing the gender gap in the STEM industries https://www.engineeringforkids.com/about/news/2016/february/why-is-stem-education-so-important/</p>
	<p>To build children’s low self-belief:</p> <p>ELSA sessions</p> <p>Growth Mindset work</p> <p>Jigsaw PHSE programme</p> <p>Growth Mindset – development of ethos across the school to give children the skill set and mind set to continue to push their own learning.</p> <p>AfA – Identified pupils given wider opportunities and given greater engagement with home school links to help raise self-esteem.</p>	<p>Low starting points and evidence of poor self-esteem across school. Talk boost and ELSA programmes designed to improve children’s ability to talk, improving oral literacy skills and oral emotional skills.</p> <p>Positive Impact discussed in: The Emotional Literacy Support Assistant (ELSA) programme: parental perceptions of its impact in school and at home by Lucy Wilding & <u>Simon Claridge</u></p> <p>An Evaluation of the Emotional Literacy Support Assistant (ELSA) Project: What is the impact of an ELSA Project on support assistants’ and children’s self-efficacy beliefs? By Dr Laura Grahamslaw found a positive impact</p> <p>Ascertaining the impact of training and supervision on ELSAs’ skills in supporting emotional literacy development in children. By Mary Leighton proved increase engagement of the pupils. https://www.elsanetwork.org/elsa-network/other-research/_evidences many research projects showing positive impact and engagement of pupils.</p> <p>EEF toolkit shows social and emotional aspects of learning have an average impact of +4mths –a moderate impact with low cost. Provision of targeted interventions to support the emotional wellbeing of vulnerable children, securing their inclusion and participation in school.</p>

	Budgeted Cost	£25911
		<p style="text-align: right;">Home-school worker and ELSA Programme £11936</p> <p style="text-align: right;">Project cost of Careers Mark programme, Primary Futures and STEM £3038</p> <p style="text-align: right;">Educational visits linked to Careers Mark programme, Primary Futures and STEM (e.g. transport, resources) £2000</p> <p style="text-align: right;">Growth mindset £477</p> <p style="text-align: right;">Jigsaw programme £5960</p> <p style="text-align: right;">Educational visits, visitors to school, enrichment activities, subsidised trips, transport, activity day resources £2500</p>
3. Attendance and punctuality	Phone calls to parents before school to make sure those persistently late are up and getting ready for school. If keep pestering lateness, before it becomes persistent then may be easier for them to get child in on time than keep getting phone calls. Informal attendance meetings with office manager to find difficulties in attending and encourage them to come to school, before it becomes an issue. Additional support provided from the home-school worker	<p>DfE report: link between attendance and attainment at KS2 and KS4 https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/linking-attendance-to-exam-results-secondary/ Advice from the National Strategies, which is hosted on the National Archives website, says that "the links between attendance and achievement are strong", and explains that pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years. http://dera.ioe.ac.uk/2945/3/110308section3en.pdf http://blogs.svvsd.org/counselor/wp-content/uploads/sites/1486/2016/11/BestPracticesinImprovingStudentAttendance-1.pdf https://www.islingtoncs.org/system/files/Persistent%20Absence%20guidance.pdf</p>
	Incentives in school £50 at end of term of term for class to spend e.g. treat day for best attending class.	<p>https://www.islingtoncs.org/system/files/Persistent%20Absence%20guidance.pdf</p>

	Attendance and Punctuality Target Setting with Pupils – linking with Investors in Pupils.	
	Budgeted Cost	£7838
	Business manager tracking of attendance and meetings to discuss Incentives for attendance	£7688 £150
4. Wellbeing - not ready to learn or have different starting points from other children	Set up nurture provision Training and setting up of nurture classrooms and provision	Boxall 2002; Binnie and Allen 2008; Walker 2010; Cooper and Whitbread 2007; (Johnson & Duffett, 2003). http://www.readingrockets.org/article/getting-parents-involved-schools ; Nurture groups have been endorsed by the UK government in numerous reports and policy papers: The Warnock Report (1978), Green Paper Excellence for All Children (1997), The Steer Report (2005), the Healthy Schools Toolkit (2012) the Mental Health and Behaviour in Schools Report (2014), and Ofsted’s Supporting Children with Challenging Behaviour (2011); Childhood conduct disorders predict all adult disorders (Kim-Cohen et al 2003),
	Breakfast clubs	This found that its model of a free, universal, before-school breakfast club delivered an average of +2 months’ additional progress for pupils in reading, writing and maths. EEF https://educationendowmentfoundation.org.uk/news/eef-blog-magic-breakfast-a-case-study-in-scaling-evidence-for-impact/ From Foodbank.org.au report (https://www.foodbank.org.au/wp-content/uploads/2015/05/Foodbank-Hunger-in-the-Classroom-Report-May-2015.pdf) http://www.pupilpremiumawards.co.uk/ppawards2017/en/page/2017-springfield-primary Ref: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year: Ref: Byrne M, Gower G, Anderson K, Partington G, Cross D & Coffin J 2014 ‘Food for learning: Impact of the WA Healthy Food for All program in low SES schools’, ECU Industry Collaboration Grant – 2014, Edith Cowan University. http://journals.sagepub.com/doi/abs/10.7227/RIE.66.7?journalCode=riea

		Donald Simpson, University of Teeside -article supporting how effective breakfast clubs are for getting children to attend school on time.
	Uniform bank	From http://www.cpag.org.uk/sites/default/files/CPAG-Scot-Cost-Of-School-Day-Report(Oct15)_1.pdf
	Home-school worker discussions with parents regarding the need for sleep, reducing playing computer games at bedtimes, a breakfast before school, having the correct equipment, encouraging the return of completed homework. Telephone calls home to obtain the equipment that school cannot provide e.g. glasses,	<p>The impact of parental involvement, parental support and family(Document) showed positive impacts on well-being, leading too improved attainment.: https://www.google.co.uk/search?safe=strict&ei=8i3LWtGENMeCgAaqrp_oDQ&q=impact+of+communication+on+parents+getting+children+ready+for+school&oq=psyab.3...40078.60173.0.60468.63.51.2.8.9.0.139.4028.45j6.51.0....0...1c.1.64.psyab..2.37.2189...0j0i67k1j0i13k1j0i22i30k1j33i22i29i30k1j33i21k1.0.y2Y8eJBGqF8</p> <p>The NHS has stated that a lack of sleep affects a child’s brain development. This potentially indicates that sleep deprivation may affect the developing brain of school age children. https://www.nhs.uk/news/neurology/lack-of-sleep-may-disrupt-development-of-a-childs-brain/#what-were-the-basic-results EEf https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents Johnson & Duffett, 2003 http://www.readingrockets.org/article/getting-parents-involved-schools</p>
	Budgeted Cost	£8621
		<p>Nurture room set up with resources and 2 Tas</p> <p>Breakfast Club £4365</p> <p>Homework Club £4106</p> <p>PE kit stock £150</p> <p>After-school club resources</p> <p>Wider opportunity visits/experiences</p>
 <p>How successful are we being?</p> 		



Did we achieve what we set out to achieve this year?

Barrier & what we said success would look like	What did we spend our money on and how much did we spend?	How successful were we and to what extent did each of our chosen approaches contribute to this success?
1.		
2.		
3.		
4.		