

# Leominster Primary School



Pupil premium strategy statement

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Next Review: March 2024

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Leominster Primary School
Number of pupils in school	565 (incl 26 in nursery)
Proportion (%) of pupil premium eligible pupils	131 (25%) October 2022 census SEN and PP 41% (45/110)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plan</b> )	2021/2022 to 2024/2025
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022 May 2023
Statement authorised by	Helen Rees and Helen Lynch, Headteachers
Pupil premium lead	Helen Rees
Governor / lead	Tom Powell

## Funding overview

Detail	Amount 21-22	Amount 22-23	Amount 23-24
Pupil premium funding allocation this academic year	£191,660 <b>£193,743</b>	£188,680	TBC Oct 23 census
Recovery premium funding allocation this academic year	£20,000 <b>£15,400</b>	£9,063	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£1,728	
<b>Total budget for this academic year</b>	£211,660 <b>£197,743</b>	£199,471	

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have the opportunity to learn and succeed. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Pupil Premium funding is allocated to ensure that social or financial disadvantage will never be a barrier to accessing high-quality education.

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

High-quality teaching and sustainable pastoral support 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 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. The expectation is that disadvantaged children are supported through various initiatives to keep up not catch up.

## 1. Challenges

External Barriers
A significant number of the school's PP families live in areas where deprivation is high which limits the experiences on offer to some families (3 of the LSOAs serviced by the school are amongst the 10% to 20% most deprived in England). Leominster – Ridgemoor remains among the most deprived in the country with almost 31% of people experiencing income deprivation. This is reinforced by the fact that Leominster has some of the highest rates of claiming out-of-work benefits in the county and some of the most employment deprived areas in Herefordshire.
Leominster Town is the second most prominent area in the county for antisocial behaviour incidents. Residents are consistently the most likely in the county to perceive there to be a high level of anti-social behaviour in their local area; this is reflected in the behavioural needs of some PP pupils within the school
Leominster has relatively low levels of qualifications/ adults' skills amongst the working age population which impacts upon the levels of support from home as some of our PP parents have low literacy and numeracy skills and prioritisation of academic attainment.

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

Challenge number	Detail of challenge
1	Low baseline on entry to <b>Nursery and Reception</b> . Pupils generally and PP pupils in particular enter school with <b>below expected language, numeracy and social and emotional skills</b> . On entry to Reception class in the last 4 years pupils are below age expected for all areas on baseline entry. When compared with non-PP there is an average difference of 10% with non-PP pupils performing better.
2	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as <b>readers</b> .
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in <b>maths</b> .
5	A significant number of the school's PP families live in areas where deprivation is high which limits the experiences on offer to some families. There was also a <b>lack of enrichment opportunities</b> during school closure
6	Our assessments observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils, These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 24 pupils (16 of whom are disadvantaged) currently require additional support with social and emotional needs all of which are currently receiving small group or individual interventions.
7	A high proportion of under attaining PP pupils are on the school's <b>SEN</b> Register which is another barrier to learning. Our assessments and observations show these pupils make less academic progress than PP pupils with no additional barriers to learning. 14% (65 SEN support, 9 EHCP) are SEN (74 pupils) and 49% (36/74) are PP with SEN.
8	Our <b>attendance data</b> over the last 3 years indicates that attendance among disadvantaged pupils has been between 1% – 3% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism and punctuality is negatively impacting disadvantaged pupils' progress.

## 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
Narrow the attainment gap between disadvantaged and non-disadvantaged children.	Narrow the gap at all statutory assessment points Narrow the attainment gap within the schools' internal assessment process
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment scores of disadvantaged pupils in; EYFS – word reading, writing, number, numerical pattern The phonics reading check KS1 reading, maths, writing and the combined measure	Increase the number of disadvantaged pupils achieving a good level of development and narrow the gap between disadvantaged and all pupils. KS1 PSC outcomes show that 80% of disadvantaged pupils meet the expected standard and the difference between PP and all pupils is diminished. KS1 reading, writing, maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved attainment for disadvantaged pupils at the end of KS2 in; maths, reading, writing and combined measure Multiplication times table check	Increase the average scaled score in reading by 3 points and maths by 1 point. Increase the average percentage meeting the expected standard in writing by 5% Improve the percentage of pupils achieving expected standard in all core subjects to above 60% Increase the in the MTC by 5 points (raw score)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
To ensure all pupils, particularly disadvantaged pupils receive an enriched curriculum with plenty of opportunities	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>data from registers on uptake of extra-curricular clubs</li> <li>music tuition, residential trips</li> </ul>
SEN provision meets the needs of PP pupils with SEN and that accelerated progress for SEN pupils diminishes the difference between SEN PP pupils and non-SEN PP pupils	Data shows the gap between PP with SEND and PP pupils is narrowed by 2024/25
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4% achieving an overall rate of attendance for all pupils being 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## 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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise the attainment of disadvantaged pupils by developing the quality of teaching and learning. The school has a focused commitment to drive improvement by focusing on exceptional teaching in every lesson and from every lesson.</p> <p>Review of Pupil Premium strategy</p> <p>Clear expectations are established with teachers in pupil progress meetings regarding expected progress and attainment of PP pupils. Baselines and targets are established. Identify under attaining disadvantaged pupils and HA disadvantaged pupils</p> <p>Identified target teachers, support programme put in place and progress is monitored every 4 weeks.</p> <p>Regular CPD for staff and Teaching assistants - including monitoring for Impact</p> <p>Termly data analysed and tracking used to identify and monitor attainment gap. PP pupils identified to target for GD and strategies discussed. PP pupils who are not on track (progress and prior attainment) are discussed and plan of action put in place. Pupil progress meetings to plan provision and strategies to address pupils identified as under achieving.</p> <p>Monitoring demonstrates teachers use effective strategies within lessons to target PP pupils. The school curriculum meets the needs of PP pupils. Regular work scrutiny for PP pupils takes place between progress meetings. Coordinator work scrutiny includes PP pupils. SLT meetings evaluate the effectiveness of provision for PP pupils and agree actions.</p> <p>To continue to develop teachers understanding of scaffolding learning to meet challenge, include deepening and modelling and scaffolding strategies.</p>	<p>'Evidence-based education' states that a 'focus on great teaching in every lesson, from every teacher is our most powerful key for driving improvement.'</p> <p>Evidence of the impact of QF teaching</p> <p>EEF/Sutton Trust 'New Primary School Guide to the Pupil Premium, Effective Strategies'</p> <p>Evidence of impact of interventions</p> <p>Evidence of impact of English and mathematics co-ordinators on teaching and learning</p> <p>Evidence of impact of use of tracking system for targeting</p>	1,2,3,4,7,8

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. Training and purchasing resources for talk boost and Early talk. Continue with the layered vocabulary approach in nursery and reception.</p> <p>Employ Speech and language external therapist. Employ speech and language support staff (1 full time and 1 part time) to deliver interventions across the school.</p> <p>Provide 1:1 support, targeted interventions and CPD from in house speech and language specialists and bought-in-services</p>	<p>The report by Snowling et al. (2011) demonstrates the link between language and communication and later attainment, indicating that language skills are among the best predictors of educational success.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Continuation of RWI approach to secure stronger phonics teaching for all pupils. RWI training for staff. Employ and train 2 support staff to deliver talk boost interventions for reception and Early talk for nursery. Nursery staff to continue with letters and sounds. Train staff and run Nessy programme. SENCO to monitor delivery and effectiveness of approach.</p> <p>Talk Boost to be incorporated into the Nursery and Reception curriculum to combat language development</p> <p>Essential phonics training and resources provided from Nursery, reception, Year 1 and 2 for teachers and support staff. Phonics training for all staff to understand how to teach phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery in number training).</p> <p>Accessing resources from the NCETM, including the training and support materials related to the DfE non-statutory guidance, which includes the ready to progress criteria.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Train staff in emotion coaching</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5, 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

### Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of talk boost and early talk boost to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Accelerate progress from low baselines for PP pupils in Nursery and Reception to ensure attainment across all abilities is at least national average by the end of FS and the difference is diminished  Establish areas of need on entry and plan curriculum accordingly  Targeted and well trained teaching support for interventions. Establish an intervention programme  Curriculum workshops for parents	EEF research of teaching assistants on small groups, interventions  We have used interventions / approaches in reception and nursery over the last 4 year successfully to improve low baselines. End of year data shows a steady increase in GLD and the gap between disadvantaged and non-disadvantaged closing ( 2016 - 53%/70%, 2017- 62%/80%, 2018 - 59%-70%, 2019 -65%/73%)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. PP pupils in Y2 are in teacher led phonics groups and guided reading groups. Phonics knowledge in Y1 and Y2 is reinforced across the curriculum  PP pupils are specifically targeted.  Y1 and Y2 pupils are grouped according to stage for phonics teaching and moved to a higher group when appropriate. Y2 pupils are in a teacher led phonics group. All staff receive training. New staff and ECTs receive additional training and support which includes observing other staff. They are closely monitored and appropriate support is put in place if needed.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Previous data has demonstrated the effectiveness of settings and interventions	3, 4

<p>Targeted support for reading for disadvantaged pupils that require further reading support. Pupils identified through reading data, and PP pupils are specifically targeted. Reading interventions carried out throughout 21-22 and 22-23. Resources purchased to improve pupils' love of reading (Accelerated Reader) and to link with Read, Write, Inc. to support their phonics learning, and to support their comprehension (Literacy Shed).</p>	<p>Evidence from the use of this strategy demonstrates effectiveness of this approach on accelerating progress.</p> <p>EEF states that research focuses on teaching assistants who provide one-to-one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver</p>	<p>2, 3</p>
<p>Engaging with the National Tutoring Programme (21-22) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>For 22-23 this has changed from NTP to engaging with experienced teachers for tuition and interventions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3, 4</p>
<p>To release Yr. 6 class teachers to provide bespoke English and mathematics interventions, addressing misconceptions from the morning lessons or pre-teaching</p> <p>Redistributed support staff into year 6 to target borderline pupils.</p> <p>Additional booster groups for reading and GPS – Heads to target PP pupils potential for GD and also focus on PP not on target.</p> <p>Booster groups – after school / lunchtime intervention in maths for pupils who are not on track to get expected based on data.</p> <p>Autumn and Spring term (21/22) – use EVC staff member to take small group of pupils in English and maths sessions., also 1:1 reading support and afternoon interventions.</p>	<p>Evidence from the use of this strategy demonstrates effectiveness of this approach on accelerating progress.</p> <p>EEF states that research focuses on teaching assistants who provide one-to-one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF research on small group tuition</p> <p>As stated by the EEF, reducing class sizes through targeted mixed ability interventions will enable the class teachers to have increased flexibility for organising learners and improve the quality and quantity of feedback each pupil receives.</p>	<p>3,4</p>

<p>Teaching and learning support from the school SENCO</p> <p>Teachers identified as underperforming from data, lesson observations and book scrutines.</p> <p>Teachers targeted by SENCOs for ongoing support</p> <p>For PP pupils in particular, part funding of SENCOs and additional SEN TAs to target PP/SEN attainment through enhanced provision of interventions</p> <p>PP Mentor system – 2 TAs to regularly meet with identified PP pupils across KS2.</p> <p>SENCO working with class teachers to ensure provision is appropriate ( Purple Mash / learning packs) when pupils have to do remote learning. SEND pupils receive regular phone class during lock downs from our SENCO to support their learning (21/22)</p> <p>Tool kit purchased to assess pupils with SEND/PP to support pupils needs</p> <p>Call in outside agencies to support pupils (eg Educational psychologist).</p> <p>SENCOs to research support programmes/ interventions to help PP/SEN children in Maths and English (22/23 – purchased Engaging Eyes – to screen for dyslexia and provide a suitable intervention programme, Clickr software – to support pupils with their writing, Nessy programme – to support pupils' spelling strategies, Dynamo Maths – to support pupils with Maths interventions. AQA unit awards has also been purchased to enable an individualised curriculum to be produced for SEND children.</p>	<p>Recommendations that reflect the impact of good practice in a high achieving school.</p> <p>J. Hattie's research evaluation re. not labelling pupils</p>	<p>7</p>
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## Wider strategies (related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Individualised behaviour support programmes / interventions ( Martial arts,)</p> <p>Introduction of emotion coaching and zones of regulations</p> <p>Use outside agencies to support ( behaviour support team)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF research on behaviour interventions</p> <p>External advice from accredited external advisers</p>	6
<p>Appropriate support for PP pupils with social, emotional and mental health needs so that those pupils can accelerate progress without impediments</p> <p>Trained SEN TAs provide programmes that support the emotional and social development of some PP pupils (ELSA)</p> <p>PP Mentor system</p> <p>Mental Health ambassador introduces whole school approaches to support mental health and well-being, trains staff and monitors approaches and interventions used. advisers to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing,</p> <p>Introduction and training for 'emotion coaching'</p> <p>Support those pupils who have been identified to need additional support for their mental health and wellbeing with outside agencies – ( counselling –'Butterflies.)</p> <p>Embed the PSHE curriculum to support pupils mental and physical wellbeing. Which sits with our values-based curriculum to support the well-being of the children at LPS.</p>	<p>Evidence of previous year's individualised behaviour programmes</p> <p>External advice from accredited external</p> <p>School curriculum based on good practice of national PHSE Association curriculum</p>	6
<p>The experiences on offer to PP pupils beyond the classroom addresses any cultural deficits, raises aspirations and self-esteem, enriches love of learning and improves the quality of writing and language</p> <p>Introduction of Write stuff and embed the learning challenge curriculum which both improve enrichment opportunities</p> <p>Subsidies for enrichment activities; (musical, sporting cultural, social) within school and for trips. Provision of free or subsidised access to extra-curricular clubs</p> <p>Forest schools lead</p>	<p>Pupil and parent feedback on enrichment activities</p> <p>Impact on quality of writing</p> <p>Higher attendance take up by PP families in for clubs</p> <p>The Forest Research association conducted research answering the question 'Do Forest Schools increase young people's self-confidence and self-esteem?' The evaluation suggests</p>	5

<p>Raise opportunities by inviting different people in the community to talk about their jobs. Annual careers evening to raise aspirations for years 5 and 6.</p>	<p>Forest Schools make a difference in the following ways: confidence, Social Skills, communication, motivation, physical skills and knowledge and understanding.</p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Safeguarding manager and newly appointed HSLO to target all attendance concerns and PP attendance concerns in particular through monthly data analysis and implementation of an attendance tracker, early intervention and a structured approach, parent phone class, letters, meetings, home visits, truancy sweeps and parenting contracts. Monitoring reviews, action plans, family and pupil interventions, reward systems and use of external agencies</p> <p>Subsidise places at the Breakfast club for targeted disadvantaged pupils</p> <p>PP Mentor system</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Impact evidence from previous attendance actions and PP attendance in particular.</p> <p>Research on the link between attendance rates and attainment outcomes.</p> <p>Evidence from monitoring of HSLO attendance caseloads and attendance data in previous years</p>	8
<p>The school's parental partnership with parents/ carers of PP pupils supports the school's strategies to raise the attainment of PP pupils. Supporting parents to overcome their challenges (socially isolated, limited qualifications, emotional and mental health needs) has a direct, positive impact on pupils</p> <p>Family support team and Early help worker to work with identified PP families to support family strategies to address barriers.</p> <p>Part funding of termly parent curriculum workshops in reading, phonics, writing, mathematics and SEN</p> <p>More effective collaboration with parents – Assistant Heads to organise effective parental engagements and workshops across the school</p> <p>Development of literacy and numeracy skills of parents</p> <p>1:1 meetings with parents of PP pupils whose barriers to learning are not being eroded</p> <p>Triple P parenting EYFS skills workshops</p> <p>LPS School Family introduced – 'every child needs a champion' Focused on the well-being of 2 pupils identified in each year group to make up a 'school family.' Special activities to be planned for these 14 pupils by PP Champion once a term (Campfire Cooking, Creative art / DT, music making, Outdoor Learning trips, Based on needs and interests of pupils. (Questionnaire, Pupil voice) Aim/outcome Increased confidence and self-esteem. Pupils are happier at school and more able to access learning. Also, positively impacts upon academic progress and attainment.</p>	<p>Evidence from monitoring of FST caseloads in previous years</p> <p>EEF states that parental engagement positively impacts on average of 4 months' additional progress. Our extensive pastoral support team supports a wide variety of families and children.</p> <p>Parental feedback re. curriculum workshop impact on parent understanding of how to support their child's learning from previous year</p> <p>Low level of skills identified by deprivation indices amongst some of the parent body</p>	1, 3, 4, 5, 7

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	ALL
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**Total budgeted cost for 22 -23: £199,471**