



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023, 2023 to 2024, **2024 to 2025** 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	Park Hall Academy
Number of pupils in school	443
Proportion (%) of pupil premium eligible pupils	22/23 -18.2%. 23/ 24 -18.3% <b>24/25 – 18.3%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23, 2023/24, <b>2024/25</b>
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Principal/ Vice Chair of Governors (PP Lead)
Pupil premium lead	J Preston (Vice Principal)
Governor / Trustee lead	V Poole

## Funding overview

Detail – 2022-2023	Amount
Pupil premium funding allocation this academic year	£ 100, 725.00
Recovery premium funding allocation this academic year	£ 11, 890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£112, 615
Detail – 2023-2024	Amount
Pupil premium funding allocation this academic year	£ 103,304.75
Recovery premium funding allocation this academic year	£ 10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£113,599.75
Detail – 2023-2024	Amount
Pupil premium funding allocation this academic year	£ 97,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£97,680

# Part A: Pupil premium strategy plan



## Statement of intent

The Park Hall Academy curriculum is underpinned by the '4 Big Ideas' – Every Child A Reader, A Love of Learning, Be Inspired Be Aspirational, Expert Learners. At Park Hall Academy we focus upon raising attainment for all and ensuring that the achievement of all learners, including those from disadvantaged backgrounds, remains a priority. Through the provision of high-quality learning and teaching, all learners are supported to become independent, motivated and curious young people who see their lives as full of possibilities.

Our intent is to maximise the impact of our pupil premium spending through a research based, three tiered approach to Pupil Premium. This approach ensures the academy is able to balance approaches to ensuring high quality Teaching, Targeted Academic Support and Wider Strategies for all pupils over a three year period. We will focus on the challenges that can affect the attainment of our disadvantaged pupils. Our approach will be evidence based, in response to diagnostic/ assessment information and observations and not on assumptions.

We strongly believe that **every** member of the Park Hall family can achieve success. Together we can remove barriers to learning through a shared ethos centered around positive growth mindsets; believing that there are no limits to our success.

*'This is a positive, focused school where leaders have ensured that every action and strategy is focused on the needs of the Park Hall pupils to ensure they all thrive.'* (NLE, DAP Best Practice Visit October 22)  
**We intend to:**

- ensure that all pupils, irrespective of background fulfil their potential and develop the knowledge and skills necessary to become successful independent adults
- Adopt a whole school approach in which all staff understand and take responsibility for the outcomes of all pupils and raise expectations of learners to ensure that they understand what they can achieve.
- Provide all children with fair and equal opportunities to excel
- Diminish the difference between pupil groups
- Work in partnership with families and external agencies to ensure that we provide the very best opportunities for our children and families, enabling success.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><i>Ensure that learners are able to reach their ambitious targets through the provision of high quality learning &amp; teaching whilst rapidly identifying &amp; addressing gaps in knowledge &amp; skills.</i></b></p> <p><b>2022/23</b> End of key stage data demonstrated that at the end of key stage 2, pupils were -22.8% below the national in reading, writing and maths (combined). This was due to disadvantaged pupils not meeting the expected standard in all three subjects.</p> <p><b>2023/24</b> End of key stage 2 data demonstrated that PP pupils achieved +12% on the national expectation figure. Whilst this outcome is positive, it remains an essential target to ensure that the continued, relentless drive for all pupils to achieve their ambitious targets continues to be a priority for all members of the Park Hall family.</p> <p><b>2024/25</b> End of key stage 2 data demonstrated that disadvantaged pupils, with a range of additional factors,</p>
2	<p><b><i>Ensuring that attendance is at least 96%</i></b></p> <p><b>2022/23</b> Attendance since Covid has decreased for all pupils. Attendance figures for all pupils at the end of summer term 22' – 94.4% (4.8% above the national figure) and 92.84% (PP recipients) and 93.29% PP for those of compulsory school age only.</p> <p><b>2023/ 24</b> Target - Attendance is at least 96% for all pupils, with the school's ambitious target for attendance remaining at 97%. Rigorous tracking has noted the negative impact on attendance since the pandemic.</p> <p><b>2024/ 25</b> Target - Attendance is at least 96% for all pupils, with the school's ambitious target for attendance remaining at 97%. Rigorous tracking demonstrates that pupil attendance continues to be affected by absence and holidays during term time. Attendance figures for PP recipient pupils was 95% compared to 96% for all pupils. This demonstrates a rising trend in attendance for PP learners however attendance remains at the forefront of school leaders agenda to ensure that all learners have full access to high quality learning and teaching.</p>
3	<p><b><i>Developing learners to 'Be Inspirational, Be Aspirational'</i></b></p> <p>At Park Hall, the intention is that all learners to see their lives as full of possibilities. Through our digital strategy (1:1 iPads) and its innovative and creative use, all learners will be enabled and empowered to become independent and creative learners.</p>
4 (2023-2024)	<p><b><i>Ensuring the well-being and social, emotional &amp; mental health of learners is of paramount importance. As a result, young people will be able to fully focus on learning.</i></b></p>

	Through assessments, discussions and observations, individuals have been identified whose SEMH needs would be improved through intervention & support. It has been noted that this need has increased since the pandemic with the numbers of pupils and families requiring support increasing.
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## 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.

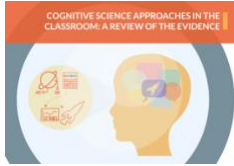

Intended outcome	Success criteria
Pupils make at least expected progress in reading, writing and maths, with some making better than expected progress.	% working at ARE will increase and the gap will close in progress made between PP and non PP.
Attendance will be good for all pupils, with pupils understanding the correlation between school attendance and academic/ personal & social achievement.	Attendance across the school will increase to at least 96% (national figures), with a particular focus on the attendance of PP pupils.
<b><i>Be Inspirational, Be Aspirational</i></b> At Park Hall, the intention is that all learners see their lives as full of possibilities. Through our digital strategy (1:1 iPads) and it's innovative and creative implementation, all learners will be enabled and empowered to become independent and creative learners.	Learners are able to select and utilise technology to enhance learning, accessibility to the curriculum, enable cultural capital through the innovative use of technology (e.g. National Gallery walks), independent access to scaffolds, models & simulations.
All learners will have a 'love of learning' as a result of feeling secure, listened to and fully supported.	Staff and families will work in partnership to secure the best outcomes for learner's well-being & mental health through early intervention & support.


## 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: £ 32,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality assessment and retrieval practices will ensure that pupils activate prior learning to build on knowledge and skills.</p>	 <ul style="list-style-type: none"> <li>• <a href="#">EEF report</a></li> <li>• <a href="#">Socrative Assessment</a></li> <li>• TDT -</li> </ul> <p>Technology will be utilised to make use of online assessment tools, engaging pupils in retrieval practice – a research based method of activating prior learning.</p>	<p>1, 3</p>
<p><b>Reading</b> (<i>Nursery to Year 1 and any other pupil who is at the 'early reading' stage</i>) Early reading skills including phonological awareness, grapheme/phoneme correspondence, fluency, comprehension and inference will be taught through 'FFT Success For All Phonics' to ensure that pupils achieve their end of year targets.</p>	<p>Through the use of a co-operative learning pedagogy, all pupils are fully engaged and interact throughout all parts of the lesson. Success for All Phonics (FFT) state that the teaching method is proven to have a dramatic effect on progress and attainment (research based). A 'keep-up, not catch-up' approach is used to enable all learners to receive daily high quality phonics teaching. Where identified, individuals will receive additional phonic skills to address gaps in learning.</p>	<p>1</p>
<p><b>Reading</b> – (<i>Year 2 – 6</i>) Fluency and comprehension skills are taught through a carefully planned reading cycle, enabling pupils to meet ambitious end of year targets. Through high quality teaching, learners develop the knowledge of the necessary components required to read with fluency and prosody (6 P's – pitch, pace, power, punctuation, pause and passion.)</p>	 <ul style="list-style-type: none"> <li>• Our ambition for children who have needed a social worker is the same as for any other child. They should be safe, benefit from education, and have the opportunity to succeed - 'ensure that children receive effective, evidence-based support in and around school'.</li> <li>• EEF – Improving literacy in Key Stage 1 &amp; 2 reports.</li> </ul>	<p>1</p>

<p>Writing for a clear purpose and audience (cross-curricular) - <a href="#">5 a day approach</a> adopted by all staff to provide support and scaffolding for all learners.</p> 	<ul style="list-style-type: none"> <li>• EEF (January 22') indicates that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their peers. The EEF report states that the approaches are well-evidenced as having a positive impact. Use of these evidence-informed strategies by all staff, across the academy will positively support all learners, including those with SEND.</li> </ul>	<p>1, 3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring for identified pupils in years 1, 2 and 6 leads to a closing of the gap between PP and non PP.</p>	<ul style="list-style-type: none"> <li>• Tutoring impact data (2021/22) demonstrated the positive impact upon the majority of learners.</li> <li>• Marc Rowland – <a href="#">Addressing the Catch-up Conundrum</a></li> <li>• 2022/23 end of year assessment data demonstrated that the majority pupils engaged in tutoring made or exceeded their end of year targets.</li> <li>• EEF indicates 4+ months impact for small group tutoring,</li> </ul>	<p>1, 3</p>
<p>Interventions for individuals, identified through high quality diagnostic assessment, leads to pupils meeting end of year targets.</p>	<ul style="list-style-type: none"> <li>• Speech &amp; language assessments for Lower Foundation pupils to understand the starting point of all pupils and provide early identification and support.</li> <li>• <a href="#">Alex Quigley</a> - EEF Blog: Learning recovery and the role of diagnostic assessment</li> <li>• The suite of interventions across the academy, are carefully mapped out with the SENDCO and teacher to support individual pupils needs following assessment results.</li> </ul>	<p>1, 3</p>

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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £14,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils will understand the link between attendance and achievement. Monitoring will challenge and support families to improve attendance. Attendance ambassadors (pupils) will support pupils in understanding the need to be in school using 'HERO', rewarding and promoting attendance.</p>	<ul style="list-style-type: none"> <li>Through targeted interventions with individuals/ families alongside whole school initiatives, attendance prizes</li> <li>EEF – <a href="#">Attendance Interventions</a> (March 2022)</li> <li>Working Together to Improve School Attendance</li> <li><a href="https://www.ucl.ac.uk/ioe/research-projects/2022/jan/school-absences-and-pupil-achievement">https://www.ucl.ac.uk/ioe/research-projects/2022/jan/school-absences-and-pupil-achievement</a></li> </ul>	2, 4
<p>The use of 'Showbie' (app) to engage parents/ carers in their child's learning journey. Parents/ carers will be able to see the progress their child is making in daily lessons and understand how to support their child's learning at home.</p>	<ul style="list-style-type: none"> <li>EEF <a href="#">Guide to Pupil Premium</a></li> <li>Through the use of technology, parents will be able to see and understand how their child is progressing and where gaps are knowledge are (Showbie/ Class Dojo videos).</li> </ul>	1, 2, 3
<p>Extended home school link worker, alongside outside agency support, where necessary, will support identified pupils requiring SEMH support.</p>	<ul style="list-style-type: none"> <li>EEF shows that social and emotional learning approaches can add 4+ months impact on a child's progress.</li> <li>EEF shows that mentorin can add 2+ months impact on a child's progress.</li> </ul>	4

**Total budgeted cost: £ 97, 632 – [follow link to proposed budgeted spend](#)**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### Outcomes for pupils in receipt of pupil premium (2021/ 22)

Early Years Foundation Stage Profile - Pupil Premium pupils

	School				City				Difference	
	2018	2019	2022 Cohort size	2022 Attainment	2018	2019	2022	School vs LA 2022	School 2019 to 2022	
% achieving a good level of development (GLD)	80.0%	88.9%		88.7%	86.4%	86.3%	82.6%	31.1%	-1.7%	
% meeting the expected level in English and mathematics	75.0%	89.9%		88.7%	86.5%	88.7%	88.0%	17.7%	-1.3%	
% exceeding the expected level in COM & LANG	12.0%	33.3%		N/A	11.6%	14.0%	N/A	N/A	N/A	
% meeting the expected level in PSED	75.0%	100.0%		80.7%	88.4%	79.2%	74.2%	11.6%	-14.0%	
% exceeding the expected level in PSED	12.0%	22.2%		N/A	8.2%	8.9%	N/A	N/A	N/A	
% meeting the expected level in PPEV DEV	75.0%	88.9%		80.7%	79.8%	72.3%	74.4%	11.3%	-1.1%	
% exceeding the expected level in PPEV DEV	12.0%	33.3%		N/A	10.2%	10.4%	N/A	N/A	N/A	
% meeting the expected level in Reading	80.0%	88.9%		80.0%	88.0%	88.6%	87.4%	30.1%	-1.7%	
% exceeding the expected level in Reading	12.0%	44.4%		N/A	12.4%	11.8%	N/A	N/A	N/A	
% meeting the expected level in Writing	80.0%	88.9%		80.7%	87.7%	87.6%	84.4%	31.3%	-1.1%	
% exceeding the expected level in Writing	12.0%	44.4%		N/A	7.0%	8.2%	N/A	N/A	N/A	
% meeting the expected level in Mathematics	75.0%	88.9%		80.7%	80.6%	82.0%	81.5%	24.2%	-1.2%	
% exceeding the expected level in Mathematics	12.0%	44.4%		N/A	8.0%	7.9%	N/A	N/A	N/A	

Phonics (Year 1) - pupil groups

	2018				2019				2022				Difference 2022	
	School Cohort size	School Attainment	City	National	School Cohort size	School Attainment	City	National	School Cohort size	School Attainment	City	National	School vs LA	School vs National
% achieving WIA (Year 1) (Blogs)	39	84.6%	73.1%	79.0%	34	88.2%	73.6%	78.0%	35	82.9%	88.7%	72.2%	14.2%	10.7%
% achieving WIA (Year 1) (Cohort)	27	89.2%	85.0%	80.0%	27	89.3%	81.6%	80.0%	25	89.0%	79.4%	79.2%	11.6%	9.1%
% achieving WIA (Year 1) (Pupil Premium)	12	91.7%	72.7%	72.0%	7	89.7%	71.0%	71.0%	11	90.9%	84.3%	82.4%	28.6%	28.5%

Key Stage 1 - Pupil Premium

	2018				2019				2022				Difference 2022	
	School Cohort	School Attainment	City	National	School Cohort	School Attainment	City	National	School Cohort	School Attainment	City	National	School vs LA	School vs National
% achieving EXS in Reading (Pupil Premium)	12	88.3%	82.0%	80.0%	13	89.5%	88.2%	82.0%	11	82.6%	88.2%	81.4%	11.2%	13.2%
% achieving GDS in Reading (Pupil Premium)		16.7%	14.7%	14.0%		15.4%	14.8%	14.0%		9.1%	12.4%	8.2%	1.4%	1.4%
% achieving EXS in Writing (Pupil Premium)		80.0%	88.2%	88.0%		89.2%	88.4%	88.0%		72.7%	48.2%	41.0%	21.7%	17.7%
% achieving GDS in Writing (Pupil Premium)		16.7%	7.8%	8.0%		6.0%	8.9%	7.0%		8.1%	6.2%	9.7%	1.9%	6.5%
% achieving EXS in Mathematics (Pupil Premium)		58.3%	63.2%	63.0%		78.9%	68.9%	62.0%		81.8%	58.3%	51.8%	21.0%	10.0%
% achieving GDS in Mathematics (Pupil Premium)		8.3%	12.0%	10.0%		7.7%	13.0%	10.0%		9.1%	8.0%	6.7%	0.4%	2.4%

Key Stage 2 - Pupil Premium

	2018				2019				2022				Difference 2022	
	School Cohort size	School Attainment	City	National	School Cohort size	School Attainment	City	National	School Cohort size	School Attainment	City	National	School vs LA	School vs National
% achieving EXS in Reading (Pupil Premium)	10	87.0%	87.0%	87.0%	9	88.9%	88.9%	88.9%	10	88.0%	88.0%	88.0%	0.0%	0.0%
% achieving GDS in Reading (Pupil Premium)		10.0%	10.0%	10.0%		11.1%	11.1%	11.1%		11.1%	11.1%	11.1%	1.1%	1.1%
% achieving EXS in Writing (Pupil Premium)		80.0%	88.2%	88.0%		89.2%	88.4%	88.0%		82.7%	48.2%	41.0%	21.7%	17.7%
% achieving GDS in Writing (Pupil Premium)		16.7%	7.8%	8.0%		6.0%	8.9%	7.0%		8.1%	6.2%	9.7%	1.9%	6.5%
% achieving EXS in Mathematics (Pupil Premium)		58.3%	63.2%	63.0%		78.9%	68.9%	62.0%		81.8%	58.3%	51.8%	21.0%	10.0%
% achieving GDS in Mathematics (Pupil Premium)		8.3%	12.0%	10.0%		7.7%	13.0%	10.0%		9.1%	8.0%	6.7%	0.4%	2.4%

On 18<sup>th</sup> March, 2021, Marc Rowlands, the advisor for improving outcomes for disadvantaged learners for the Unity Schools Partnership carried out a visit to Park Hall Academy as part of a project to look at how disadvantaged learners in Stoke-on-Trent are being supported. These reviews were carried out across the country in more than 650 schools.

During the meeting Marc spoke with Senior Leaders, teaching and support staff including Early Career Teachers to ascertain the DAP context of our academy and how the needs of our pupils are met. Strengths were identified which were worthy of dissemination which included the collective responsibility of all staff to improve outcomes for all, clearly articulated by all; the careful consideration of a small number of interventions to have a greater impact and the articulation and demonstration of how the school culture removes barriers to learning for all pupils.

Outcomes for pupils in Early Years and Key Stage 1 demonstrated that pupil support and intervention enabled pupils to meet the ambitious targets set.

Progress was evident from starting points in key stage 2, with pupils outperforming the national figure in mathematics (EXS) and writing and reading (GDS).

The use of technology was successful in engaging families in their child's learning; providing models for parents to learn from – particularly in phonics.



# Outcomes 22/ 23

## Data Summary - 2022 - 2023

Level of Achievement %	GLD	Average of ELGs at	PP (D)	SEND (D)	Girls (D)	Boys (D)
Park Hall Academy	75%	14.8	50%	12.0%	83.3%	65.0%
Stoke-on-Trent	67%	13.1	58.0%	17.0%	69.5%	55.8%
National	67%	14.1	-	-	-	-

GOOD LEVEL OF DEVELOPMENT	AVERAGE NO. ELGS AT EXPECTED LEVEL
75.0%	14.8



Phonics %	Year 1 (8)	Year 2 (1)
Park Hall Academy	819	871
Stoke-on-Trent	748	59
National	789	587
Girls (D)	94.0%	30 - 68.6%
Boys (D)	78.8%	48 - 90%
PP (D)	65.8%	17% - 100%
SEND (1 - 100% EHDSP)	25%	5 SEN - 40%

2022 - 2023 Key Stage 1 - (NET FL)	Reading (E38)	Reading (G38)	Writing (E38)	Writing (G38)	Mathematics (E38)	Mathematics (G38)	Science	PSHE (E38+)	PSHE (G38)	A,K,M,L,A (E38)
Park Hall Academy	74.5	21.8	891	7.3	81.8	92.2	81.8	65.5	1.3	65.5
Stoke-on-Trent	65.1	14.0	592	7.1	68.4	94.1	73.3	55.8	5.8	65
National	68.3	16.8	601	8.2	70.4	93.3	78.7	56	6.2	55.7

NET STAGE 1	NET STAGE 1	NET STAGE 1
READING EXPECTED STANDARD	WRITING EXPECTED STANDARD	MATHS EXPECTED STANDARD
74.5%	69.1%	81.8%

NET STAGE 1	NET STAGE 1	NET STAGE 1
WRITING GREATER DEPTH	MATHS GREATER DEPTH	READING GREATER DEPTH
7.3%	18.2%	21.8%

PROBABLE	EXPECTED STANDARD (YEAR 1)	PROBABLE	EXPECTED STANDARD END OF KEY STAGE 1
87.9%		94.5%	

2022 - 2023 Key Stage 2 - (NET FL)	Reading (E38)	Reading (G38)	Reading (average scaled score)	Writing (E38)	Writing (G38)	Mathematics (E38)	Mathematics (G38)	Mathematics (average scaled score)	GPS (E38)	GPS (G38)	GPS (average scaled score)
Park Hall Academy	80	36	107	75	217	85	387	1073	80	483	106.4
Stoke-on-Trent	66.1	227	103.6	687	133	687	172	1029	69.8	28.5	104.4
National	73.8	29	106.1	716	133	729	224	1047	73.9	30.1	104.9

2022 - 2023 Key Stage 2 - (NET)	PSHE (E38)	PSHE (G38)
Park Hall Academy	70	15
Stoke-on-Trent	55.1	6.5
National	55.5	8

2022 - 2023 Progress Summary (DfE)	READING	WRITING	MATHS
Grade	100	100	100
100% of children	100%	100%	100%

EXPECTED STANDARD	EXPECTED STANDARD	EXPECTED STANDARD	EXPECTED STANDARD
80.0%	75.0%	85.0%	70.0%

1. Tutoring/ intervention groups impacted greatly on the outcomes of learners. Progress was evidenced against starting baselines of pupils. Outcomes at the end of key stages demonstrated the impact of tutoring and interventions.

2. Attendance for PP at the end of 22/23 was- 93.29%. Attendance was rigorously tracked by EHSL worked and SLT enabling families to be supported and challenged to improve attendance where it fell below expectations.

3. Through pupil voice interviews, observations and monitoring, ipad technology was used effectively to provide learners with a range of scaffolds and tools, allowing them to begin to take increased ownership of their own learning. Showbie allows parents to be involved in their child's learning journey and understand how well their child is performing in day to day lessons. More use has been made of the video function on class dojo to enable the use of individual support videos to parents to enable them to support their child's learning at home. For example, the recording of the teacher correctly articulating the particular phonemes their child needs to learn.

2023/2024

## **Outcomes**

**Reading** – At the end of year 1 **phonics** check 60% of PP pupils achieved the expected standard (+10% on previous year) compared to 86.7% for all pupils. Pupils were supported throughout the year with additional phonics tutoring with evident progress made from starting points.

**KS2** – 66.7% (6 out of 9 pupils) of disadvantaged pupils achieved expected standard compared to 86.7% for all pupils. Of the 9 pupils, the three that did not achieve expected standard made accelerated progress on their learning pathway. This cohort contained learners with a range of needs including SEN/ EHCP and LAC.

## **School Led Tutoring**

Rigorous tracking of pupil data and progress against baseline scores demonstrates the progress that was made by all learners. Tutoring for learners in Key Stage 1 and other early readers across the school was through the program FFT Lightning Squad, based on the FFT Success For All Phonics program used throughout the school. Learners were able to access the program at home (online) which engaged parents in their child's learning. Year 6 pupils tutoring focused on individual need and successfully enabled learners to make progress with many making accelerated progress.

## **Showbie**

Families are able to access and discuss their child's learning and progress through access to Showbie at home.

## **Attendance**

Individual children and families were supported and received target supported support for attendance throughout the year.

All learners' attendance year at the end of the year was 95.8% with PP attendance at 95% - in line with all learners.

Individual family were support was provided on knowledge on the needs of individual families through morning phone calls, home visits, individualised support strategies including morning routine charts and rewards.

## **SEMH**

Identified learners and families accessed support from our allocated mental health practitioner throughout the year, impacting on the well-being of individuals.