

2016-17 Pupil Premium Review and Impact Evaluation

Reach Academy Feltham

Introduction

This report sets out our evaluation of the impact of our Pupil Premium spend last academic year.

At Reach Academy Feltham we believe that every one of our pupils is capable of excellent academic outcomes and the opportunity to go to University if they so choose. We welcome the pupil premium as a further resource to ensure that there is no disparity of opportunity within our community. We want every child to flourish at Reach, and are committed to this being the case regardless of deprivation or any other challenge pupils may face.

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Ofsted have published two recent reports:

- [How schools are spending the funding successfully to maximise achievement](#)
- [How schools are using the pupil premium funding to raise achievement for disadvantaged pupils](#)

Some interventions have been adopted on a whole school basis and are not restricted to FSM registered pupils only. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils. A number of these key strategies are resourced from the schools' main budget, including additional teachers across year groups, educational support staff and an intervention programme. We have allocated the additional Pupil Premium funding to specific initiatives to support the most disadvantaged pupils.

Ultimately, our objective has been to narrow and eliminate the gaps in achievement between different groups, particularly those eligible and not eligible for the PPG. In order to work towards this, we have continued our policy of focusing on language, literacy, pupils' emotional needs and physical well-being. This has been grounded in research evidence that suggests that young people growing up in more deprived communities experience less access to language and literacy-rich activities at home and in the community; that they are also more likely to have emotional, social and behavioural difficulties; and are more likely to experience physical hardship and neglect. The interventions that we implemented sought to redress this balance and we have continued to see a positive impact on progress.

Allocation

In the past year, Reach Academy Feltham received the following Pupil Premium allocation:

Year Group	Eligible Pupils	PPG	Year Group	Eligible Pupils	PPG
Nursery	16	£4,800			
Reception	18	£23,760	Year 7	29	£27,115
Year 1	22	£29,040	Year 8	24	£22,400
Year 2	14	£18,480	Year 9	24	£22,400
Year 3	12	£15,840	Year 10	22	£20,570
Year 4	16	£21,160	Year 11	25	£23,375
Primary total	82*	£129,360	Secondary total	124	£115,840

* Excluding Nursery pupils

The whole school will receive £245,300.

Our priorities in the use of the Pupil Premium were to:

- Raise the attainment of eligible pupils, reducing and ultimately eliminating gaps in attainment through eligible pupils to make rapid progress.
- Promote the social and emotional well-being of eligible pupils, so that they are able to make rapid academic progress.
- To create strong links with families and strengthen collaboration to support pupils to make rapid academic progress.

GCSE results

For the first time since the school opened, we have a set of GCSE results to reflect on and review. We have said over the past five years that our approach to the Pupil Premium was a long-term strategy and in the case of this cohort of pupils, it has borne fruit.

Headlines from the 2017 GCSE results are as follows:

- More than half of the pupils were categorised as 'disadvantaged' and the Progress 8 score for disadvantaged pupils was 1.26, compared to 1.13 for the whole cohort, meaning that we successfully closed the gap for these pupils over their time at Reach. This progress 8 figure would put our disadvantaged pupils in the top five schools in the country, if they were on their own.
- This Progress 8 score was even higher, at 1.72, for Maths and English. We are committed to ensuring that our pupils make exceptional progress in these two subjects as they are so foundational and these pupils performed almost two GCSE grades better than might have been expected.
- The Attainment 8 score for this group of pupils was 56.08, marginally below the cohort figure of 57.64, but significantly above the national figure in 2016, which was 48.5.
- 96% of these pupils were entered for the English Baccalaureate, with 58% achieving it (this would be the highest figure in Hounslow if this cohort were on their own).
- 75% achieved a strong pass (Grade 5) in English and Maths and 92% a standard pass in both subjects.

These results show that our investment in the Pupil Premium is yielding gap closure and excellent academic performance from disadvantaged pupils. We are confident that with continued hard work this pattern will continue.

Nursery Outcomes

The focus of the Early Years premium was on closing the gap in the PSED and Communication and Language. At the end of the year, more PP eligible pupils were at the target of 40-60 months in Making Relationships and Managing Feelings and Behaviour, and the level was the same in Speaking. There was a gap of 8% in Self-Confidence and Self-Awareness and of 16% in Listening and Understanding. These areas will be a priority for these pupils in Reception and for our provision next year.

Evaluation of Specific Activities

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
N	Additional teacher in Nursery	To ensure all pupils leave Nursery school-ready in PSED and Communication and Language	Place two teachers to work with pupils in Nursery.	£3,200	Impact of high quality teacher is significant, additional capacity will raise attainment.	All pupils achieve 40-60 in these areas by end of year.	EYFS assessment outcomes.
At the end of the year we had more than 70% working at this level. Prioritised pupils made strong progress and we attribute much of this to the intensive support they received from the teachers.							
N	Promoting Forest School	To ensure all pupils develop resilience and communication skills	Provide additional staff member to ensure ratios during Forest School sessions	£1,600	Forest School has had substantial impact for the past two years, especially on boys / vulnerable pupils.	All pupils achieve 40-60 in GLD areas by end of year.	EYFS assessment outcomes.
At the end of the year 70% of eligible pupils were at 40-60 in the prioritised areas, with all having made at least expected progress. A case study illustrates the impact of Forest School:							
<p>"I would consider that _____ has benefited considerably from taking part in Forest School sessions. When she started at nursery _____ was reluctant to access the outdoor environment and would favour indoor activities such as drawing, craft and home based role play. A medical condition means that _____ experiences difficulties with her gross motor movements and vision. Visual-spatial perception is challenging for her which impacts upon her ability to engage in physical activities alongside her peers.</p>							

Over the course of the Forest school sessions ____ was observed to develop her independence skills quite considerably. This was most evident when dressing in preparation for the sessions. On the first session ____ was reluctant to attempt to dress in Forest School clothing and merely waited passively for an adult to help. Over the successive sessions she was observed to take more of a pro-active role in dressing, initially requiring some physical support but then managing with verbal prompts and by allowing her adequate time in order to complete the task independently. Her ability to move around the Forest School site was also observed to develop over the sessions. Initially ____ found the undulating ground and dappled light difficult to manage and would remain close to the adults which hindered her ability to engage in play activities chosen by her peers. As her confidence in this area grew she began to explore the site and move further from the safety of the adults. She also began to attempt some of the physical challenges such as moving the tyres and logs in various ways, joining ring games, chasing games and hide and seek as well as balancing on the slack line, which involved enlisting the help of a friend to help her to balance. The encouragement and subsequent success when attempting these physical challenges impacted on ____ confidence, perseverance, resilience and self esteem.

Following her inclusion in the Forest School sessions AnAg began to choose to access the nursery outdoor space.” (Forest School Practitioner)

Primary Outcomes

The following were the outcomes for pupils eligible for the Pupil Premium in Primary. In Key Stage 1 and 2, we analysed the proportion of pupils working at the equivalent of a grade 5 (a strong pass) on our assessment model. These outcomes are taken from standardised tests, the PIRA and the PUMA.

Year Group	Gap in Cycle 1	Gap in Cycle 2	Gap in Cycle 3	Overall Gap Closure
Year 1				
Mathematics	22%	16%	11%	Reduced by 11%
Reading	19%	24%	8%	Reduced by 11%
Year 2				
Mathematics	29%	3%	17%	Reduced by 12%
Reading	42%	38%	18%	Reduced by 24%
Year 3				
Mathematics	19%	18%	9%	Reduced by 10%
Reading	35%	33%	21%	Reduced by 14%
Year 4				
Mathematics	+9%	4%	11%	Increased by 20%
Reading	4%	14%	10%	Increased by 14%

Thus in Years 1-3 the gap between PP and non-PP eligible pupils has declined by double-digit percentages. In Year 4 the gap has increased, but this is partly explained by some changes in the cohort. The deficit is small in real terms and we will focus on this gap next academic year.

In the Phonics Screen in Year 1 there was also a gap. 100% of non-eligible pupils passed the screen and 88% (all but 4) of eligible pupils did. There is therefore a 12% gap but this figure for the eligible pupils is 7% above the national figure and significantly above the national figure for eligible pupils.

In the EYFS Foundation Stage profile there was also a gap, with 50% of eligible pupils achieving the GLD and 80% of non-eligible pupils. Some of this gap can be explained by starting point, and eligible pupils did make greater progress (1 year and 8 months compared to one year and six months) than non-eligible pupils but this gap will be a priority for development next year.

Evaluation of specific activities

Activities to raise pupils' attainment

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Coaching for teachers	To provide quality first teaching throughout the school	All teachers to have a weekly drop in and weekly feedback session to improve teaching	£22,000	Teacher is the biggest determinant of pupil outcomes – need them to be as effective as possible.	All teaching consistently good or outstanding according to internal and external monitoring	Internal monitoring External monitoring
Over the course of the year teaching improved so that at the end of the year the school's SEF judges it to be outstanding. External monitoring identified coaching to be a particular strength of the school.							
R	Additional teacher in Reception	To ensure all pupils leave Reception with GLD	Place three teachers to work with pupils in Reception.	£17,000	Impact of high quality teacher is significant, additional capacity will strengthen feedback and raise attainment.	All pupils achieve GLD or make accelerated progress.	EYFS assessment outcomes.
As mentioned above, there was accelerated progress for eligible pupils but a significant gap remained in terms of achieving the GLD. We will take a different approach to staffing in EYFS next year and start formal teaching of phonics, reading and writing earlier in the year. We have also worked on a stronger transition for pupils in our Nursery.							
1	Place salaried School Direct teacher in Year 1	To ensure that pupils catch up and achieve expected standard by end of year.	Place a trainee teacher with significant RAF experience in Year 1 to add capacity.	£11,000	Impact of high quality teacher is significant, confidence that trainee will be teaching 'good' lessons by Christmas.	All pupils achieve 'GLD' by Feb; All pupils achieve Grade 5 OR progress by one grade.	February EYFS assessment. Summative termly assessment
Overall outcomes were strong in Year 1 and the gap closed. The trainee did enable teachers to work more intensively with individual pupils.							
R-2	Read Write Inc	To ensure all pupils pass the Phonics Screen	Provide an experienced middle leader to coach and develop trainees	£6,500	Effective phonics is a critical part of pupils becoming effective readers, which is essential to future success.	90% + pass Phonics Screen in Year 1; 100% pass Phonics Screen in Year 2; 50% of pupils exceeding ELG and 90% at ELG in Reception. Close gap in Writing	EYFS Assessment; Phonics Screen. Summative termly

					progress in Year 2	assessment
Phonics was a strength in EYFS and Key Stage 1 and Phonics Screen outcomes were excellent. The grant enabled a significant investment in 1:1 support in the afternoons or pupils at risk of falling behind the Read Write Inc programme and this had a very positive effect.						
2	Place salaried School Direct teacher in Year 2	To ensure that pupils catch up and achieve expected standard by end of year.	Place a trainee teacher with significant RAF experience in Year 1 to add capacity.	£11,000	Impact of high quality teacher is significant, confidence that trainee will be teaching 'good' lessons by Christmas.	All pupils achieve Grade 5 OR progress by one grade. Summative termly assessment
This trainee knew the cohort well and was able to add value to the year group, especially working with the most vulnerable pupils. There was significant instability in the year group but overall the gaps did close.						
ALL	Talk Boost and other S&L Intervention	To accelerate pupil progress by ensuring that speaking and listening are not a barrier to learning	Provide capacity for Assistant SENDco to work directly with prioritised pupils with S&L barrier to learning.	£7,000	Talk Boost has delivered significant impact over the last three years.	All pupils to achieve ELG in Communication or make accelerated progress; Non-Reception pupils show growth on Talk Boost pre- and post- assessment. EYFS; Talk Boost assessment.
Our Talk Boost intervention enable 42 pupils across the school to benefit from this provision. Impact was significant with all pupils showing progress on the pre- and post- assessment and teachers identifying it as the key intervention for a number of these pupils.						
3	Provide regular team-teaching opportunities and intervention support in Maths	To close PP gap in Maths	Provide TA to work daily with pupils who have not met LO & weekly opportunity for Lead Maths teacher to support in class	£5,000	Gap has been present in Year 3 for two years, seeking to improve classroom teaching & intervene rapidly to avoid falling behind	Close gap in attainment and progress. Summative Termly assessments
The gap in Maths did decline in Years 1-3 thanks to a significant investment in team teaching and live coaching.						
3 & 4	Specialist Literacy support for prioritised pupils	To enable pupils currently behind to close gap.	Provide capacity for SEND specialist to work weekly with prioritised pupils where Reading is below expected level	£5,000	Pupils have had access to a range of support and programmes to raise attainment, seeking to provide specialist expertise for this group	All pupils progress by one grade in reading. Summative Termly assessments
This provision, because it was specialised and highly skilled, did support the raising of attainment for these pupils and was particularly effective in Year 2, where the gap in reading attainment shrank by 24%.						

Activities to support social and emotional development

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Place2Be	To provide high quality counselling accessible to all	Continue to partner with Place2Be to have a high quality counselling service.	£6,250	Strong evidentiary base for excellent social and emotional support generally and P2B in particular. Long-standing partnership.	All pupils accessing the service to make progress on SDQs & for 80% in academic progress.	SDQs Termly Summative Assessment
<p>Place2Be provided one-to-one counselling for 20 eligible pupils, which amounts to over 400 individual sessions in 2016-2017. 100% of children or young people who received one-to-one counselling from Place2Be in 2016-2017 have improved mental health according to their teachers. According to parents, 78% of children or young people who had one-to-one counselling had improved mental health. Children and young people reported an improvement for themselves, with 100% showing an improvement in their overall clinical score.</p> <p><i>"Oh she has definitely changed...in the way she feels about her school life, her home life, and just the way she is in herself – she is a lot happier"</i> – Parent</p> <p><i>"Place2Be helps you feel less angry, make friends, get more confident, sort out your problems, make you feel special, make everything better"</i> – Year 5 pupil</p>							
4	Nurture Group and substantial Social & emotional support	To address barriers to learning for prioritised pupils	Provide a qualified teacher to run a Nurture Group daily for prioritised pupils and hold regular 1:1s with pupils	£9,500	Nurture Groups have strong evidentiary base and pupils have range of emotional needs and some insecure attachment.	All pupils make at least expected academic progress	Summative Termly assessments
<p>The Nurture Group was successful with several eligible pupils making significant progress in terms of attainment and attributing it to increased confidence, which we believe has resulted from the groups.</p>							
ALL	Subsidise wrap-around attendance for prioritised pupils	To raise self-confidence, resilience and social skills	Provide free access to Breakfast and After School Club where it would benefit prioritised pupils	£5,700	Has had significant impact in past years, can help mitigate challenges at home and provide a different type of experience at school	All pupils make progress on SDQ questionnaire	SDQs
<p>This was completed but SDQs were not done and it is hard to measure impact. It did definitely support parents, especially those with other siblings or seeking to get into work.</p>							
ALL	Family Service	To create a warm,	Have teaching staff	£5,000	Children eat healthily	All pupils make	

Dining	positive dining environment for all pupils	eating with pupils daily to nurture social communication and a rich experience	and benefit from adult interaction and modelling of conversation.	expected academic progress
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This is an important element of the school's culture and one that is frequently remarked upon. We are confident it yields value for money although it is difficult to measure.

Activities to promote strong links with families

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Parent-driven spend	For parents to reflect on what would enrich their child's experience.	All parents to allocate £100 of their child's PP spend.	£9,800	This has been used by a number of schools and has supported a great conversation with parents.	All parents to use the allocation and report positively on its impact.	Parental questionnaire.

Several of these investments have had an (anecdotally) significant impact on the children concerned. These have included access to extra-curricular activities and investments in books and educational games for children and their families.

ALL	Support from Family Support worker	For prioritised parents to receive support to enable them to effectively support their children	Employ a Family Support worker with a case-load and also running programmes like Family Links	£8,500	Clear evidence that high quality parental engagement accelerates pupil progress	Progress in SDQs Parents report greater confidence Family Links questionnaires show progress.	SDQs Parent survey Family Links evaluation
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The work of our family support worker is a significant investment and one which we are committed to. This investment enables parents to access 1:1 support, and our Family Support Worker worked with 12 families intensively in the last year. It also gives lighter touch opportunities through a toddlers group and opportunities to attend the Family Links parenting programme.

Secondary Outcomes

Outcomes for GCSE candidates are available at top of this document and are excellent. We believe that this demonstrates that our approach is strong and are confident that this approach will yield similarly excellent outcomes in future years.

The outcomes for eligible pupils in lower years were less strong. We are confident that they are making progress and believe that these interim assessment grades should not be taken as evidence that the approach is not working. In most cases the gaps closed in Cycle 2 and we are confident that this picture of a closing will reemerge in the coming year.

% of pupils working at a Level 5.

Year Group	Gap in Cycle 1	Gap in Cycle 2	Gap in Cycle 3	Overall Gap Closure
Year 7				
English	-17%	-8%	-23%	Increased by 6%
Mathematics	-44%	-23%	-23%	Reduced by 21%
Year 8				
English Lang	-25%	2%	-23%	Reduced by 2%
English Lit	-5%	-11%	-17%	Increased by 12%
Mathematics	-11%	10%	-30%	Increased by 19%
Year 9				
English Lang	-18%	-3%	-26%	Increased by 8%
English Lit	-3%	2%	-28%	Increased by 25%
Mathematics	-26%	-5%	-31%	Increased by 5%
Year 10				
English Lang	-8%	1%	-1%	Increased by 7%
English Lit	-14%	-4%	-18%	Increased by 4%
Mathematics	-28%	-32%	-19%	Reduced by 9%

Evaluation of specific activities

Activities to raise pupils' attainment

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Coaching for teachers	To provide quality first teaching throughout the school	All teachers to have a weekly drop in and weekly feedback session to improve teaching	£20,000	Teacher is the biggest determinant of pupil outcomes – need them to be as effective as possible.	All teaching consistently good or outstanding according to internal and external monitoring	Internal monitoring External monitoring
Over the course of the year teaching improved so that at the end of the year the school's SEF judges it to be outstanding. External monitoring identified coaching to be a particular strength of the school.							
10 & 11	Additional Maths Groups	To support all of our pupils to achieve excellent Maths GCSE outcomes	Allocating additional staff so that cohorts have three classes and greater opportunity for personalisation	£9,225	Adding teaching capacity to these classes enables effective differentiation and promotes best outcomes.	Excellent GCSE Maths results for Year 11 in 2017 and Year 10 in 2018.	GCSE results
Outcomes at Maths GCSE were excellent (1.72 Progress 8 for eligible pupils) and we are hopeful that similarly excellent results will be achieved in 2018.							
ALL	Additional teacher capacity in English	To ensure that we are focusing resources on supporting pupils' Literacy development	Recruit sufficient English teachers so that each one has some time-table capacity to team-teach / run masterclasses	£18,225	Excellent progress and attainment in English is key to our pupils excelling across the curriculum	Pupils progressing towards a Grade 5 at end of Key Stage 3 and a Grade 6 at the end of Key Stage 4	Termly Summative Assessments GCSE
Again, outcomes at GCSE were excellent (1.72 Progress 8 for eligible pupils) and we are hopeful that this trend will continue.							
7	Small groups in Humanities	To raise the Literacy level of our new pupils as rapidly as possible	Divide classes into three groups of 10 for Humanities lessons and teach Humanities with clear Literacy objectives	£3,750	Provides additional resources to support younger Secondary pupils making rapid progress in Reading and Writing	Pupils coming in below expected level to make more than expected progress in English	Termly Summative Assessments
As a result of this intervention 11/14 eligible pupils met their English target.							
ALL	Masterclasses	To provide space	Teachers given	£14,000	Ensures that staff with	Pupils progressing towards	Termly

& personalised support	for teachers to work with small groups to raise attainment	extra space in TTs to prioritise working with individuals and small groups based on pupils' progress		the greatest subject knowledge and knowledge of the pupils are working with them.	a Grade 5 at end of Key Stage 3 and a Grade 6 at the end of Key Stage 4	Summative Assessments
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The GCSE results again show significant impact from this personalised and small group approach. We review the impact of masterclasses with teachers and pupils and the end of each cycle and have a robust system for deciding whether they should continue or evolve. Access to these are not just for pupils whose attainment is lower but also for pupils who need additional stretch.

ALL	Homework Club	To provide support for pupils with Homework	Supervised space for pupils to do homework where they can get help if needed	£4,000	Helps to ensure that all pupils are completing their homework.	Attendance at Homework Club & reductions in number of pupils in Homework Catch-Up	HWCU Data Registers
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This is a particularly important resource for eligible pupils and over the course of the year we saw a decline in pupils being in "Homework Catch-Up". The support offered in Homework Club, including access to ICT and support with completing homework is used disproportionately by eligible pupils.

Activities to support social and emotional development

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Place2Be	To provide high quality counselling accessible to all	Continue to partner with Place2Be to have a high quality counselling service.	£4,250	Strong evidentiary base for excellent social and emotional support generally and P2B in particular. Long-standing partnership.	All pupils accessing the service to make progress on SDQs & for 80% in academic progress.	SDQs Termly Summative Assessment

Place2Be provided one-to-one counselling for 20 eligible pupils, which amounts to over 400 individual sessions in 2016-2017. 100% of children or young people who received one-to-one counselling from Place2Be in 2016-2017 have improved mental health according to their teachers. According to parents, 78% of children or young people who had one-to-one counselling had improved mental health. Children and young people reported an improvement for themselves, with 100% showing an improvement in their overall clinical score.

"He has made amazing progress since attending Place2Be in Year 7. Then his attitude and behaviour were really challenging. Now he is a lovely young man who can surprise you with acts of kindness." – Head of Year 10

"Without Place2Be's support in Years 7 & 8 I might have chosen a different path as I used to hang out with a group who often refused to go to school. Since then I have changed friendship groups and I am much happier and more positive" – Year 11 student reflecting on the impact of his Place2Be support

4	1:1 social & emotional support	To address barriers to learning for prioritised pupils	Pupil Support Officer to offer and 1:1 support for pupils with significant needs	£11,700	Nurture Groups have strong evidentiary base and pupils have range of emotional needs and some insecure attachment.	All pupils make at least expected academic progress	Summative Termly assessments
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This support has proved invaluable to a range of pupils. The nature of the support dynamic and rapidly evolving and full evaluation is challenging, although we are seeking to bring greater evaluation into our work in the coming year.

ALL	Subsidise After-School Clubs	To raise self-confidence, resilience and social skills	Provide free access to After-School Clubs in sport, music, art and drama to broaden pupils' experience	£7,000	Has had significant impact in past years, can help mitigate challenges at home and provide a different type of experience at school	Attendance at clubs from prioritised pupils equal to whole cohort	Registers
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Access to After School Clubs was the same for PP eligible pupils as for the rest of the cohort and anecdotally these had a significant impact on vulnerable pupils in terms of building their confidence and self-esteem.

ALL	Family Service Dining	To create a warm, positive dining environment for all pupils	Have teaching staff eating with pupils daily to nurture social communication and a rich experience	£4,000	Children eat healthily and benefit from adult interaction and modelling of conversation.	All pupils make expected academic progress	
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This is an important element of the school's culture and one that is frequently remarked upon. We are confident it yields value for money although it is difficult to measure. We believe that the outstanding GSCE results are in part a consequence of the on-going, rich adult interactions that the cohort experienced over their five years at Reach Academy.

Activities to promote strong links with families

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Parent-driven spend	For parents to reflect on what would enrich their child's experience.	All parents to allocate £100 of their child's PP spend.	£12,400	This has been used by a number of schools and has supported a great conversation with parents.	All parents to use the allocation and report positively on its impact.	Parental questionnaire.

Several of these investments have had an (anecdotally) significant impact on the children concerned. These have included access to extra-curricular activities and investments in books and educational games for children and their families.

ALL	Support from	For prioritised	Employ a Family	£7,500	Clear evidence that high	Progress in SDQs	SDQs
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Family Support worker	parents to receive support to enable them to effectively support their children	Support worker with a case-load and also running programmes like Family Links	quality parental engagement accelerates pupil progress	Parents report greater confidence	Parent survey
				Family Links questionnaires show progress.	Family Links evaluation

The work of our family support worker is a significant investment and one which we are committed to. This investment enables parents to access 1:1 support, and our Family Support Worker worked with 12 families intensively in the last year. It also gives lighter touch opportunities through a toddlers group and opportunities to attend the Family Links parenting programme.

In the coming year we are expanding our capacity in this area and will work more strategically with Secondary parents using the Talking Teens as a critical resource.