Crookhill Primary School

Pupil Premium Strategy

Date: October 2026
Review cycle: annual (termly monitoring, full review July/September 2027)

CONTEXT SUMMARY

- Crookhill Primary School (maintained primary, Reception–Year 6), 191 pupils; 46 pupils eligible for Pupil Premium (24%); 32 pupils on SEND register (17%) including 6 with EHCPs.
- Strengths: experienced leadership and staff; consistently in line or above-national outcomes in EYFS and KS2 (expected standard); good teaching across school; strong safeguarding, behaviour, and parental relationships.

Detail	Data
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	July/September 2027
Statement authorised by	Kristine McCormack/Governors
Pupil premium lead	Kristine McCormack
Governor lead	Debra Ryan

FUNDING

Detail	Amount
Pupil premium funding allocation this academic year	**2024-2025** £85 400 **2025-2026** £94 995 **2026 – 2027** £92 030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

1. Statement of Intent

At Crookhill Primary School our mission is that "Working together, we succeed". We want every disadvantaged pupil to achieve excellent academic outcomes, feel that they belong, and have the knowledge, confidence and independence to succeed at school and beyond. Specifically, we aim to:

- secure strong progress and attainment for disadvantaged pupils from their individual starting points;
- reduce internal differences in attainment between disadvantaged pupils and their non-disadvantaged peers, while sustaining disadvantaged pupils' strong outcomes against national benchmarks for disadvantaged pupils;
- ensure pupils develop the spoken language, vocabulary, reading fluency and comprehension needed to access the full curriculum;
- secure firm foundations in mathematics, writing and other essential knowledge, while providing suitable challenge for pupils capable of greater depth;
- strengthen resilience, confidence, self-regulation and active participation in learning;
- work in partnership with families to support learning and regular attendance.

How this strategy will achieve those objectives

- This strategy follows the DfE Menu of Approaches: **Tier 1: High-Quality Teaching; Tier 2: Targeted Academic Support; and Tier 3: Wider Strategies**. It concentrates pupil premium investment on the barriers identified in Crookhill's pupil and school data, rather than treating disadvantaged pupils as a single group or assuming that every pupil needs the same support.
- High-quality teaching remains the foundation. The strategy will build on established practice by sharpening the consistency of assessment, curriculum sequencing, vocabulary teaching, reading fluency and comprehension, mathematical reasoning, and challenge. Additional support will be selected through assessment of each pupil's specific learning needs, linked to classroom teaching, reviewed regularly and adjusted when progress indicates that a different approach is needed.
- The approach is deliberately both universal and targeted. Disadvantaged pupils benefit from the school's inclusive, high-expectation culture and teaching for all; additional time and support will then be focused where evidence shows a pupil is behind, at risk of falling behind or needs further challenge. Provision will be accessible and discreet, avoiding unnecessary stigma or missed access to the wider curriculum.
- We will combine academic support with wider strategies (social, emotional, attendance and parental engagement) to remove non-academic barriers to learning.

Principles guiding our strategy

1. **High expectations and belonging:** Every pupil is capable of making progress. Crookhill's values of determination, creativity, resilience, teamwork and responsibility will be reflected in learning, relationships and support.
2. **Quality First Teaching:** Strong classroom teaching is the central provision. Interventions supplement, rather than replace, high-quality teaching.
3. **Start with the pupil's needs:** Decisions will use current assessment, pupil voice, professional knowledge and family insight—not assumptions based on disadvantage status alone.
4. **Early identification and timely response:** Gaps in language, decoding, number or attendance will be identified and acted on promptly.
5. **Coherence and continuity:** Existing successful provision will be maintained and strengthened. New provision will address a defined gap rather than duplicate current practice.
6. **Partnership with families:** Crookhill's strong relationships with families and community will be used to build shared understanding and remove practical barriers to learning and attendance.

7. **Review impact and adapt:** Leaders and governors will review implementation, pupil progress and attendance at planned intervals, including outcomes for disadvantaged pupils with SEND.

How current practice informs this strategy

Crookhill already has embedded quality-first teaching; Read Write Inc (RWI) is taught consistently, with one-to-one phonics tutoring for pupils in the lowest 20%; and foundational skills are a school-wide focus. **This strategy does not propose restarting or duplicating those activities.** Instead, it will strengthen diagnostic assessment, fidelity, progress checks and the transition from phonics into fluent, confident reading and comprehension.

Mastering Number is already used in Reception and Years 1–5. The strategy will therefore focus on evaluating how effectively maths provision is securing number knowledge for disadvantaged pupils, using assessment to identify gaps and adding targeted support only where a pupil needs more than the existing programme provides.

The school's oracy curriculum is developed and being implemented, while Kagan cooperative learning is at an early stage. These will be extended and embedded through staff development, curriculum-linked classroom practice and monitoring of whether disadvantaged pupils are participating, speaking and learning—not simply whether a structure has been used.

The available data show considerable strengths as well as specific needs. In the 2025–26 KS2 cohort, the 10 disadvantaged pupils achieved 90% at expected standard or above in reading, 80% in writing, 90% in maths and 90% in GPS; the corresponding figures supplied for other pupils were 100%, 91%, 100% and 100%. Disadvantaged pupils also performed above national benchmarks for disadvantaged pupils in the reported KS2 statutory outcomes. At whole-school level, however, the summer 2026 data show internal gaps in reading and maths. These figures support a strategy that sustains strong outcomes while addressing pupil-specific gaps.

The school serves a mixed demographic. Although its location is described as less deprived than average, the school's proportion of disadvantaged pupils is close to the national average and around 40% of families are in lower Acorn groups. The strategy therefore uses Crookhill's school-level evidence rather than inferring the circumstances of individual families from area measures.

2. Challenges

Challenge Number	Detail of challenge
1	**Speech, language, vocabulary and comprehension.** Many disadvantaged pupils have weaker speech, oral language skills and vocabulary on entry. These needs can constrain comprehension, writing, classroom contribution and access to learning across subjects. A number of pupils in the Reception cohort and across school have been identified as requiring speech and language referrals or being on the pathway. ~~The oracy curriculum is being implemented, and this challenge is to embed and evaluate it for disadvantaged pupils.~~
2	**Maintaining attainment and reducing internal gaps.** Disadvantaged pupils achieve well against national benchmarks for disadvantaged pupils, but some pupils make slower progress than other pupils (in school data). The 2025–26 KS2 disadvantaged cohort achieved strongly, but there are still differences from other pupils in some measures,

	including expected standards and higher standards. Small cohort sizes mean results should be interpreted alongside individual progress and over time.
3	**Phonics, decoding, reading accuracy and fluency.** Disadvantaged pupils generally have greater difficulty with phonics and decoding, which may affect reading accuracy and fluency. Crookhill already has consistent RWI teaching and one-to-one phonics tutoring for the lowest 20%; the ongoing challenge is to identify pupils who still need support, secure their progress, and ensure that decoding difficulties do not go unaddressed or are confused with comprehension needs. In 2025–26, six of seven disadvantaged Year 1 pupils met the phonics standard (86%), compared with 93% of other pupils; the one disadvantaged Year 2 pupil who retook the screening did not meet the standard.
4	**Resilience, confidence, self-regulation and independent participation.** Some disadvantaged pupils show lower confidence, resilience and self-regulation, which can reduce participation, persistence and independence. Lunchtime nurture and wellbeing support has already been associated with improved confidence and engagement in teacher observations and initial SDQ assessments. Our strategy is to build on this provision and establish consistent classroom practice and measurable follow-up.
5	**Home–school partnership, home learning and routines.** A minority of disadvantaged families have limited engagement with home learning or school routines, which can affect learning continuity and attendance. Disadvantaged-pupil attendance was 94.2% in 2025–26, above the national FSM/Pupil Premium figure. This is a strength to sustain, while continuing to identify and support individual pupils whose attendance, punctuality or home-learning access presents a barrier.

3. Intended Outcomes (short / medium / long term)

Intended Outcome	Success Criteria
1. Disadvantaged pupils strengthen spoken language, vocabulary and comprehension so they can access and express learning across the curriculum.	Baseline and review assessments identify pupils' specific language and vocabulary needs. Disadvantaged pupils will receive targeted support to help make measurable progress against their individual starting points. Lesson visits and work scrutiny show planned, curriculum-linked opportunities to rehearse, explain and use taught vocabulary. Reading comprehension and writing assessments show improved performance for identified pupils.
2. Disadvantaged pupils maintain strong outcomes and internal attainment gaps narrow, particularly in reading and maths.	Termly assessment identifies disadvantaged pupils who are behind, at risk of falling behind or in need of further challenge; By the end of the academic year, the internal reading and maths gaps will reduce, or show clear improvement in disadvantaged pupils' progress (note - consider cohort size). Disadvantaged pupils continue to perform strongly against national benchmarks for disadvantaged pupils.
3. Disadvantaged pupils with phonics, decoding or fluency needs make secure progress	All identified pupils have up-to-date phonics/reading assessments and appropriate support matched to their diagnosed need. Progress is reviewed at least half-termly, with teaching or groupings adjusted promptly. Pupils who have completed phonics but remain below

and increasingly read accurately and fluently.	expectation receive support matched to fluency, vocabulary or comprehension rather than phonics by default.
4. Disadvantaged pupils show improved confidence, self-regulation, resilience and independent engagement in learning.	Staff observations and pupil voice show improved willingness to contribute, persist, seek help and work independently. Nurture and wellbeing support is reviewed for impact and connected to classroom participation and learning.
5. Home–school partnership supports learning routines and sustains or improves disadvantaged pupils' attendance.	Families of identified pupils receive timely, personalised communication and an opportunity to discuss barriers and agree practical actions. Disadvantaged attendance is maintained above the 2025–26 figure of 94.2%, persistent absence and attendance below 95% are monitored and acted on early. Home-learning engagement is checked through agreed, proportionate measures, with support adapted when the initial approach is not accessible or effective.

4. Activity in This Academic Year

Activities are organised according to the DfE Menu of Approaches. Existing provision is identified explicitly: where it already exists, the activity below describes how it will be extended, embedded or evaluated rather than presented as a new intervention.

Teaching — Tier 1: High-Quality Teaching £46 015

Activity	Evidence that supports this approach	
Embed curriculum-linked oracy, vocabulary and purposeful pupil talk. Building on the school's existing oracy curriculum. Leaders will establish a shared set of classroom expectations: explicitly teach and revisit vocabulary; plan structured opportunities for pupils to rehearse, explain and question; and connect talk to reading, writing and subject content. Monitoring will check that disadvantaged pupils have genuine opportunities to contribute, including quieter pupils and pupils with speech, language or communication needs. This is an extension and evaluation of existing practice, not a new standalone oracy programme. Staff will continue to receive CPD through explicit training, support from leaders. Reception class – implement Plan Do review and continue SHREC	The EEF Oral language interventions evidence review finds positive average effects and notes that approaches are strongest when integrated with the curriculum and involve purposeful interaction. The EEF also cautions that professional development and consistent implementation matter: What does the evidence base tell us about effective oral language practice?.	**1, 2, 4**
Develop staff expertise in responsive assessment and adaptive teaching. Building on embedded quality-first teaching, use planned professional development to further strengthen	The EEF guidance on metacognition and self-regulated learning recommends explicit teaching, modelling and scaffolding of strategies, embedded in curriculum learning. The EEF implementation	**2, 3**

teachers' use of assessment to diagnose pupil's barriers and identify next steps. Review disadvantaged pupils' work and progress alongside SEND and starting-point information, so support is specific without lowering expectations.	guidance supports deliberate implementation, staff development and evaluation rather than simply introducing an approach.	**, 4**
Embed high expectations and appropriate challenge Further develop opportunities for stretch and challenge across the curriculum (e.g. tier 2 vocabulary) Provide additional stretch and opportunities for reasoning and independent application, particularly in maths, while securing foundational knowledge first.	The EEF metacognition guidance supports teaching pupils to plan, monitor and evaluate learning within specific subject tasks, with appropriate challenge and teacher modelling. The EEF collaborative learning approaches evidence supports structured collaboration when tasks are designed so pupils participate and contribute to shared learning.	**2 , 4**
Embed Kagan structures as a means of equitable participation, not an end in themselves. Building on our early implementation of Kagan strategies, agree a small number of structures to use consistently and purposefully. Provide staff modelling and coaching, and evaluate who is speaking, listening, reasoning and participating—especially disadvantaged pupils who are less confident. Adapt pairings, prompts and roles where needed. Use pupil voice and observations to check that structures support learning and belonging.	The EEF evidence on collaborative learning supports carefully structured peer interaction, with tasks and group arrangements that enable all pupils to contribute. The EEF oral-language evidence also identifies pupil-to-pupil interaction as a feature of effective approaches Kagan's FREE Articles - Research & Rationale.	**1 , 2 , 4**
Strengthen reading instruction beyond phonics, including fluency, vocabulary and comprehension. Continue the established RWI approach and the existing one-to-one phonics tutoring Explicitly teach fluency, vocabulary and comprehension Pupils still struggling with decoding receive continued support at the right level. Whole school focus on fluency, following training session by English Lead Review disadvantaged pupils' access to regular reading practice. Implement extra opportunities as needed e.g. within whole class and guided reading TLR for leadership of RWI/Early Reading Diagnostics, FFT Fluency assessment tool – Fluency assessment of pupils in Y2 – Y5	The EEF phonics evidence review notes that phonics supports accuracy but does not by itself guarantee comprehension; pupils need support in other aspects of reading too. The EEF guidance on improving literacy in Key Stage 2 provides recommendations for developing reading and writing, including comprehension and vocabulary. **FFT Reading Assessment Programme** English Lead – Gateshead LA CPD on Fluency FFT-FFF-Reading-Fluency-Report-final-Nov-24.pdf **Automaticity** – reading words quickly without conscious decoding **Accuracy** – correct word recognition **Prosody** – expressive, phrased reading	**1 , 2 , 3**

Targeted Academic Support — Tier 2: Targeted Academic Support £27 609

Activity	Evidence that supports this approach	
Provide needs-led language and vocabulary support for identified pupils. This is additional targeted provision, not a replacement for the whole-school oracy curriculum. Use baseline information, teacher observation and available speech-and-language advice to identify the specific difficulty—such as vocabulary, expressive language, listening or following instructions. Short, structured adult-led or small-group practice - Reception class – implement Talk Boost	The EEF Oral language interventions review supports both targeted and classroom-integrated approaches, and stresses links to curriculum content and professional development for those delivering support. The EEF Preparing for Literacy guidance addresses early communication and language foundations.	**1, 2**
Continue and sharpen existing phonics tutoring through diagnostic assessment and review. Maintain regular assessment of disadvantaged pupils' phonics and decoding, including pupils in Year 2 or older who are not yet secure. Match tutoring to the precise gaps; review progress at least half-termly and adapt as necessary For pupils who decode securely, shift the focus to fluency, vocabulary or comprehension as appropriate. RWI lead – regular coaching for staff and evaluation of progress.	The EEF phonics evidence review supports explicit, systematic teaching matched to pupils' current knowledge and targeted support for pupils who need it. It also advises regular assessment and attention to reading skills beyond decoding. The EEF Read Write Inc. evaluation provides programme-specific evaluation evidence; findings should be considered with its stated implementation and evidence-security caveats.	**2, 3**
Use short-cycle targeted reading, writing and maths support for pupils with identified gaps. Use termly and ongoing assessment to select small groups or individual pupils (rather than assign intervention solely because they are disadvantaged) Intervention programmes e.g. Literacy Gold, 60 Second Reads, Mastering number follow up Precision teaching and small-group interventions (quick retrieval practice, repetition of rules, evidence-informed sequences).	The EEF small-group tuition evidence supports focused tuition when it is well targeted and delivered by staff with appropriate subject and pedagogical knowledge. The EEF reading comprehension evidence supports explicitly teaching strategies to help pupils understand and engage with texts.	**1, 2, 3**
Evaluate existing Mastering Number and add targeted maths	The EEF Mastering Number trial information describes the programme's focus on number sense and links its content to wider early-numeracy evidence, while noting that the	**2**

support only where assessment identifies a continuing gap. Review number fluency and conceptual understanding Focus on: early number – review of Reception curriculum Reception outcomes and progress into Year 1. Implement 1st Class@number in Year 1	programme's impact had not yet been independently evaluated at the time of the page. The EEF early-years evidence provides broader evidence relevant to early mathematics.	
Provide targeted challenge and consolidation for disadvantaged pupils according to assessment. Identify disadvantaged pupils who need consolidation, further practice or greater depth: Maths - reasoning, problem solving and multiplication-table fluency; Support in class or as a targeted group.	The EEF mathematics evidence supports approaches that ensure pupils secure and apply key knowledge, while the EEF mastery learning evidence should be interpreted as an approach-level synthesis, not a guarantee for a particular programme. The EEF metacognition guidance supports modelling and scaffolding reasoning and independent application.	**2**

Wider Strategies — Tier 3: Wider Strategies - social / emotional / attendance / parental engagement / enrichment

Activity	Evidence that supports this approach	
Strengthen attendance monitoring and individual family support while sustaining the existing positive baseline. Build on the school-wide approach and existing targeted support. Review individual attendance and punctuality regularly, identify emerging patterns before persistent absence becomes established, and agree practical actions with pupils and families. Use support proportionately, with appropriate local-authority or partner involvement where needed e.g. Early Help.	The DfE's statutory guidance, Working together to improve school attendance (July 2026), emphasises early data analysis, working with families to understand barriers, and targeted support. The EEF evidence brief on improving attendance notes that the evidence base is limited, but identifies promise in personalised family engagement and responsive support. The EEF parental engagement evidence supports the role of family engagement in learning, while the EEF and YEF's attendance evaluation findings recommend proactive, personalised communication and individualised support, while noting that no single attendance intervention is a universal solution.	**5**
Build on existing nurture and wellbeing provision to support classroom readiness and independent learning. Lunchtime nurture and wellbeing support is already in place for some pupils and has been associated with improved confidence and engagement. Continue provision for identified pupils.	The EEF social and emotional learning evidence supports approaches that explicitly develop social and emotional skills. The EEF metacognition guidance connects self-regulation with planning, monitoring and evaluating learning. Evidence should guide implementation, while individual provision is reviewed in Crookhill's context.	**4**

Thrive; ELSA-training for staff, targeted SEMH interventions such as ELSA, Theraplay, Drawing and Talking, and bespoke pastoral support for disadvantaged pupils with low confidence/resilience (In-house, Children's Society/RISE, Bright Eyed and Bushy Tailed, play therapy, Motivation in Schools, external agencies); use wellbeing measures and behaviour logs to evaluate impact; Identify intended outcomes and use a baseline and progress measure e.g. SDQs, pupil voice, wellbeing measure such as MUSE. Review against academic progress, classroom engagement at pupil progress meetings Participate in whole school belong project with local authority (November -)		
Engagement and readiness for learning Playtime, Forest School and outdoor learning opportunities e.g. Y6 Residential, Crest (targeted disadvantaged places + whole-class curriculum links) to build confidence, teamwork, resilience, vocabulary and wellbeing — subsidise access where required. Readiness for learning – enhance playtime offer through zoned areas, range of activities to increase opportunities and engagement during unstructured times.	While evidence for forest school is mixed, outdoor learning and enrichment initiatives support engagement and wellbeing and are recommended as part of broader wider strategies for disadvantaged pupils (EEF highlights enrichment benefits). EEF: Schools identify low literacy skills and poor attendance as the biggest challenges	4, 5
Support families with low engagement (HT/SLT) through: Parent/carer workshops, open afternoons, home-reading packs in Reception, and explicit guidance to parents on how to support learning at home (Meet the Teacher), particularly reading (including accessible, online homework, curriculum-linked activities). Provide practical support (e.g access to reading materials, subsidised trips); Regular positive information/messages to parents about learning in school, supporting homework and learning at home; In person events – parent consultations, open afternoons, 'Meet the Teacher' sessions	EEF and sector reports identify parental engagement as an effective lever; parental engagement interventions can add an average of ~4 months (EEF summary in sector resources and the Centre for Social Justice synthesis). EEF: Schools identify low literacy skills and poor attendance as the biggest challenges and CRUX references to parental engagement evidence in sector literature.	5
Provide funded access to educational visits, residentials, music activities and extra-curricular clubs to broaden experience and cultural capital for disadvantaged pupils.	EEF and the DfE Pupil Premium menu emphasise enrichment and broader experiences as valuable wider strategies to support engagement and personal development. EEF: Schools identify low literacy skills and poor attendance as the biggest challenges	4, 5

Monitoring and review

The pupil premium lead/Head Teacher will review implementation and impact during the year:

- whether disadvantaged pupils who need support have been identified and reached;
- whether teaching and interventions are being delivered as intended;
- progress from individual starting points, including for disadvantaged pupils with SEND;
- reading, writing, maths and phonics outcomes, with small cohorts interpreted cautiously;
- attendance and punctuality patterns, including early indicators of persistent absence;
- whether an activity should continue, be adapted, be stopped or be extended.

Governors will receive regular reports on impact and both attainment against national disadvantaged benchmarks and internal differences within Crookhill. The strategy will be adjusted when evidence shows that a pupil or group needs a different response.

Resource allocation (summary approach)

- Maintain a three-tier distribution (approximate guide):
    - Tier 1 (High-quality teaching / curriculum & CPD): ~50% of Pupil Premium allocation (curriculum development, phonics scheme fidelity,RWI, English Lead release, whole-staff CPD).
    - Tier 2 (Targeted academic support): ~30% (small-group tuition, targeted programmes, TA deployment).
    - Tier 3 (Wider strategies): ~20% (ongoing staff training/support e.g. ELSA, subsidised trips and clubs, enrichment activities).

Review of the previous academic year 2025-2026

Outcomes for disadvantaged pupils

<table>
<tr><th>AIM</th><th>OUTCOME</th></tr>
<tr><td>1. Narrow the attainment between disadvantaged pupils and their peers.</td><td>By July 2026 disadvantaged pupils' % achieving the expected standard increases so the gap versus non-disadvantaged pupils reduces
STATUTORY OUTCOMES
RECEPTION GLD
• Reception – 29 Children
• 3 children = Disadvantaged/Pupil Premium
• None of the 3 children achieved a good level of development but made strong progress from starting points in areas such as communication and language and PSED
• Other pupils GLD = 77%
YEAR 1 PHONICS SCREENING and YEAR 2 PHONICS SCREENING
• 6 out of 7 pupils in Y1 met the standard 86% (above national).
• For Y2 phonics retakes, only 1 disadvantaged pupil retook the screening but did not meet the standard.
• Other pupils = 93%
• Improved outcomes on 2024 - 2025
YEAR 4 MULTIPLICATION TABLES CHECK
• 2 out of 10 pupils achieved full marks (20%, other pupils 53%)
• 7 out of 10 pupils achieved 20+/25

KS2 STATUTORY ASSESSMENTS/TEACHER ASSESSMENT FOR WRITING</td></tr>
<tr><td>2. Improve phonics and early reading outcomes for disadvantaged pupils.</td><td>
<table>
<tr><th>KS2
2025-26
10 pupils
(Other pupils)</th><th>Reading</th><th>Writing (Teacher Assessment)</th><th>Maths</th><th>Grammar, punctuation and spelling</th></tr>
<tr><td>Expected standard+</td><td>90%
100%</td><td>80%
91%</td><td>90%
100%</td><td>90%
100%</td></tr>
<tr><td>Greater depth</td><td>40%
27.3%</td><td>10%
18.2%</td><td>10%
36.4%</td><td>40%</td></tr>
<tr><td>RWM</td><td colspan="4">70%
91%</td></tr>
<tr><td>GD RWM</td><td colspan="4">10%
9%</td></tr>
</table>
</td></tr>
</table>

	Pupil premium pupils outperformed disadvantaged nationally (and in similar schools) • In Y1 phonics • Y4 MTC • KS2 SATs • EYFS – in line with national, 2024, 2025 but small numbers in 2026 cohort • KS2 SATs – very strong outcomes even though lower than other pupils – 1 child.
3. Improve oral language and vocabulary for disadvantaged pupils across Early Years and KS1 and continue into KS2.	Oracy curriculum is being implemented across school. Monitoring and observations noted focus on oracy in some lessons and improvements for some disadvantaged pupils (e.g. house captain speeches) SHrec approach in Reception – Staff CPD with LA consultant and implementation. This needs to be further embedded.
4. Build pupil resilience, confidence and attendance so pupils are ready to learn.	Attendance at lunchtime nurture club and wellbeing support for some pupils has improved confidence and engagement (teacher observations, initial SDQ assessments) **Attendance 2025 – 2026** • Our Pupil Premium attendance rate = 94.2% (other pupils 95.8%) • National FSM/Pupil Premium = 92.3% Improved attendance for pupils to above national averages. Whole school attendance approach and targeted support.
5. Increase parental engagement and home support for learning.	High attendance at open afternoons, events, parent consultations but this does not always impact positively on engagement with home learning. In person parent consultations are well attended. he majority of homework set is online, although paper copies are available for families who prefer this. Online homework has been successful in engaging most pupils. However, there are still some families who are difficult to engage in home learning. Pupils who do not regularly read at home are targeted in school so they have opportunities for reading with an adult. Parental surveys are overwhelmingly positive Strategies have continued as above and good levels of parent engagement in lots of areas of school. A number of families remain difficult to reach and engage in homework.