



NURSERY • PRIMARY

ABOYNE LODGE

CREATIVE • CURIOUS • CARING

## 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	Aboyne Lodge Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022-2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Keith Smithard
Pupil premium lead	Rebecca Jones
Governor / Trustee lead	Tina Shaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20140
Recovery premium funding allocation this academic year	£1885
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,025

## Part A: Pupil premium strategy plan

### Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Aboyne Lodge, our aim is to provide a well-rounded education for all children that inspires them to be 'curious, creative and caring towards others'. We hold high aspirations for our disadvantaged pupils and through tracking, personalised provision and monitoring, aim to ensure that they make good progress and attainment through all subject areas. We aim to provide them with wider opportunities and enrichment experiences, supporting their learning, mental health and understanding of cultural capital.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We have identified positive and negative outcomes in regards to having such a small percentage of disadvantaged pupils in our school. One challenge that we face each year is encouraging families to apply and identifying eligible children. We aim to improve our communication with families and increase opportunities and resources for reinforced learning at home. As only 7% of our children are eligible for this funding, we are able to provide personalised provision and monitor it closely. Decisions will be made on data and evidence and we will respond to this frequently.

A large percentage of our disadvantaged pupils also have SEND and/or EAL. We have identified this as one of the common barriers and an area to support in our plan. Other common barriers to learning for disadvantaged pupils within our setting can include further educational needs; slow speech and language development; low attendance; confidence and self-esteem issues; and access to support at home. Our approach will be responsive to the challenges that these individuals face as well as the common barriers that we have identified through assessment.

We acknowledge that high quality teaching is the most important tool in raising attainment in our pupils. We intend to focus on developing the quality of teaching through CPD and accessing high quality resources.

Our strategy is also integral to wider school plans for education recovery, targeting specifically, tutoring and SEMH support. Through data analysis, we have also identified reading and phonics/spelling as having been most affected by the school closures and therefore we will be investing in materials and interventions to support this. These strategies will target those children identified as having their education worst affected by the school closures, including non-disadvantaged pupils.

Key principles to our strategy:

- Promote an ethos of equal opportunities and attainment for all. Teachers take responsibility for raising the aspirations and attainment of their students.

- Use an individualised approach to addressing barriers. Plan for early intervention and effective and targeted provision which is reviewed regularly
- Support not only the academic but social and emotion progress of our students
- Leadership support the staff in ensuring quality first teaching.
- Children are challenged and supported in accessing a full and enriched curriculum.

Our main objectives:

- To bring attendance in line with non-disadvantaged pupils
- To narrow the attainment gap across the core subjects for disadvantaged children.
- To ensure that children have wider cultural experiences

## Challenges

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

Challenge number	Detail of challenge
1	<b>A high percentage of our DA children also have SEN in particular SEMH issues.</b> <i>This means that lots of our DA children find aspects of schooling difficult. We have a number of children with ADHD, SEMH and other specific processing issues. For example, confidence and self-esteem of some of our DA children linked to wellbeing and feeling left behind is low. This means that SEN support, quality first teaching and how we scaffold learning in the classroom is of the utmost importance.</i>
2	<b>A high percentage of our DA children are have also EAL.</b> <i>This means that lots of our DA children accessing the language of learning difficult. We need to consider how we can support these children so that they can access the work without limiting their aspirations.</i>
3	<b>Attendance of our DA pupils is below the rest of the school</b> <i>(more than 10% lower in 2022/21). We need to consider how we can ensure that our DA children are in school as much as possible and the reasons why their attendance is lower than their peers.</i>
4	<b>Language/speech development among our DA pupils is generally less that the rest of the school.</b> <i>This is partially due to children being EAL, however, the understanding of academic language is less developed meaning that access to topics and making links is restricted. Vocabulary needs to be a focus for teaching staff to enable children to make progress across the subject areas.</i>
5	<b>Many children of disadvantaged families at Aboyne would benefit from richer and varied wider experiences.</b> <i>Aboyne is situated in a middle class area, meaning that many children here have had a wide variety of experiences and a secure cultural capital with our DA children often missing out. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.</i>
6	<b>We are concerned that DA families need to feel more of a part of the community which would lead to greater engagement with the school.</b> <i>Often these families are working or there is a language barrier. For example, nearly half of families did not book parent consultation meetings. We need to consider how we can develop this engagement.</i>

7	<b>Many of our children at school do not have access to reading books at home. We need to develop our library so that children have choices and access to current, exciting and interesting books.</b>
8	<b>There has been a noticeable widening gap between DA children and their peers due to the Covid pandemic and lockdown. Many of our DA parents are EAL or were working which meant that support being able to cope with children at home and support home education was difficult. While most came into school during second lockdown, there were still some children who didn't due to concerns about infection. Learning behaviours were seen by staff to decline considerably in children after lockdown, specifically DA children. Wellbeing and Growth Mindset strategies were essential before addressing academic gap.</b>

### 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
Improved oral language skills and vocabulary	Children are able to articulate themselves well and have the language and vocabulary necessary to access the curriculum.  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.
Develop the love of reading for all children	Children are more engaged with reading both at school and at home.  Improvement is seen in our school reading data as high quality texts are accessed regularly throughout school.  Evidence is seen in reading journals that children are more engaged with reading at home. DA children are offered books to keep at home to help to support continued learning at home.
PP students' progress in writing improves across the school.	Most children will make better than expected progress in writing during measurable points of their school lives (Rec – Y2/ KS1 – KS2)  The progress gap between DA children and non-DA children narrows.
PP students' progress in maths improves across the school.	Most children will make better than expected progress in maths during measurable points of their school lives (Rec – Y2/ KS1 – KS2)  The progress gap between DA children and non-DA children narrows.

PP students' progress in reading improves across the school.	Most children will make better than expected progress in reading during measurable points of their school lives (Rec – Y2/ KS1 – KS2) The progress gap between DA children and non-DA children narrows.
Improved outcomes for phonics	Achieve above national average expected standard. (In 2019, <b>71% of disadvantaged pupils</b> met the phonics standard in year 1 compared to 84% of all other pupils.)
Improve attendance levels of DA children	Attendance gap of PP students and non-PP student to reduce. PP attendance to be in line with national average (95%)
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> <li>• Teachers demonstrate confidence in teaching wellbeing within their class and it is evident in books and displays. (zones of regulation, 5 ways to wellbeing, learning powers/growth mindset, mindfulness)</li> <li>• Increased presence of our wellbeing lead across the school and communications with home.</li> </ul>
To ensure that all children have wider cultural experiences	PP students will have socio-economic barriers removed to support the development of skills essential for curriculum on offer (Pre-teaching, tutoring, teaching of speech and language, use of knowledge organisers). <ul style="list-style-type: none"> <li>• Cultural capital calendar created for the school to feed into assemblies and classrooms.</li> <li>• Each subject leader demonstrates how cultural capital is built into their area of the curriculum.</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: £14,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of Senior Leader to oversee PP</i>	Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment	All

<p><i>strategy</i></p>	<p><i>of disadvantaged pupils: articulating success and good practice'</i>          EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.</p>	
<p><i>Purchase of DFE validated programme for phonics/spelling to secure stronger phonics training for all pupils.</i>  <i>Introduce RWI for phonics/spelling across ks1/2</i>          - <i>Include staff training</i></p>	<p>As stated by the EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="#">EEF/Phonics</a></p>	<p>1,2,4,7,8</p>
<p><i>Introduce Early Nuffield Language Intervention in Reception</i></p> <p><i>Staff training on speech and language/oracy for all year groups.</i></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:  <a href="#">EEF Oracy Interventions</a></p> <p>CPD will be needed for staff to implement this with high effect in the classroom. As the EEF states '<i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</i>' We are also aware that CPD needs to be well-designed and implemented for it to be effective.  <a href="#">Staff CPD</a></p>	<p>1,2,4,7,8</p>
<p><i>Improve the quality of reading texts and phonics resources.</i></p> <ul style="list-style-type: none"> <li>- <i>Develop the school library and class stock</i></li> <li>- <i>Provide access to quality and inspiring texts through book packs.</i></li> </ul> <p><i>Literacy shed subscription to help provide quality texts for teaching of VIPERS.</i></p>	<p>Reading comprehension strategies are high impact on average (+6 months.) Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension (EEF)  <a href="#">EEF/ Reading interventions</a></p>	<p>1,2,4,7</p>

<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 training and year group specific training).</p>	<p>Staff to attend mastery training and look to embedding this in our curriculum over the next three years. Class teachers who are new to year groups sent on additional training.</p> <p><i>The EEF states that ‘The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.’</i></p> <p><a href="#">EEF/Mastery</a></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</a></p> <p><a href="#">Staff CPD</a> (see above)</p>	8
<p><i>Purchase resources to support with fluency in class and at home.</i></p> <ul style="list-style-type: none"> <li>- <i>Times table rockstars</i></li> <li>- <i>Active learn</i></li> </ul>	<p>The review below states that ‘Given that many pupils who have early knowledge have been exposed to knowledge in the home, a school’s decision to rely on provision of a ‘maths-rich’ environment must be balanced with the needs of pupils who have not had that advantage and who are less likely to choose maths activities that are provided.’</p> <p>Providing accessible and engaging fluency programmes for our children helps to ‘build early acquisition of knowledge which studies shows significantly predicts later success.’</p> <p><a href="#">DFE research review in maths</a></p>	6,8
<p><i>Increase opportunities for reinforcement of learning at home.</i></p> <ul style="list-style-type: none"> <li>- <i>Packs developed to support children and families at home.</i></li> <li>- <i>Resource share in EYFS</i></li> </ul>	<p>The EEF states that ‘By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.’</p> <p>Where it explains that it is difficult to engage parents in programmes, supportive material than supports the parents skills can</p>	6,8

	be effective at + 5 months (EYFS) and +4 (Primary).	
	<a href="#">Parental engagement</a>	

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

Budgeted cost: £4585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme.	<p>This is 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>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="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,7,8
<i>Book mark reading programme rolled out across year groups</i>	<p>Reading comprehension strategies are high impact on average (+6 months.) Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension (EEF)</p> <p><a href="#">EEF/ Reading interventions</a></p>	1,2,7
<i>Use of HLTA with experience/ training in dyscalculia</i>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Our TA has been carefully chosen for her expertise and interventions will be monitored carefully.</p> <p><a href="#">Teaching assistant interventions</a></p>	1,8
<i>SENCO/Support TA time to work with children to support SEMH</i>	<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>	1,8



<ul style="list-style-type: none"> <li>- <i>Drawing and talking</i></li> <li>- <i>Time to talk</i></li> <li>- <i>Nurture reading</i></li> </ul>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £1750

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number (s) addressed</b>
Counselling and mentoring services to support SEMH	<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> <p><a href="#">Mentoring</a></p>	1,8
<i>Residential trips/school trips</i>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data. This is especially effective when trips are linked to writing projects. In Year 5 and Year 6 children also experience time away from home (often for the first time) in our residential trip. EEF also comment on the effectiveness of this. Outdoor adventure learning shows positive benefits on academic learning and self - confidence.</p> <p><a href="#">Day out report</a></p> <p><a href="#">Outdoor learning</a></p>	1,5,6,8
<i>Wider support – clubs/clothing/materials/ book packs</i>	<p>PP students are prevented from being unable to access enrichment opportunities, have resources and equipment required for learning.</p> <p><a href="#">EEF/Arts participation</a></p> <p><a href="#">EEF/Sports participation</a></p>	5,6,8

<i>Music lessons</i>	Research shows that <i>'there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.'</i> <a href="#">EEF/Arts participation</a>	5,6,8
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**Total budgeted cost: £22,535**

## 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 2020 to 2021 academic year.

After the disruption to schooling, our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was significantly lower than in the previous year in key areas of the curriculum. By July 2021 despite being on track during (2019/20), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Teachers provided daily online sessions in each class, with each class providing at least two hours of live teaching. A high percentage of other online lessons were recorded for the children. Children were also given the opportunity to speak to teachers live throughout the day if they had questions about their work. Regular participation was had by DA children with 84% attendance in weekly live sessions.

We provided additional support to these children during the school closure such as:

- Laptops/ stationery packs and reading books were sent home to all children who required them whilst at home.
- Disadvantaged children were invited in with key worker children. We had an uptake of 50% of DA children attending school during lockdown. Additional support was put in place for these children as soon as they returned. Other families were concerned about the health implications and declined. These children continued to have regular contact via phone and monitoring of online presence. Online presence remained high. Attendance continued to be an issue for anxious families (83% attendance) when class returned and this is why it is embedded in our strategy going forwards.
- Paper copies of work were supplied to those who found it easier to access.
- Fun and educational activity packs were sent home during holidays with resources. This was available online for all children.
- Weekly phone calls home by members of SLT to families to offer support. Support was then offered accordingly by our Deputy, Behavioural lead, SENCO/Wellbeing lead and PP manager.

- All teachers monitored engagement of online learning through their live class sessions and uploaded work. Teachers encouraged children to attend the sessions and where there were concerns, SLT offered support.
- Interventions continued online for the most vulnerable. Parent and teacher feedback showed this supported transition for these children.

After our return to school in September 2020, during Pupil Progress meetings, teachers were asked to identify which children had moved back since the first lockdown and support was then discussed. During these meetings, children in receipt of PP were discussed carefully and support was put in place in the form of in class interventions.

Through these meetings, we assessed that the children's mental wellbeing and learning behaviours were significantly impacted during school closures. As a result, our focus was on wellbeing. A wellbeing lead had been appointed during this year to support staff and the school community. Through whole staff planning we had a strong focus on wellbeing during transition with key stage and whole school projects taking place. We created a wellbeing day/week every half term; wellbeing was incorporated into weekly plans; our lead reached out to parents with wellbeing meetings and wellbeing meetings with parents were offered on return to school. Sample questionnaires after our wellbeing weeks showed a significant increase in wellbeing.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Back on track Literacy planning	Hertfordshire county council
Back on track maths planning	Hertfordshire county council
Active Learn	Pearson
Times Table Rockstars	Maths circle
Cracking comprehension	Rising Stars

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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## Further information (optional)

Please see below a more detailed action plan following our intended outcomes which identify both funded and non- funded strategies.

At the beginning of the academic year, we send out a parent voice questionnaire to encourage parents to feel part of their child's learning and provision. Where parents do not reply, staff communicate by phone. We also carry out a pupil one-page profile which helps the teachers to identify areas which need supporting. This information is then used to create an individual tracking sheet for each child with information on how we are targeting key areas and a traffic light assessment system. The key areas that we have identified as possibly needing support are: attendance, attainment, behaviour, confidence, SEMH, parental engagement. This recently has been used in conjunction with our class provision map so that our DA children have clear, SMART targets for all areas they are identified (amber/red) as needing support with. These tracking sheets are reviewed once a term in line with our pupil progress meetings and new targets are set. Pupil progress meetings are held with the HT, DH and SENCO with information collated about DA children and shared with DA manager. DA children are a focus in these discussions.

Intended outcome	Intended Actions
Improved oral language skills and vocabulary among all pupils with a particular focus on disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Vocabulary added as one of our core drivers for the curriculum</li> <li>- NELI introduced in Reception</li> <li>- Speakers cup to be introduced promoting oracy and public speaking.</li> <li>- Staff to focus on listening skills and using speaking frames to develop conversation. CPD training.</li> <li>- Pre-teaching in place for students who need it.</li> <li>- Knowledge organiser set out key vocabulary so that children have the information before starting a topic.</li> <li>- Reintroduction of school productions post Covid restrictions and focus on importance for DA pupils to perform.</li> </ul>
Develop the love of reading for all children with particular focus on DA pupils.	<ul style="list-style-type: none"> <li>- Provide access to quality texts and new books (create book packs for DA children to keep)</li> <li>- Develop Early reading systems &amp; phonics through RWI. Plus CPD.</li> <li>- Develop the school library stock</li> <li>- Provide good quality first teaching in reading (VIPERS). Trial of VIPERS has taken place in Y2/3 this year with training for staff 2022.</li> <li>- Ensure that displays promoting reading are up and around the school.</li> <li>- Read of the week. Promoted by HT.</li> <li>- Bug Club online reading books for all children. Follow new gov guidance re: reading.</li> </ul>
To improve outcomes across the core subject areas for Disadvantaged children	<ul style="list-style-type: none"> <li>- Ensure that children have time with concrete materials and provide equipment for DA families at home where needed. EYFS resource share and games packs KS1.</li> <li>- Develop a mastery approach to maths. Trained staff to deliver inset.</li> </ul>

	<ul style="list-style-type: none"> <li>- Staff of focus on listening skills and using speaking frames to develop conversation.</li> <li>- Pre-teaching in place for students who need it.</li> <li>- Knowledge organiser set out key vocabulary so that children have the information before starting a topic.</li> <li>- Give children the chance to practice through fluency sessions.</li> <li>- Introduce RWI across the school.</li> <li>- Writing on SDP</li> <li>- Use of HLTA with expertise in dyscalculia to run interventions.</li> <li>- Back on track materials incorporated into planning.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Work with the SENCO to develop wellbeing strategies for individual children as well as embedded within the school.</li> <li>- Mentoring and counselling services accessed for children at need.</li> <li>- Ensure that learning powers/growth mindset continues to be inbuilt within our curriculum and covered within all classes.</li> </ul>
To ensure that all children have wider cultural experiences	<ul style="list-style-type: none"> <li>- Review trips in each year group</li> <li>- Link trips to writing projects where possible</li> <li>- Increase visitors into school to celebrate diversity.</li> <li>- Cultural capital calendar for assemblies and in class focus.</li> <li>- All staff as subject leaders to embed cultural capital into their subject/curriculum area and ensure it is implemented throughout the school.</li> <li>- Inclusion governor to support inclusion in school community events.</li> </ul>
Improve attendance levels of DA children and increase engagement with families.	<ul style="list-style-type: none"> <li>- Teachers to take on responsibility of communicating with families when booking parents consultations, trips and other matters.</li> <li>- Regular contact home by SLT to families of persistent absentees. Offer wrap around care where needed.</li> </ul>