

# Hardwick Primary School

## Pupil Premium Strategy Statement



This statement details our school's use of pupil premium 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	Hardwick Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	30% (61 children)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Pupil premium lead	Hayley Clarke (Headteacher)
Governor / Trustee lead	Andy Abbott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,060
Recovery premium funding allocation this academic year	£2,902.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,962

### Part A: Pupil premium strategy plan

#### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, supported by our school tagline – ‘Unlocking potential for all’. We are also looking at raising attainment and wellbeing of these children in school so that they can reach their full potential.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Every child is an individual and they can all succeed and struggle differently. Even two children growing up in the same household will have different needs and areas for support. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- the wellbeing and social, emotional and mental health of these children is protected
- early help to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

## Challenges

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

<b>1. Challenges to future attainment (for pupils eligible for PP)</b>	
<b>In-school challenges (issues to be addressed in school)</b>	
<b>A.</b>	Poor speech and language skills
<b>B.</b>	Reading skills - poor phonic skills, slow reading fluency and limited comprehension skills
<b>C.</b>	Gaps in knowledge across the curriculum
<b>D.</b>	Complex family situations that prevent children from flourishing, can cause disengagement from parents. High proportion of children attending school who have experienced Adverse Childhood Experiences (ACES)
<b>E.</b>	Special Educational Needs and Disability
<b>F.</b>	Low self-esteem and/or experiencing social, emotional/behavioural difficulties that impact on learning and on their mental health.
<b>External challenges (issues which also require action outside school)</b>	

<b>G.</b>	Parental engagement with school and perceptions of education, including a lack of regular routines including, home reading and homework
<b>H.</b>	Consistent attendance and punctuality
<b>I.</b>	Culture Capital Opportunities
<b>J.</b>	Parental mental health needs and financial difficulties

## 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.

2. Intended outcome		Success criteria
A.	Pupils develop and use language effectively and widely to express themselves. Work on becoming an Talk21 Oracy School. If children can say it, they can write.	Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in both speech and written forms. This can be seen in the monitoring process undertaken by school. They understand a wide range of vocabulary in both spoken and written forms allowing them to understand and access a wide range of both curriculum and wider life experiences.
B.	<p>Pupils develop and use phonic knowledge effectively to read fluently and accurately and improve comprehension skills.</p> <ul style="list-style-type: none"> <li>• Pupils read widely and for enjoyment.</li> <li>• Pupils can answer a range of question types (e.g., retrieve; infer, deduce, predict) in a range of text types and genre (e.g. short stories; procedural; recount; information; diary).</li> <li>• School using Bug Club</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils progress quickly in phonics.</li> <li>• Pupils make rapid progress to achieve or exceed their end of year estimates.</li> <li>• Pupils have a reading age that is equal to or above their chronological age.</li> <li>• Pupils progress quickly through Accelerated Reader levels.</li> <li>• Pupils achieve high scores in assessments.</li> <li>• More pupils are achieving 'a good level of development' at the end of EYFS.</li> <li>• Children are achieving above national in Phonics Screening Assessment in Year 1 (More than 90%)</li> </ul>
C.	<p>To address identified gaps in learning across the curriculum</p> <ul style="list-style-type: none"> <li>• Hardwick Curriculum is enhanced by the PKC approach.</li> <li>• Children are taught a broad and balanced curriculum</li> <li>• Gaps are identified in the curriculum and interventions/scaffolding are in place to close the gap for all pupils</li> <li>• Pupils can manipulate simple tools and demonstrate improved pencil control.</li> <li>• Pupils have good reading ability so they can access the curriculum.</li> </ul>	<p>Pupils develop and can access all areas of the curriculum. Teachers are aware of gaps across the curriculum and feel confident to be able to close those gaps for all children, including the disadvantaged.</p> <p>Pupils are reaching the expected standard or above for their year group at meeting the end of KS1 and KS2 expectations across the entire curriculum.</p>

D.	<p>To support the families of Hardwick Primary School. We will ensure that:</p> <ul style="list-style-type: none"> <li>• All children are ready for learning everyday.</li> <li>• Implement Early Help strategies</li> <li>• Inviting families into school to work alongside their children and try to break the barrier of schools and education.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Denise Dulieu to provide support for all children and families.</li> <li>• We work with local foodbanks and help to provide food to families in need.</li> <li>• Brokering CAF's for families based on our knowledge or guidance from Suffolk Safeguarding Partnership.</li> <li>• 'Open-Door' Policy at all times with all staff.</li> <li>• Mental Health Support Team are based in school and working very closely with pupils, staff and families.</li> </ul>
E.	<p>Pupil Premium pupils with SEND can access the curriculum and achieve their best through personalised learning (where necessary), scaffolded learning and identified gaps in learning which are addressed through targeted support in class.</p>	<ul style="list-style-type: none"> <li>• Pupils with SEND are making good progress in their learning through targeted support and assessments and monitoring by the SENCO demonstrates this.</li> <li>• Closely monitored and tracked throughout the year.</li> <li>• Regular Pupil Progress meetings take place.</li> </ul>
F.	<p>Identified pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p> <ul style="list-style-type: none"> <li>• Pupils are more willing to learn.</li> <li>• Pupils listen attentively in class and follow instructions well.</li> <li>• Pupils adhere to the school's behaviour expectations.</li> <li>• Pupils have excellent social skills.</li> <li>• Pupils achieve higher standards.</li> <li>• Children feel safe and respected</li> </ul> <p>Pupils are self-confident, able to face challenges and can work independently.</p>	<p>Pupils are ready to learn in class without the need for formal intervention. Number of interventions to ensure pupils are ready to learn is reduced.</p> <ul style="list-style-type: none"> <li>• Fewer behaviour-related incidents are reported.</li> <li>• Pupils have increased self-esteem, improved listening skills and expressive language abilities.</li> <li>• Pupils are willing to undertake challenges with minimal or no adult support.</li> <li>• School staff feel more empowered and equipped to deal with situations and emotions that children are showing in class.</li> <li>• Improved relationships between staff and children in school.</li> <li>• Children's mental health and resilience in school is built upon.</li> </ul>
G.	<p>Parents feel able to approach school and have a good relationship with school/class teacher.</p> <p>Parents have established routines at home and are confident and able to assist their children to complete homework tasks, including daily reading at home.</p>	<ul style="list-style-type: none"> <li>• Parents feel comfortable approaching school for help with their child at home.</li> <li>• Parents are confident to assist their child at home with their learning.</li> <li>• Hardwick operates an 'open-door' policy at the beginning and end of day, so that families and careers can always have discussion regarding any concerns.</li> <li>• School are able to make referrals to food banks and work with local agencies to provide extra support when necessary.</li> </ul>
H.	<p>Attendance and punctuality rates for pupils eligible for PP are good and consistent.</p>	<p>Pupils eligible for PP to have high attendance rates and low incidents of punctuality. This can be seen in the monitoring process undertaken by school.</p>
I.	<p>Enable pupils to experience similar opportunities to other pupils as part of Culture Capital</p>	<p>The personal circumstances of pupils that the school can influence have improved and pupils experience similar opportunities to other pupils.</p>

J.	Parental mental health needs and financial difficulties	<ul style="list-style-type: none"><li>• School to offer support to parents</li><li>• Work with outside agencies to support</li><li>• Signpost families</li><li>• Work closely with Mental Health Support Team in school</li></ul>
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## 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.

3. Planned expenditure 2024-25				
Objective: Accelerate progress and attainment in Maths and English				
We aim for all PPP to make at least expected progress in Maths and English, therefore raising attainment in both subjects.				
i. QUALITY OF TEACHING FOR ALL AND TARGETED SUPPORT				
ENGLISH: Phonics / Reading / Writing / Speaking and Listening				
Addressing challenge...	Item/what we are doing	Evidence/rationale that supports this approach	Target audience	Intended outcome
A	Use Language Link and Speech Link in EYFS to identify pupils who have issues.	Recommend by Speech Therapists	EYFS/KS1/KS2	Limited speech and language skills identified, referrals for speech therapy made, targeted interventions and support given.  <b>Measure:</b> EYFS Baseline assessments and Pre and post intervention data.
B	Teach synthetic phonics using Bug Club daily in EYFS & KS1. Interventions and targeted support given as required.  Bug Club Training for all Staff.  Early Birds Group 3x 20 minutes per week	Systematic synthetic phonics is the DfE's chosen approach to teaching children to read. Bug Club. Phonics programme fulfils the department's core criteria and has a successful track record in schools across the Trust and the UK.	EYFS and KS1	Pupils are making expected or accelerated progress in phonics. Y1 results in the Phonic Screening Check (minimum) are at or above national average (80% 2024).  <b>Measure:</b> Progress data from baseline assessment in September and at key points in the term made by the English Reading Leader.

B	<p>Using NFER assessments to identify gaps in Reading.</p> <p>Targeted support reading therapies.</p> <p>Reading interventions: Nessy Reading Between the Lines</p>	<p>NFER is an established system of assessment allowing gaps to be identified.</p>	<p>PPP in Year 1 to Year 6. PPP with high priority and identified by teachers as vulnerable to lack of progress/wide gap between current attainment and ARE/expected outcomes based on prior attainment.</p>	<p>Attainment of PPP is raised in English because of targeted interventions.</p> <p><b>Measure:</b> Pre and post intervention data. Termly progress data and end of year data</p> <p>Pupil Progress meeting notes</p>
B	<p>Use Accelerated Reader to enable pupils to on the right reading level, be able to read widely.</p> <p>Pupils to be heard read in school individually.</p>	<p>Teachers monitoring what children are reading and the data produced in Accelerated Reader lead to improved reading skills. Research shows that pupils who read at least 20 minutes a day with a 90% comprehension rate (average percentage correct) on Accelerated Reader quizzes see the greatest gains.</p>	<p>Year 2 to Year 6 PPP</p>	<p>Attainment of PPP is raised in English Reading as a result of teacher monitoring of reading and teaching pupils to read.</p> <p>Fluency rate increases on half termly assessments. Aim to get 90 words per minutes in KS1 and 110 words in KS2.</p> <p><b>Measure:</b> Progress from the September baseline Star Reader tests. Termly progress data and end of year data.</p>

B	Promote Reading at Home	<p>Look at incentive to get children reading more at home.</p> <p>Publicising Library Summer Challenge</p>	All children	Increased attainment and more evidence of reading at home.
B	Use assessment tools such as Dyslexia Quest and Nessy to identify and support children who are struggling.	Nessy and Dyslexia Quest to support children.	Year 5 & 6 PPP identified to need support in developing and improving reading skills.	<p>Pupils are reading at age appropriate levels and they are reading fluently and have improved reading stamina.</p> <p><b>Measure:</b> Progress data from baseline assessment and at the end of the program. Accelerated Reader reading age reflects progress made and increase in reading fluency checks.</p>

B, C	Writing for Pleasure	Using <i>Writing for Pleasure</i> in lessons helps capture pupils' enthusiasm and build a love for writing. Teachers can plan activities around topics that interest students, making writing more engaging and meaningful. By creating a fun, supportive environment with regular opportunities for free expression, students are encouraged to write without the pressure of formal assessments. Teachers model the writing process and celebrate all progress, boosting confidence and motivation. This approach fosters a positive attitude towards writing and encourages continuous development of writing skills.	All children	<p>Writing for Pleasure is introduced in school.</p> <p>Raise the profile of writing in school.</p> <p>Getting children to enter writing competitions.</p>
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C	<p>Use PKC to fill gaps in curriculum and foundation subjects.</p> <p>Extra support in class for writing skills, including SPaG, provided by TA support.</p> <p>Extra handwriting practice and fine motor control exercises supported by the TA.</p>	<p>Sending Knowledge organisers home regularly.</p> <p>Raise the standard of writing across the curriculum.</p>	Year 2 to Year 6 PPP	<p>Attainment of PPP is raised in English Writing because of targeted interventions. Pupils are more likely to be able to access different learning opportunities.</p> <p><b>Measure:</b> Pre and post intervention data. Termly progress data and end of year data – writing evidence in pupil books.</p>
<b>Targeted adult support for PPP and PPP with SEND:</b>				
A, B, C, D, E	<p>PPP to receive targeted and general adult support with learning.</p> <p>Teaching Assistants will run interventions (with teachers).</p>	<p>Pupils receiving extra adult support builds confidence, boosts self-esteem and enables pupils to make progress in their learning.</p> <p>Work on accessible writing activities to build knowledge and confidence with PPP.</p>	EYFS to Year 6	<p>Attainment of PPP is raised because of targeted support for those who are at risk or fall behind.</p> <p><b>Measure:</b> Intervention data, termly progress data and end of year data. Work in pupil books.</p>
<b>Budget cost for:</b>				
➤ Quality of teaching for all and targeted support				<b>£48,147</b>

## ii. OTHER APPROACHES

**Objective: Well-being and Social & Emotional needs of children are met.**

Addressing challenge...	Item/what we are doing	Evidence/rationale	Target audience	Intended outcome
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F	<p>Provide emotional and well-being support via the Pastoral Support Leader (ELSA) to PPP:</p> <ul style="list-style-type: none"> <li>• to develop confidence and self-esteem</li> <li>• run nurture groups and social groups</li> <li>• provide behaviour support to individuals.</li> <li>• work with SES for identified PPP.</li> </ul>	<p>Recommendations from Educational Psychologist / Specialist Teaching Service for PPP.</p> <p>Support and referrals made to SES.</p>	EYFS to Year 6	<p>Pupils supported by the Pastoral Support Lead are able to engage appropriately in class and are making progress in their learning as a result of the intervention and support provided.</p> <p><b>Measure:</b> Pastoral Support records, termly progress data and end of year data. Work in pupil books.</p>

Objective: Increased Parental Engagement and support with home/school learning				
Addressing challenge...	Item/what we are doing	Evidence/rationale	Target audience	Intended outcome
G	Advertise the benefits of claiming FSM in the newsletter to encourage uptake and raise awareness of support available.	There is a need to address the misconceptions and lack of awareness surrounding FSM and the support that the school offers.	Whole school	<p>Increased numbers of eligible families apply for FSM.</p> <p><b>Measure:</b> FSM Register</p>

G	<p>Ensure reading books that are going home are at the pupil's reading level and ability.</p> <p>Provide phonics support to parents to help them with hearing their child read via book or Bug Club Login.</p> <p>Support parents to use TT Rockstars, Bug Club on personal devices to support maths learning at home.</p>	Parents are more likely to engage with and support home learning if they feel confident and able to do so.	Whole school	<p>Teachers can monitor the learning of individual pupils and use this to assess the progress made through the program and use the data generated to inform gaps in learning and what targeted support is required.</p> <p><b>Measure:</b> Termly progress data and end of year data. Work in pupil books.</p>
G	Purchase revision guides for all PPP in Year 2 and 6.	Parents, children and teachers are able to share the expectations of the year 2 and 6 SATS. Engagement levels are increased, and tasks can be easily set between home and school.	Year 2 and Year 6	<p>Increased understanding of how to support children at home. Improved home school relationships. Increased attainment in maths and English.</p> <p><b>Measure:</b> End of year data</p>
G, J	Supporting parents and families through work with Mental Health Support Team	HoS and Pastoral Lead meet each half-term with MHST and referral children and parents that we are concerned about	All children	<p>Increased understanding of children's needs by parents, school and families</p> <p>Measure: improve Thrive Assessments</p>
G,J	Implement Thrive in school to support children	An approach to school which will impact every child and adult in school. Improve relationships.	All children	<p>Increased understanding of children's needs by parents, school and families</p> <p>Measure: improve Thrive Assessments</p>
G	Pastoral Support Leader providing one to one support for PP families including Early Help interventions,	Children who are settled at home are emotionally ready to learn. Pastoral support for wider families facilitates this.	Vulnerable families including PP families	<p>Improved lived experience for children including PP children</p> <p><b>Measure:</b> Happiness surveys, Early Help closure scores, FSM uptake</p>

H	Head of School and Office to monitor the attendance and punctuality of PPP and follow up quickly on issues. First day response provision.	We cannot improve PPP progress and attainment if they aren't actually attending school regularly. Evidence shows that addressing attendance is the key step.  PP children need to be ready for the start of school and not arriving late.	PPP in EYFS to Y6	Pupils eligible for PP to have high attendance rates and low incidents of punctuality. This can be seen in the monitoring process undertaken by school.  <b>Measure:</b> daily attendance data
<b>Budget cost for:</b> ➤ <b>Well-being and Social &amp; Emotional needs of children are met.</b> ➤ <b>Increased Parental Engagement and support with home/school learning.</b>				<b>£27,030</b>

### Objective: Enrichment

We aim to ensure that all PPP have the same opportunities as their peers leading to raised self-esteem, positivity and engagement in their holistic growth and development.

Addressing challenge...	Item/what we are doing	Evidence/rationale	Target audience	Intended outcome
I	<ul style="list-style-type: none"> <li>Year 4 are provided with specialist music tuition as part of our school offer. PPP and those currently claiming FSM are offered part funded 'Play On' music lesson tuition in Years 5 and 6 on a case by case basis.</li> <li>PPP and those currently claiming FSM are offered part funded 'Rock Steady' music lesson tuition in Years 1 to Year 6, on a case by case basis.</li> </ul>	Records indicate that only a small percentage of PPP take up music lessons and learn to play a musical instrument.	Years 1 to Year 6	Raised self-esteem and confidence. Increased numbers of PPP participating in music lessons.  <b>Measure:</b> levels of participation compared with previous year.

I	<ul style="list-style-type: none"> <li>• PPP and those currently claiming FSM offered part funded after school clubs on a case by case basis.</li> <li>• Monitor the uptake of clubs by PPP by implementing a spreadsheet record.</li> <li>• Target PPP in the summer term who have not yet participated in an extracurricular activity.</li> </ul>	Records indicate that only a small percentage of PPP have attended extracurricular opportunities.	PPP	Increased attendance of clubs and extracurricular activities by PPP. Raised self-esteem and levels of fitness. Measure: levels of participation compared with previous year.
I	<ul style="list-style-type: none"> <li>• PPP and those currently claiming FSM offered part funded school trips/residentials on a case by case basis.</li> <li>• Monitor school trips/residentials attended by FSM and PPP</li> </ul>	Previous lack of awareness around the support available has led to lack of participation on school trips and residentials by PPP.	PPP	All PPP can attend school trips if they wish to do so with no financial constraints.  <b>Measure:</b> school trip register
<b>Budget cost for:</b>				
➤ <b>Enrichment</b>				<b>£10,883</b>
<b>Total budget costs</b>				<b>£86,060</b>

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

### Pupil premium strategy outcomes 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

4. Review of expenditure			
Previous Academic Year		2023-2024	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A) Pupils develop and use language effectively and widely to express themselves.	Use Language Link and Sound Link in EYFS to identify pupils who have issues.	<b>Good progress made by</b>	We will continue this approach
B) Pupils develop and use phonic knowledge effectively to read fluently and accurately and improve comprehension skills. <ul style="list-style-type: none"> <li>Pupils read widely and for enjoyment.</li> <li>Pupils can answer a range of question types (e.g., retrieve; infer, deduce, predict) in a range of text types and genre (e.g. short stories; procedural; recount; information; diary).</li> </ul>	Teach synthetic phonics using Read Write Inc Phonics daily in EYFS & KS1. Interventions and targeted support given as required.  Using NFER assessments to identify gaps in Reading. Targeted support using reading therapies.  Use Accelerated Reader to enable pupils to on the right reading level, be able to read widely.		

	<p>Pupils to be heard read in school individually and through guided reading.</p> <p>Use Read Write Inc. Fresh Start program with PPP pupils in KS2 who are identified as at risk or are behind in reading.</p>		
<p>C) To address identified gaps in learning to improve and develop pupils' writing skills.</p> <ul style="list-style-type: none"> <li>• Pupils have excellent composition skills – they can articulate ideas well and can structure them effectively in various types and genre of writing.</li> <li>• Pupils are confident and accurate in their use of vocabulary, grammar, and punctuation.</li> <li>• Pupils can proofread and edit their work effectively</li> <li>• Pupils can manipulate simple tools and demonstrate improved pencil control.</li> <li>• Pupils demonstrate the correct formation, orientation, and size of letters.</li> <li>• Pupils demonstrate legible, joined handwriting.</li> </ul>	<p>Use NFER Grammar, punctuation, and spelling assessments and therapies to target those in need to improve the writing skills of PPP children.</p> <p>Extra support in class for writing skills, including SPaG, provided by TA support.</p> <p>Extra handwriting practice and fine motor control exercises supported by the TA.</p>		
<p>D) To address identified gaps in learning to improve and develop pupils' maths skills.</p> <p>Pupils' understanding of and confidence in maths is increased through a mastery approach.</p>	<p>Use Power Maths (mastery maths) to teach daily maths lessons covering all aspects of maths, developing arithmetic, calculation, reasoning and problem-solving skills.</p>		

<ul style="list-style-type: none"> <li>• Pupils have good arithmetic skills</li> <li>• Pupils can reason and problem solve</li> </ul>	<p>Use Maths Flex in KS2 to allow pupils to practice and consolidate personalised maths learning at home and in school (linked to Power Maths lessons and topics)</p> <p>Use School Jam in In EYFS and KS1 to allow pupils to practice and consolidate maths learning at home (aligned to Power Maths lessons and topics)</p> <p>Times Tables RockStars</p>		
<p>E) Pupil Premium pupils with SEND can access the curriculum and achieve their best through personalised learning (where necessary), differentiated learning and identified gaps in learning which are addressed through targeted support in class.</p> <ul style="list-style-type: none"> <li>• Pupils with SEND become confident individuals, living fulfilling lives.</li> </ul>	<p>PPP with identified SEND needs in English and Maths to receive extra adult support in class.</p>		
<p>F) Identified pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p> <ul style="list-style-type: none"> <li>• Pupils are more willing to learn.</li> <li>• Pupils listen attentively in class and follow instructions well.</li> <li>• Pupils adhere to the school's behaviour expectations.</li> </ul>	<p>Provide emotional and well-being support via the Pastoral Support Leader (ELSA) to PPP:</p> <ul style="list-style-type: none"> <li>• to develop confidence and self-esteem</li> <li>• run nurture groups and social groups</li> <li>• provide behaviour support to individuals.</li> <li>• work with CISS for identified PPP.</li> </ul>		

<ul style="list-style-type: none"> <li>• Pupils have excellent social skills.</li> <li>• Pupils are self-confident, able to face challenges and can work independently.</li> </ul>			
<p>G) Parents feel able to approach school and have a good relationship with school/class teacher.</p> <p>Parents have established routines at home and are confident and able to assist their children to complete homework tasks, including daily reading at home.</p>	<p>Advertise the benefits of claiming FSM in the newsletter to encourage uptake and raise awareness of support available.</p> <p>Ensure reading books that are going home are at the pupil's reading level and ability.</p> <p>Provide phonics support to parents to help them with hearing their child read via the Ruth Miskin website and flash cards.</p> <p>Support parents to use TT Rockstars, Maths Flex and School Jam on personal devices to support maths learning at home.</p> <p>Purchase 'exciting and colourful' revision guides for all PPP in Year 2 and 6.</p> <p>Pastoral Support Leader providing one to one support for PP families including Early Help interventions,</p>		
<p>H) Attendance and punctuality rates for pupils eligible for PP are good and consistent.</p>	<p>Headteacher and Office to monitor the attendance and punctuality of PPP and follow up quickly on issues. First day response provision.</p>		
<p>I) Enable pupils to experience similar opportunities to other pupils</p>	<p>Year 4 are provided with specialist music tuition as part of our school offer. PPP and those currently claiming FSM are offered part funded 'Play On' music</p>		

	<p>lesson tuition in Years 5 and 6 on a case by case basis.</p> <p>PPP and those currently claiming FSM are offered part funded 'Rock Steady' music lesson tuition in Years 1 to Year 6, on a case by case basis.</p> <p>PPP and those currently claiming FSM offered part funded school trips/residentials on a case by case basis.</p> <p>Monitor school trips/residentials attended by FSM and PPP</p> <p>PPP and those currently claiming FSM offered part funded swimming lessons on a case by case basis.</p>		
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