

# Pupil premium strategy statement (primary)



1. Summary information					
<b>School</b>	North Tawton Community Primary School and Nursery				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£44,385	<b>Date of most recent PP Review</b>	Oct 2020
<b>Total number of pupils</b>	161	<b>Number of pupils eligible for PP</b>	30	<b>Date for next internal review of this strategy</b>	April 2021

2. Current Attainment (no data due to COVID19)			
<b>Due to Covid-19 (no standardised assessments in Summer 2020)</b>	<i>Pupils eligible for PP North Tawton School</i>	<i>All North Tawton Primary School</i>	<i>All National</i>
% achieving the expected standard in reading, writing and maths combined			64%
% achieving expected standard in reading		<b>(no data due to COVID19)</b>	75%
% achieving expected standard in writing			78%
% achieving expected standard in maths			76%
<b>End of Key Stage 1 Data</b>			
% achieving expected standard in reading			75%
% achieving expected standard in writing		<b>(no data due to COVID19)</b>	74%
% achieving expected standard in maths			76%
<b>End of Year 1 Phonics Data</b>			
% meeting the age related expectation		<b>(no data due to COVID19)</b>	82%
<b>Early Years Foundation Stage</b>			
% achieving a good level of development		<b>(no data due to COVID19)</b>	72%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	<p>Pupils' lower aspirations and expectations of themselves and lack of awareness of opportunities available to them compared to their peers and national expectations</p> <p>We have noted that some children have low aspirations and limited hopes for the future. This means that their learning (as they grow older) can lack meaning and provide no motivation – leading to non-engagement and reduced progress/attainment.</p>	
<b>B.</b>	<p>Outcomes of pupil premium children vary in comparison with peers and national expectations.</p> <p>In some cases, children who are entitled to pupil premium are also children with special educational needs. These pupils have a range of special educational needs such as ASD, and social and emotional needs and communication/interaction. These pupils sometime struggle to make sufficient progress despite targeted intervention and this can become more challenging in KS2 as the complexity and attainment standards in KS2 change.</p>	
<b>C.</b>	<p>Lack of development of positive behaviours and attitudes to learning and lower resilience</p> <p>Because of anxiety and lack of confidence and resilience, some children struggle with engagement and concentration.</p>	
<b>D.</b>	<p>Delayed speech and language development leading to difficulties with communication and language acquisition.</p> <p>There are a number of children arriving in school with delayed speech and language development. This means that these children have a lower starting point compared to their peers and this impacts on other areas of development. This attainment gap can continue to their next stage of education.</p>	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	<p>Limited parental engagement and /or support for learning at home</p> <p>Some parents are not confident in helping their children to read and complete tasks at home.</p> <p>In some cases, parents of pupil premium children find engaging in their child's education a challenge. This can lead to poor relationships with school and a feeling that they are not part of the school community.</p>	
<b>F.</b>	<p>Attendance of some children</p> <p>Some PP children have lower levels of attendance.</p> <p>Despite work on attendance, working with parents through Early Help and a close working partnership with EWO, attendance of PG children is less than for other groups</p>	
<b>G.</b>	<p>Access to technology</p> <p>Some PP children have no access or limited access to devices at home which limits their access to blended learning as well as ability to access learning in the same way as their peers in the event of closure of a bubble..</p>	
<b>H.</b>	<p>Opportunities – some PPG children have limited access to enrichment opportunities and different environments.</p>	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Raising of aspirations through visits, visitors, PSHE and an enriched curriculum, including role models from the local community and minority groups. Develop multicultural awareness.</b></p> <ul style="list-style-type: none"> <li>• A programme of visits and visitors (inc virtual visits), including role models from the local community and from diverse backgrounds and cultures, will be planned annually to support motivation and aspirational thinking.</li> <li>• Lessons will be tailored to meet the interests and needs of vulnerable groups and they will be represented in all areas of school life.</li> <li>• Pupils will report that they enjoy lessons and feel that they are learning new skills and have the opportunity to develop their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to develop aspirational thinking and an awareness of pathways to goals. They will have 'real' people from their community, and from passionate and diverse role models, to engage and motivate them.</li> <li>• Audits of children's aspirations and representation of vulnerable groups across the school will reflect this.</li> </ul>

<p><b>B.</b></p>	<p><b>Children make good or better progress from their starting points .</b></p> <ul style="list-style-type: none"> <li>Teaching and learning is personalised to meet the needs of disadvantaged children and vulnerable groups.</li> <li>Strategies to support disadvantaged children are used by all staff, including marking PPG children's books first and giving frequent, constructive and targeted feedback.</li> <li>A catch up programme, including tutoring and interventions where appropriate, will support disadvantaged learners to make progress while focusing on wellbeing and positive mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Children are engaged with their learning and are making at least good progress.</li> <li>Some disadvantaged children make accelerated progress.</li> <li>Assessment system will track progress using baseline assessments in Sept 2020. Soft elicitation will gain understanding of children's starting points and revision of key skills will support confidence and reduction of gaps in learning.</li> </ul>
<p><b>C.</b></p>	<p><b>Disadvantaged pupils have increased levels of engagement and are motivated to do well.</b></p> <ul style="list-style-type: none"> <li>Lessons are tailored to meet the needs and interests of key pupils.</li> <li>Disadvantaged pupils report they are enjoying lessons and lesson observations show good levels of engagement.</li> <li>Disadvantaged pupils are well represented across the school in after school clubs and pupil voice groups such as the school council.</li> <li>School awards and commendation are awarded to disadvantaged pupils at a rate which surpasses those awarded to other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>PP children make at least good progress.</li> <li>PP children have a high profile across the school</li> </ul>
<p><b>D.</b></p>	<p><b>Delayed speech and language needs are met and children make rapid and sustained progress towards age related expectations.</b></p> <ul style="list-style-type: none"> <li>Children with speech and language difficulties will be identified quickly and targeted interventions planned to ensure children make rapid progress.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment/standardised scores and formal assessments to reflect good or accelerated progress of children with speech and language needs.</li> <li>Intervention records and SALT reports will also reflect this.</li> </ul>
<p><b>E.</b></p>	<p><b>Parental Engagement/Support for learning</b></p> <ul style="list-style-type: none"> <li>Workshops for parents to support understanding of RWI scheme, how to support your child with reading, writing and maths</li> <li>Individual engagement with families where necessary and appropriate</li> <li>Work to develop trust and build relationships with parents</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Parents are engaging with the school</li> <li>Children are increasingly supported with learning at home</li> </ul>
<p><b>F.</b></p>	<p><b>All children attend school and have high levels of attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>Attendance of all pupil groups including PP will be scrutinised and monitored rigorously</li> <li>Letters and systems put in place to address any attendance issues as they arise</li> <li>Positive incentive scheme to improve attendance of persistent absentees</li> <li>Relationships developed with parents to support and engage with them to improve attendance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of groups and individuals is in line with other pupils</li> </ul>
<p><b>G.</b></p>	<p><b>PP pupils are able to access remote learning effectively to ensure that any period out of school is of limited detrimental impact on their learning.</b></p>	<ul style="list-style-type: none"> <li>Pupils are able to access learning at home</li> <li>Children are engaged and motivated to learn at home</li> <li>Learning is blended between home and school</li> </ul>

	<ul style="list-style-type: none"> <li>• A suitable learning platform is available for all pupils from both key stages to access learning</li> <li>• Staff are trained in the use of an online learning platform e.g. Google Classroom</li> <li>• Children are taught how to use the platform in order to access learning from home</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are able to provide feedback and support for children's learning in school and at home where necessary</li> </ul>
<b>H.</b>	<p><b>Enrichment opportunities are available for all pupils to ensure their interests and talents can be explored and nurtured</b></p> <ul style="list-style-type: none"> <li>• A programme of visits and visitors (inc virtual visits), including role models from the local community and from diverse backgrounds and cultures, will be planned annually to support motivation and aspirational thinking.</li> <li>• Lessons will be tailored to meet the interests and needs of vulnerable groups and they will be represented in all areas of school life.</li> <li>• Extra curricular opportunities offered for all children and promoted for PP children to engage in</li> <li>• Resourcing of the curriculum enables pupils to engage and develop interests which they may not otherwise have considered e.g.learning a musical instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will report that they enjoy lessons and feel that they are learning new skills and have the opportunity to develop their ideas.</li> <li>• Uptake of extra curricular activities is monitored and shows increased uptake</li> </ul>

## 5. Planned expenditure

Academic year

2020-2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality first teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Support teaching and non-teaching staff to understand and implement approaches for raising expectations for vulnerable groups of children, including PPG children.</b></p>	<p>SENDCo to provide INSET for teachers and teaching assistants.</p> <p>Head of School to serve as Pupil Premium Champion</p> <p>Individual vulnerable groups Case Studies regularly updated and actions taken as a result;</p> <p>Questionnaires to analyse concerns, interests and barriers for vulnerable groups – support for staff in acting on and reducing barriers;</p> <p>Half termly analysis of data for vulnerable groups; impact of intervention and personalised learning monitored;</p> <p>Promote inclusion of vulnerable groups</p>	<p>Where leaders champion high aspirations for PP children, expectations of teachers and support staff are raised resulting in better outcomes.</p> <p>EEF Guide to Pupil Premium children.</p> <p>Quality First teaching has the greatest impact on attainment and progress and is the greatest lever to improve outcomes for disadvantaged children.</p>	<p>HoS to meet regularly with SENDCo, staff, teaching and non-teaching, to provide INSET, teaching and learning support, data analysis, INSET for specific approaches and to meet the needs of some vulnerable groups.</p> <p>Half termly analysis of data to support decision making and priorities</p> <p>Regular lesson and book monitoring.</p> <p>Observations of targeted interventions and support improved outcomes for vulnerable groups.</p> <p>Listening to the voice of pupils</p> <p>Half termly monitoring of attendance.</p>	<p>SENDCo Executive Head teacher English, Maths Subject Leaders</p>	<p>Half Termly Pupil Progress Meeting reviews. Vulnerable Groups Action Plans – half termly review</p>

	<p>Champion improved mental health for all groups, including staff.</p> <p>Precision Training for all staff across Three Hares Primaries</p>				
<p><b>To increase the % of children achieving ARE in reading and writing and maths</b></p> <p><b>Ensure starting points are secure through baseline assessments</b></p> <p><b>Identify gaps in learning following lockdown</b></p>	<p>'Coaching' supports CPD and regular reviews of teaching and learning.</p> <p>Maths Mastery programme 2020, continuing from 2019/ and 2020 as part of Maths Action Plan</p> <p>Increased focus progress and attainment in reading and phonics, including motivation for reading</p>	<p>Quality First teaching has the greatest impact on attainment and progress and is the greatest lever schools have to improve outcomes for disadvantaged children.</p> <p>EEF Teaching and Learning Toolkit, Guide to Pupil Premium</p> <p>The CPD programme is supported by DTSA and Babcock LPD – this provides comprehensive and targeted support for teachers.</p>	<p>Coaching sessions fortnightly through each term – build in time for feedback</p> <p>Maths Mastery programme 2020/21</p> <p>Read Write Inc. introduced Autumn 2020 in KS1</p> <p>Learning Walks, Pupil conferencing, Book scrutiny</p> <p>Intervention and TA observations by HoS/ SENDCo</p> <p>Feedback on CPD – support for implementation of new initiatives.</p> <p>Subject Action Plans – half-termly reviews.</p>	<p>Executive Head Teacher SENDCo English/Maths Coordinators</p>	<p>Half termly - Assessment Data, Learning walks, Coaching sessions – some through Maths Mastery Course, Book scrutiny.</p> <p>Termly Pupil Progress meeting reviews - Leadership team with class teacher</p> <p>Monitoring of Action Plans half-termly.</p>
<b>Total budgeted cost</b>					<b>£ 15,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>Any gaps in PP pupils' knowledge and understanding from the period of school closures are swiftly addressed and filled.</b></p>	<p>Pre and post teaching to ensure that can access and fully understand lesson content. Nessy, RWI, Spelling, TT Rockstars</p>	<p>Small group and 1:1 intensive coaching has worked well in school previously.</p> <p>All programmes chosen have proven efficacy and results.</p>	<p>Regular screening and monitoring</p> <p>All staff trained in the use of the programmes</p> <p>Pre and post teaching arranged by or taught by class teachers.</p> <p>Tracking of progress and monitoring of books;</p>	<p>SC</p>	<p>Half termly pupil progress meetings throughout the year.</p> <p>Results from termly PUMA and PIRA tests</p>
---	--	--	--	-----------	--

<p><b>Children with social and emotional needs (that create barriers to successful learning) to have 'in school' support leading to good and sustained progress.</b></p>	<p>Boxhall Profile Training for all staff</p> <p>Use of Boxhall Profile learning plans to support strategies to support well being</p> <p>Support/signposting from mental health professionals when required.</p> <p>Focus on Ten a Day for mental health and mental health strategies.</p> <p>PSHE - development of curriculum. Use of PSHE Association resources.</p> <p>Sensory garden developed with support of parents and local community</p> <p>Intervention/Thrive Room/Sensory Room developed</p>	<p>SEL (social and emotional) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (EEF).</p> <p>EEF – Pupil Premium Guide Wider strategies relate to the most significant non-academic barriers to success in school.</p> <p>Outdoor learning strategies established with motivation for learning improved and focused skills.</p> <p>Success of established Thrive/Intervention spaces in other cluster schools</p>	<p>Baseline assessments - strengths and difficulties, Boxhall Profile – reviewed regularly to support focus of interventions and monitor effect.</p>	<p>SENDCo</p>	<p>Half Termly through Early Help process, TAF meetings, intervention monitoring and Pupil Progress meetings.</p>
--	--	--	--	---------------	---

<p><b>Children with delayed speech and language development make sustained progress to meet age related expectations in reading and phonics.</b></p>	<p>Speech and Language Link early assessment and resources support identification and targeted support.</p> <p>RWI scheme.</p> <p>Targeted speech and language support.</p>	<p>EEF research – Speech and language interventions: Moderate impact for low costs.</p> <p>National data evidence supports the success of Speech and Language Link in identification of need.</p> <p>EEF Pupil Premium Guide Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment. The Aspire Educational Trust.</p>	<p>Speech and Language Link baseline and progress assessments.</p> <p>DELP strategies across all classes to support language.</p> <p>Phonics intervention(s) after assessment of needs.</p> <p>Plymouth Oracy Project</p> <p>Half termly assessments to assess progress and identify progress and areas of need.</p>	<p>SC SENDCo Phonics Lead</p>	<p>Half Termly Pupil progress meetings</p> <p>Speech &amp; Language support</p>
<p><b>Disadvantaged children with SEND make at least expected progress.</b></p>	<p>Provision mapping</p> <p>Highly specific target setting</p> <p>Frequent book scrutiny</p> <p>Pupil progress meetings to address the needs of these pupils in detail</p> <p>Targeted feedback that follows school policy</p> <p>Dyslexia Training across the Three Hares Primaries</p>	<p>Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal or written. It can come from a</p>	<p>To monitor progress frequently and seek the views of the children further about their learning.</p> <p>To ensure that lesson planning meets the needs of children and support the teacher to do this.</p> <p>Develop a shared ownership of each child's progress.</p>	<p>HoS/EHT SENDCo</p>	<p>Half Termly pupil progress meetings.</p>
<b>Total budgeted cost</b>					<b>£20,000</b>

**iii. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>To enable all pupils to participate in after-school clubs where possible and activities and to provide</b></p>	<p>After school clubs to develop learning beyond the curriculum where possible.</p>	<p>Residential trips impact on self-esteem, relationships with others and ability to work in team as well as improving disposition to learning</p> <p>OFSTED Pupil Premium 2016-17</p>	<p>Ensure all PPG pupils have access to full range of extracurricular activities and are encouraged to attend.</p>	<p>Executive Head teacher SENDCo</p>	<p>Termly through Vulnerable Group Action Plan monitoring</p> <p>Support to reduce financial commitment from parents.</p>

<p><b>financial support for educational visits, raising horizons and aspirations.</b></p>	<p>Extended experiences away from school in KS2 – Y5 and Y6.</p> <p>Programme of visits and visitors to raise aspirations.</p>	<p>EEF – Pupil Premium Guide Wider strategies relate to the most significant non-academic barriers to success in school.</p>	<p>No pupil excluded from clubs and residential – class teachers to monitor take-up</p>	<p>PPG champion.</p>	
<p><b>Support parents in understanding how to help their child with reading and homework.</b></p>	<p>Parent workshops (virtual if required) and opportunities to work alongside their children termly – this will be according to Covid restrictions.</p>	<p>There is a need to find creative ways to engage with parents and provide them with appropriate advice and information that dispels false myths and assumptions. Young People’s Aspirations in Rural Areas</p>	<p>Support from Devon Learning Partnership and subject specialists</p>	<p>Executive Headteacher SENDCo PPG champion</p>	<p>Termly through parents and child feedback</p>
<p><b>PP pupils are able to access remote learning effectively to ensure that any period out of school has limited detrimental impact on their learning.</b></p>	<p>Provision of Chrome books to PP children working at home. Use of the google classroom platform to enable better access to distance learning and teacher feedback.</p>	<p>Academic gaps between PP and non PP children have widened during the last closure with PP children struggling to access work online due to shortages of devices.</p>	<p>Careful monitoring of work submitted by PP children working at home. Increased support, feedback and encouragement for PP children working at home.</p>	<p>SC EU</p>	<p>Half termly</p>
<p><b>Total budgeted cost</b></p>					<p><b>£10,000</b></p>

6. Review of expenditure				
Previous Academic Year		2019/20		
(i) Quality of teaching				
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)	Cost
The quality of teaching in classrooms is of a very high standard.	<p>CPD Programme in place working around a coaching model.</p> <p>CPD to include external agencies involvement e.g DTSA and Babcock.</p> <p>Termly formal lesson observations to inform appraisal reviews, coaching partners.</p> <p>TA Training programme</p>	<p><b>SEPT- MARCH 2020 COVID</b></p> <p>Lesson observations took place with the HT and EHT. Feedback was given to ensure success criteria and targets were met.</p> <p>Staff undertook CPD opportunities and shared staff training across the Three Hares where applicable. Subject leaders accessed subject leader briefings and kept up to date with latest training and guidance.</p> <p>Lesson observations made and SLT took part in work scrutinises and data assessment. CT performance management was in place and targets were set to ensure progress was measured.</p> <p>TA regularly met and communication included opportunities to improve their practice. Access to CPD through Edu Care courses and training online.</p>	<p>Using assessment and target setting to identify the groups and measure progress at timely intervals will continue.</p> <p>Staff training across the three school will continue virtually where possible to avoid time travelling.</p> <p>Termly lesson observations to continue and Data drops as per the TRUST calendar to monitor and track progress. Groups of children identified and monitored.</p> <p>TA to return to regular meetings. Communication weekly through newsletter and feedback directly. TA performance reviews and target setting to continue.</p>	
(ii) Targeted support				
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)	Cost

<p>Disadvantaged children entering EYFS make rapid and sustained progress in communication, speech and language.</p>	<p>Speech and Language Link Improved Parent engagement, Family Learning and Parent Workshops</p> <p>EYFS Leader CPD and CPD for EY Practitioners</p> <p>Additional adults as required</p> <p>EYFS Leader to be on hand and easily accessible</p>	<p>Speech and Language Link in place and used to identify individual needs. These findings effectively communicated to parents and interventions in place.</p> <p>EYFS lead to attend relevant CPD and network with local leaders.</p>	<p>Speech and Language link to continue to support CT and parents to identify and provide the resources to support individuals.</p> <p>Continue to develop the CPD programme and access training available.</p>	
<p>Children with emotional and behavioural need make at least good progress with some making accelerated progress.</p>	<p>Pupils have access to individual and group sessions</p> <p>Mental health assemblies and PSHE lessons are integral to weekly sessions</p>	<p>THRIVE and nurture groups in place to run interventions to support children and groups as necessary.</p> <p>Participation in discreet PSHE teaching on a weekly basis proving successful in meeting needs and managing National initiatives locally. Mental Health a priority and emphasis raised awareness during pandemic.</p>	<p>Pupils on SEND alert list and interventions set up accordingly. Continue with programme of work using the Boxall.</p> <p>As a member of the PSHE association continue to build upon the wealth of resources and support in an integrated package.</p>	
<p>Disadvantaged pupils have increased levels of engagement and are motivated to do well.</p>	<p>Pupils have interventions and are able to access the curriculum with support</p>	<p>PP children monitored carefully and programmes in place to identify and meet their needs through targeted intervention and support.</p>	<p>PP pupils monitored and tracked carefully.</p>	
<p>To support and enhance the learning of children receiving targeted funds through specific initiatives and interventions.</p>	<p>Strategically enhanced interventions, to support narrowing the gap with non PP children.</p> <p>TA CPD to enhance the effectiveness of the interventions.</p> <p>Family Support Advisor targeting PP families</p> <p>Support home/school links with a homework club for PP children – Homework Club</p> <p>1:1 support for PP CiC Child</p>	<p>Targeted support through quality first teaching and carefully planned interventions.</p> <p>Limited due to Covid-19.</p> <p>Impact on training opportunities increased and the take up was high.</p> <p>Support for 1:1 PP CiC continued and provided the child with the level of support required to decrease number of escalated behaviour incidents.</p>	<p>All non-pp children are supported through intervention dependent on support available. Progress is monitored carefully and gaps are identified and action is taken as needed at timely intervals.</p> <p>Support and home/school links are developed.</p>	

<b>(iii) Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased attendance rates for pupils eligible for PP	Good teaching and learning ensure children want to attend school. High level of monitoring and secure relationships key to making the partnerships good	Attendance monitored and the target group identified.	Continue to monitor the attendance rates and meet weekly with the administrator.	
Improvement in reading engagement results in more eligible pupils reaching ARE in reading	Raising the profile of reading and include reading workshops to involve parents more. Make use of every opportunity the curriculum offers to become life long readers. Use a wide range of reading material to teach children to	Parent workshops did not take place. New reading booklets produced to include relevant materials aimed at EY/KS1/KS2 to raise understanding of expectations and inform parents of progress. Incentives in place to raise the profile of reading and encourage reading at	Inform parents and open the school to offer more ways for parents to become engaged with reading at home. Continue to mark out the expectations and quality of information sent home. Regular incentives that constantly change need to be in place to keep reading in the forefront	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: <https://www.ntcps.co.uk/>

Our full strategy document can be found online at: [www.ntcps.co.uk](http://www.ntcps.co.uk)

Pupil Premium governor is Emma Neath