



Stockham 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 2024-2025 and the outcomes for disadvantaged pupils last academic year 2023 – 2024.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	PP = 21% of the school
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Local Governing Board
Pupil premium lead	Vikki Marsh-Ballard-Headteacher
Governor / Trustee lead	Fiona Henderson PP lead for Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,390
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84,390

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 'Soar High' by making good progress and achieve high standards 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.

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.

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. To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.

- To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To minimise the gap between the attainment of pupils in receipt of PP and non-pupil premium groups.
- To ensure that standards of attainment and progress for PP children meet national expectations and that children achieve their full potential.

We prioritise the use of the Pupil Premium as follows:

- Pupil Premium pupils who are underachieving.
- Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.
- Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early 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.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 in reading, writing and maths.

The range of provision the Governors consider making for this group include and would not be limited to:

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support via additional teachers and TAs
- Financially support educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom and continue to build their self-esteem.
- Support the funding of specialist learning software to help fill learning gaps and provide practice for the children of basic skills.
- Behaviour and nurture support by providing activities to engage and promote Stockham's vision and values and thus enhance learning.
- The provision of a Home School Community Link Worker, play therapist & a trained Teaching Assistant to deliver ELSA sessions to support social, emotional and mental health needs as well as attendance.

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions and enhancement activities that are being delivered for Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1 Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with progressing in reading than their peers. This negatively impacts their development as readers 3 - particularly inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home)
2 Phonics	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils. This negatively impacts their development in using phonics to support their reading & their writing.
3 Speech and Language and Writing	Lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Progress and attainment in writing is low in PP children. - Baseline and other assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more noticeable among our disadvantaged pupils than their peers
4 Maths	Formal and informal assessments indicate that a mastery curriculum in Mathematics (White Rose Maths) is less accessible for lower attainers, and particularly our disadvantaged pupils. Fluency and recall of basic skills – those children furthest behind

	struggle to recall addition facts, times tables, basic number bonds, multiplication knowledge and find retaining taught calculation strategies difficult.
5 Personal Development	Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience
6 Mental Health/Wellbeing	Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies.
7 SEND	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non SEND peers, requires staff training and support to ensure achievement for all pupils.

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
<p>Priority 1:</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups. Better teaching and directed support ensure disadvantaged children keep up with their peers. Pupils keep up not catch up.</p>	<p>Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2024 – 25. Data shows that individual PP pupils have accelerated their rate of progress in Reading, Phonics, Writing and Maths.</p> <ul style="list-style-type: none"> • Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially EYFS, Y2 and Y6. • Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PP pupils judged at least good. • Attainment gaps between PP and non-PP children are closing. • Class teachers demonstrate a high level of knowledge of children's individual needs • A focus on early reading strategies in EYFS and KS1 and whole class reading in KS2 increase reading attainment. • We have increased reading for pleasure amongst Disadvantaged pupils. • Daily Maths 'fluency' sessions cement 'the basics' leading to better attainment in arithmetic especially. • All staff have received training to effectively deliver the 'Twinkl Phonics' scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check.
<p>Priority 2:</p> <p>A higher proportion of our disadvantaged pupils make or exceed nationally expected progress rates at the end of EYFS, Y1 Phonics Check, KS1 and KS2; rates of progress in nonreporting</p>	<p>All progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> • Disadvantaged pupils make expected progress in Foundation subjects through careful monitoring of standards within our curriculum. • Quality First Teaching – impactful CPD further strengthens pedagogy, particularly the use of AFL and feedback; scaffolding strategies and teacher modelling techniques. • SENDCo work with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to

year groups is at least 'good'.	<p>understanding barriers and addressing needs. SEND needs are increasing across the school – Stockham School now has SEND % above national average (school - 24%, NA -16%). The school is dedicated to ensuring every SEND child has the appropriate provision.</p> <ul style="list-style-type: none"> • Targeted, impact measured interventions for RWM 1:1; small group school-based tuition, booster activities improve attainment
<p>Priority 3:</p> <p>For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<p>Majority of Disadvantaged children take part in at least two afterschool clubs or enrichment activities each year e.g. sports competitions, peripatetic music lessons.</p> <ul style="list-style-type: none"> • Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences. • All PP pupils reach their full potential; some exceed – more able PP are judged as working at GDS. • Our rich, exciting and engaging knowledge rich curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development. • We support children in becoming 'citizens of good character' by fully embedding our 'Kando' Values ' across the whole school. • Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self-esteem. • A free place at Breakfast Club is provided for PP children. • Quality after-school clubs offered free to PP children provide them with wider opportunities thereby enhancing their personal development. • Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources	<p>Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers</p>	1,2,3 & 4

that meet learners' needs, take account of diversity and promote equality and inclusion.	<p>providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p> <p>Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	
Embed the use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,3 & 4
<p>To use systematic phonic programme to ensure the proportion of pupils reaching the expected standards in the Year 1 phonics screening check is closer to national averages</p> <p>Ensure that delivery of the Twinkl Phonics Scheme is monitored closely across EYFS and KS1 and pupils making below expected progress are identified quickly.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	1,2,3 & 4
<p>Refine Whole Class Reading model (WCR)</p> <p>Continued engagement with the Reading Gems for staff training on modelling of writing.</p> <p>Resources, staff training and English Lead resource time.</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3 & 4
Teacher and Associate Staff Development model – CPD program to develop reflection skills and embed new skills introduced in training.	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1,2,3,4,5,6 & 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
<p>Maths White Rose training, resources and materials. Mastering Number at EYFs, KS1 & KS2 training times and resources. Resources, staff training and Maths Lead resource time.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access BBO Maths Hub training and CPD (including Teaching for Mastery training)</p>	<p>The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1,2,3,4,5,6 & 7
<p>Further develop the selection of reading books across all year groups to increase reading for pleasure. Promote a love of reading throughout school - create a welcoming and positive reading environment.</p>	<p>EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has 'very extensive' evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training. Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact).</p> <p>It also has a 'very extensive' evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2. Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	

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

Budgeted cost: £10200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	<p>1,2,3 & 4</p>
<p>Early Reading in EYFS/KS1 – use detailed, sharp, ongoing assessment systems and recording processes to ensure teaching and texts are matched to need.</p> <p>Prioritise the hearing of the lowest 20% for daily reading.</p> <p>Once phonic knowledge is secure, KS2 interventions to have balanced focus on vocabulary development, reading fluency and comprehension skills.</p> <p>Track closely attainment and progress of disadvantaged pupils –</p> <p>Quality first teaching and intervention groups across all classes (catch up booster) for 1:1 reading fluency practice, or group reading comprehension activities, in every year group to close the gap.</p>	<p>EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has ‘very extensive’ evidence to suggest it will be effective.</p> <p>It states progress should be monitored, lessons should be engaging and all staff should receive training. Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact).</p> <p>It also has a ‘very extensive’ evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2.</p> <p>Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according to EEF Guidance Report Improving Literacy in Key Stage 2.</p> <p>This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3,4 & 5</p>

<p>Establish small group Maths interventions for disadvantaged pupils falling behind age-related expectations. Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted teaching.</p> <p>Teachers provide pupils with modelling/scaffolding/ steps to achieve them.</p> <p>WRM delivery to be streamlined and tailored to securing fluency before introducing reasoning and problem solving to LA pupils.</p> <p>Continue to use manipulatives and modelling to secure knowledge of place value and other key numerical concepts.</p>	<p>Sutton Trust found that 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Small group tuition having an impact of +4 months (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>To support mathematical learning of multiplication skills for homework as well as in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,2,3 & 4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by an ELSA & HSCLW</p>	<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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5 & 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure the curriculum is balanced and carefully sequenced, and the	Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their	5 & 6

allows opportunities for cultural development. Subscriptions £10000	education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	
To allow pupils to partake in visits free of charge which build on skills and knowledge from Curriculum lessons and enhance Cultural Capital. Subsidise offsite trips, residential visits £2000	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self regulation) may also be involved. All the above have been shown to have a positive impact on outcomes EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning A large % of our pupils' only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. Y6 residential is linked to developing self- esteem, mental health & wellbeing and also linked to classroom learning.	5 & 6
Extra-curricular activities to ensure there are no financial barriers to taking part. E.g. after school sports clubs; swimming lessons; & transport subsidy; residential subsidy; FOS events. £4000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5 & 6
Ensure that disadvantaged pupils are offered the opportunity to represent the school at Sports Competitions. £2000	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5 & 6

<p>To provide specialist music tuition.</p> <p>To use live theatre/performance to engage and enthuse learners and provide further enrichment opportunities. increase the range of visitors.</p> <p>£4000 a year</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5 & 6
<p>Staffing of free breakfast club 8.00-8.40</p> <p>Running costs and food</p> <p>£8500</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	5,6 & 7
<p>To work proactively with vulnerable families and provide bespoke support for any SEMH issues through PSHE/ELSA.</p>	<p>EEF research states that parental engagement has a +3 month impact on disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5,6 & 7
<p>Commission the services of professionals so that all PP children with complex learning and emotional, social or behavioural difficulties are supported towards successful outcomes and full inclusion.</p> <p>Play therapy</p> <p>£9500</p> <p>HSCLW 8.5 hours/week</p> <p>£11,500</p> <p>Educational Psychologist support</p> <p>£4000</p> <p>ELSA support 3 hours/week</p> <p>£4000</p>	<p>EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils KCSIE 2023/2024 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Early Intervention Foundation (EIF), 2018 - Providing timely support is vital.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5,6 & 7

Support identified parents to engage in their children's learning and support effectively at home.	Join your child at school sessions held in school each term. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Engage in EHA with PP families to prevent further educational neglect.	Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5,6 & 7

Total budgeted cost: £83900