



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	193
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022-2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£31250
Recovery premium funding allocation this academic year	
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	£31250

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 a small percentage 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	A high percentage of our DA children also have SEN in particular SEMH issues. <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	A high percentage of our DA children are have also EAL. <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	Attendance of our DA pupils is below the rest of the school <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	Language/speech development among our DA pupils is generally less that the rest of the school. <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	Many children of disadvantaged families at Aboyne would benefit from richer and varied wider experiences. <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	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. <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	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.
8	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.

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, 71% of disadvantaged pupils 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"> • qualitative data from student voice, student and parent surveys and teacher observations • 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) • Increased presence of our wellbeing lead across the school and communications with home.
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"> • Cultural capital calendar created for the school to feed into assemblies and classrooms. • Each subject leader demonstrates how cultural capital is built into their area of the curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **over the following two academic years** 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. EEF/Phonics</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: EEF Oracy Interventions</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. Staff CPD</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"> - <i>Develop the school library and class stock</i> - <i>Provide access to quality and inspiring texts through book packs.</i> - <i>Provide a greater representation in our texts that children of all backgrounds can relate to.</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) EEF/ Reading interventions</p>	<p>1,2,4,7</p>

<p>- <i>Increase our stock of dyslexia friendly books.</i></p> <p><i>Literacy shed subscription to help provide quality texts for teaching of VIPERS.</i></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>EEF/Mastery</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>Maths guidance</p> <p>Staff CPD (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"> - <i>Times table rockstars</i> - <i>White Rose Maths</i> 	<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>DFE research review in maths</p>	6,8
<p><i>Increase opportunities for reinforcement of learning at home.</i></p>	<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</p>	6,8

<ul style="list-style-type: none"> - Packs developed to support children and families at home. - Resource share in EYFS 	<p><i>learning or their self-regulation, as well as specific skills, such as reading.'</i></p> <p>Where it explains that it is difficult to engage parents in programmes, supportive material than supports the parents skills can be effective at + 5 months (EYFS) and +4 (Primary).</p> <p>Parental engagement</p>	
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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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</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>EEF/ Reading interventions</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>Teaching assistant interventions</p>	1,8

<p><i>SENCO/Support TA time to work with children to support SEMH</i></p> <ul style="list-style-type: none"> - <i>Drawing and talking</i> - <i>Time to talk</i> - <i>Nurture reading</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,8</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1750

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Counselling and mentoring services to support SEMH</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, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Mentoring</p>	<p>1,8</p>
<p><i>Residential trips/school trips</i></p>	<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 learning 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>Day out report</p> <p>Outdoor learning</p>	<p>1,5,6,8</p>

<p><i>Wider support – clubs/clothing/materials/ book packs</i></p>	<p>PP students are prevented from being unable to access enrichment opportunities, have resources and equipment required for learning.</p> <p>EEF/Arts participation</p> <p>EEF/Sports participation</p>	<p>5,6,8</p>
<p><i>Music lessons</i></p>	<p>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></p> <p>EEF/Arts participation</p>	<p>5,6,8</p>

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 2022 to 2023 academic year.

Moving into the second year of our three-year plan, in the academic year 2022-2023, we continued to focus on supporting wider opportunities for our disadvantaged children. We had an uptake of 55% in our school clubs and all children attended all school trips and workshops. These were chosen carefully to improve cultural capital and included trips to the theatre, St Albans Abbey, Residential trips and STEM workshops. Speakers from different cultures were invited to speak to the children including a Buddhist Monk and a member of the Humanist community for example. Parents were also invited into school during Science week, where parents with jobs in STEM subjects were invited in to talk about their experience in the job market. This also included a visit from the team at Ocado, sharing their experiences in the world of Robotics, an area that would be unknown to many of the children in the school, not just our DA pupils.

All of Y5/6 children in receipt of pupil premium were able to attend their residential trips due to a reduced cost and support to families.

We were also able to offer individual music lessons to children as well as lend a violin and guitar to individual pupils so that they were able to practise their music at home. Evidence suggests that these lessons support a child's wider learning and concentration.

Another focus was providing SEMH support both internally and through external agencies. The Year 6 class received mentoring from 'Positive Minds', promoting mental health strategies. We also used external mentoring agencies for 1:1 SEMH support. The reports from these agencies demonstrate the positive impact that they had on the child's confidence, self-belief and attitude towards learning. All children received sessions about secondary transition with booklets provided through our links with another school to support this.

Internally, children were supported by our learning zone in either drawing and talking or nurture sessions. The Educational Mental Health visitor provided weekly drop ins also for children wishing to speak to her.

As noted in our intent, our approach enables us to personalise support for our small percentage of children. Dyslexia friendly books were used to support some of our children who were finding it challenging to access school books. Through these books, teachers saw an increase in the child's willingness to read in class and confidence/enjoyment of reading.

Further books are to be ordered and distributed to each class this academic year.

During book week, book packs were distributed to our disadvantaged children and reluctant readers throughout the school to help to boost a love of reading and ensure that reading books were accessible at home. In addition, the school has purchased 30 new books for each class, which were specifically

bought to support children's love of reading and enable all children to see representations of himself or herself in written form regardless of socio-economic background, race or religion.

Reflecting on last year's tutoring programme, we moved away from small groups and focused more on 1:1 tutoring. This was offered to each of our children in receipt of pupil premium (as well as a number of other children who needed support - there are a number of just managing families here at Aboyne who do not receive PP funding but are finding things difficult financially). We had a positive uptake with all children taking part. Tutoring lasted 15 weeks during the Spring to Summer term. Teacher's reports identify smart targets which were achieved for all children as well as an increase in confidence and participation during class. Pupil voice also indicated an increase in confidence and progress with smart targets. The aim is to continue with this for the next academic year.

Read Write Inc has been very successful. The school have used 1:1 catch up sessions for all children who need it. All DA children past the phonics screening test. In 2022 only 56% of Reception children reached the expected standard in Reading yet 95% of the children in KS1 passed the phonics screening test. We know that this is not an indicator of reading fluency but does show a strong impact in developing of early reading. The next steps are to ensure that Reading is prioritised and maintained throughout the school after moving on from RWI. There is also work to be done supporting writing which will be a focus for the school.

Early language Nuffield programme was also very successful in Reception and the children made positive progress throughout. This programme will be adopted again this year.

Now that we have designed and implemented our new curriculum, this year will focus on embedding it further and ensuring first quality teaching of all areas. Each subject leader will be responsible for adapting the curriculum and teaching approach to make sure that disadvantaged pupils are able to access it fully. Oracy has been developed through English and Maths. However more use of the techniques learned need to flow through other areas of the curriculum.

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
White Rose Maths	White Rose.
Read Write Inc.	Ruth Miskin
Early Language Nuffield	Nuffield Early Language
Times Table Rockstars	Maths circle
White Rose Science	White Rose

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

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 Pupil Premium Champion. DA children are a focus in these discussions.

Due to the current cost of living crisis, we have seen a sharp increase in our PP numbers for 2022/23. Our school is now registered to issue food bank vouchers and wrap around support has been offered at school for families who have required it. Reduced cost of uniform and stationery is in place as well as consideration to the frequency and cost of our school trips (also reduced for families in receipt of PPG).

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"> - Vocabulary added as one of our core drivers for the curriculum - NELI introduced in Reception - Speakers cup to be introduced promoting oracy and public speaking. - Staff to focus on listening skills and using speaking frames to develop conversation. CPD training. - Pre-teaching in place for students who need it. - Knowledge organiser set out key vocabulary so that children have the information before starting a topic. - Reintroduction of school productions post Covid restrictions and focus on importance for DA pupils to perform.
Develop the love of reading for all children with particular focus on DA pupils.	<ul style="list-style-type: none"> - Provide access to quality texts and new books (create book packs for DA children to keep) - Develop Early reading systems & phonics through RWI. Plus CPD. - Develop the school library stock - Provide good quality first teaching in reading (VIPERS). Trial of VIPERS has taken place in Y2/3 this year with training for staff 2022. - Ensure that displays promoting reading are up and around the school. - Read of the week. Promoted by HT. - Bug Club online reading books for all children. Follow new gov guidance re: reading.

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