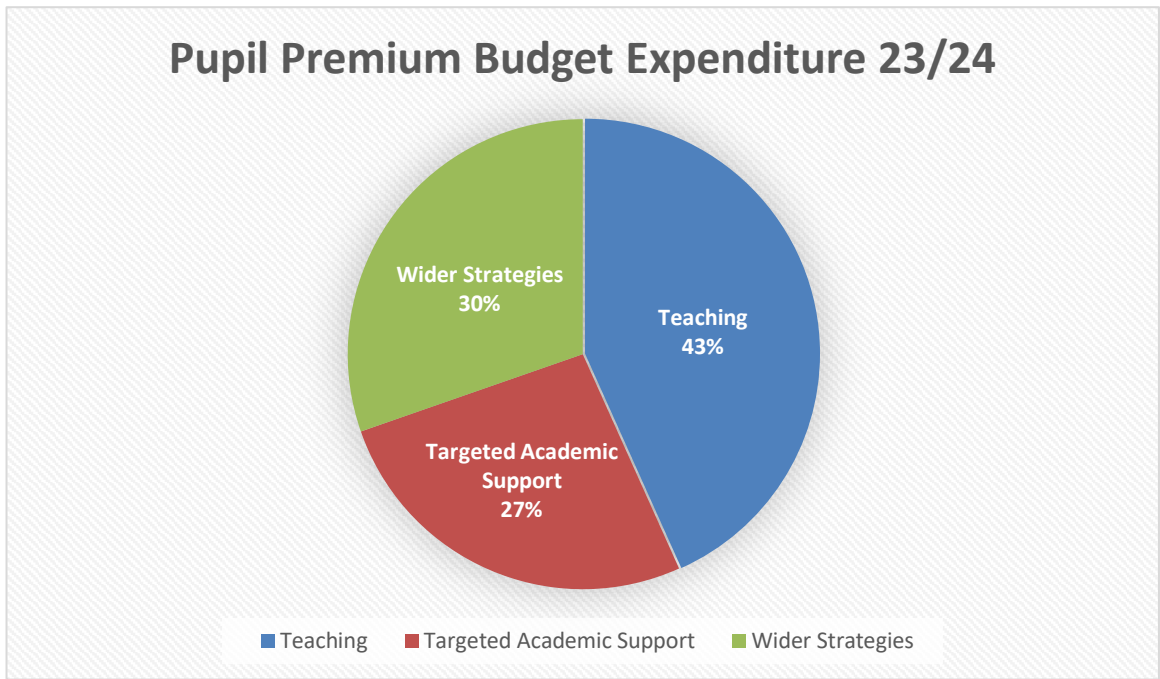


Pupil premium strategy statement 2023/2024



1. Summary information					
School	St Joseph's Catholic Voluntary Academy, Leicester				
Academic Year	23/24	Total PP budget (Not including Recovery Premium and National tutoring Programme)	86,450	Date of most recent PP Review	Advent Term 2023
Total number of pupils	237	Number of pupils eligible for PP	56/ 237 PP 23.6% 54/237 FSM 22.7%	Date for next internal review of this strategy	Lent 2024

2. Current attainment		
	<i>Pupils eligible for PP end of Academic Year 2023</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	13%(Attainment)	55%(Attainment)
% making progress in reading (Points Progress)	25% (Attainment) / -32 / 3.8	74% (Attainment) / -5 / 5.7
% making progress in writing	38% (Attainment) / -17 / 4	68%(Attainment) / -8 / 4.9
% making progress in maths	25% (Attainment) / -30 / 1.8	74% (Attainment) / -4 / 4.7

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Poor attainment and progress in the key core areas of reading, writing and maths.
B.	Erratic attendance and punctuality for all pupils.
C.	Lack of self-esteem, resilience and vision restraining children from fully reaching their potential as learner of today and citizens of tomorrow.
External barriers	
D.	Reduced parental involvement and engagement with the curriculum and all aspects of school life.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupils to make at least expected progress and at least comparable to non-Pupil cohort.</p> <p>Pupils leave EYFS achieving Early Learning Goals.</p> <p>All children leave KS1 as confident readers with the ability to decode texts.</p> <p>Children to leave KS2 as well-rounded readers able to apply their skills to a wide range of academic and real-life contexts.</p>	<p>Attainment and progress data will show levels of progress at least comparable to non- Pupil cohort.</p> <p>Pupils will demonstrate positive and improving attitudes to learning.</p> <p>Pupil Premium children to access all areas of the school's broad and balanced curriculum. Where there are barriers to learning, there are mechanisms in place to overcome these.</p> <p>All children to leave EYFS having reached their Early Learning Goals.</p> <p>100% of Pupil Premium children to pass phonics screening.</p> <p>Children leave KS2 as confident, capable readers with their attainment in line with non-Pupil Premium cohort.</p>
B.	<p>Children to be present at school consistently – Attendance to be above 95% per child.</p> <p>Children will attend school punctually.</p> <p>Children and families of pupil premium children will be well supported during any further lock down measures.</p>	<p>Children will arrive at school on time.</p> <p>All children will have consistently high attendance and punctuality.</p> <p>High levels of interaction between school and the families of pupil premium children during future lock down periods.</p>
C.	<p>Improve emotional well-being and understanding so that children are resilient, confident and adaptable to face the challenges of today's modern society.</p> <p>Ensure that children are well supported in their social, emotional and behavioural needs.</p>	<p>Pupils respond over whelming to pupil voice questionnaires.</p> <p>90% of pupils to attend after school clubs and extra-curricular activities.</p> <p>Behaviour records show Pupil Premium children show positive behaviour in school. Where this is not the case, support is put in place.</p> <p>ELSA to support Pupil Premium children and their families.</p>
D.	<p>Develop parental engagement and home-school relations.</p>	<p>All Pupil Premium children have at least one parent attending parent's evening twice a year.</p> <p>Parents have positive perceptions of school reflected in parent's surveys and questionnaires.</p> <p>Parents attend school meetings to discuss incentives, events and curriculum discussions.</p> <p>Parents attend activities within school (open mornings, class assemblies, liturgies and mass)</p>

5. Planned expenditure

Academic year

2023/24

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 of teaching for all 23/24

Action	Intended Outcome	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>Quality First Teaching for all Teacher knowledge and understanding of the personal targets of Pupil Premium children. Development of whole school strategies and effective, targeted CPD. Provide training for all staff to ensure assessments are interpreted and administered correctly. Improve the quality of social and emotional learning (SEL). Immediate and continual oral feedback during or immediately after lessons to correct misconceptions. Use of NFER papers to accurately assess in reading and maths to provide accurate gaps analysis. Pupil Progress Meetings modelled on EEF tiered approach. School analysis of internal data Target Tracker</p>	<p>Pupil Premium children to make accelerated progress and achieve higher attainment in the core skills areas of reading, writing and maths. With a high degree of uncertainty as to whether the school year will be interrupted further by Covid-19, the school has ensured it has a robust and high-quality remote learning package.</p> <p>Quality and targeted CPD.</p> <p>Quality feedback day to day for each child Pupils display positive opinions about their work, progress and the school.</p> <p>Attendance for all pupils above 95%</p>	<p>EEF recognises great teaching as an essential leveller in improving outcomes for pupils.</p> <p>Ensuring every adult is supported and prepared is essential in achieving the best outcomes for pupils. Each teacher knows their children and their educational targets. Individualised Instruction EEF +4, Parental Engagement EEF +4 Teaching and Learning Tool Kit</p> <p>It is well documented that verbal feedback during or immediately after lessons is the most effective feedback. Feedback EEF +6 Teaching and Learning Tool Kit The school recognises that effective assessment is integral to supporting great teaching. 'Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by head teachers to support students when school reopens for all pupils.' Teacher Trapp</p>	<p>Regular monitoring of teaching and learning (weekly)</p> <p>Analysis of Target Track Data.</p> <p>Regular scrutiny of pupil's work.</p> <p>Regular Pupil Voice questionnaire and interviews.</p> <p>Monitoring of online content.</p>	<p>HT SLT</p>	<p>Termly Reviews and Ongoing</p>
Total budgeted cost					£35,971
Review and Impact					

ii. Targeted Support 23/24

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated Reader £3032	All children to leave as confident, well-rounded readers.	Reading Comprehension Strategies EEF +6 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator. Pupil Voice questionnaires. Pupil Progress meetings and Target Track Progress data.	HT RA	December 2023 July 24
Additional Reading Books £500					
NESSY £600					
Additional phonics support £300 Teaching Assistant £15,700 (X1)		Teaching Assistant Interventions EEF +4 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator and SENCO. Pupil Progress meetings and Target Track Progress data.	RA SS	December 2023 July 2024
		Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF +5 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator. Pupil Voice questionnaires. Pupil Progress meetings and Target Track Progress data.	HT RA	December 2023
SENCO Support £ Central Cost Cost for Ed Psychologist Payment of PP children that have SEND diagnosis- TA support	Children with SEND needs supported in all aspects of school life. All children are supported, able to fully access lessons and challenged.	Social and Emotional Learning EEF +4 Teaching and Learning Tool Kit Individualised Instruction EEF +4 Teaching and Learning Tool Kit	Scrutiny of provision maps and IEPs by SENCO. Parental engagement. Pupil Progress meetings and Target Track Progress data.	SS	October 2023 March 2024 July 2024
NELI	Children's language and early literacy improve in EYFS.	Oral language intervention EEF +6 Teaching and Learning Tool Kit	Regular Monitoring by staff. Children achieving Early Learning Goals	HT RA	December 2022 July 2023

Catch Up Tutor £1800	To improve progress and attainment of pupils in upper KS2 Focus on Maths Progress	Academic Mentoring EEF +2 Teaching and Learning Tool Kit Small Group Tuition EEF +4 Teaching and Learning Tool Kit Action: Maths intervention Focus (Year 6)	Pupil Progress meetings and Target Track Progress data.	HT	December 2022 July 2023
Total budgeted cost					£21,932
Review/ Impact					

i. Other approaches 23/24					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Behaviour Watch £2144	Children understand how to conduct themselves in society growing into mature and responsible young people, taking ownership of their behaviour and actions.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Data analysis and scrutiny.	HT	December 2022 March 2023
Commando Joe £1000	Children will participate in activities aimed to build resilience, inspire and motivate young people to maximise their full potential.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Monitoring of teaching and learning during activities. This will have an impact on number of times children seek behaviour interventions	HT	Dec 22 March 23
Extra-Curricular activities provided £8,200 £ 200 (Warning Zone)	Children are given a rich variety of opportunities for music, sport and extra-curricular activities. Pupils to attend school residential excursions Year 6 children to all attend the warning zone	All children are provided rich life experiences to aid classroom learning and support emotional development. All children in year 6 to gain a greater understanding of life and how to stay safe – programme delivered by Leicestershire fire and rescue service.	Priority given to Pupil Premium children. Monitor levels of attendance of Pupil Premium children at extra-curricular activities to ensure they are consistently high. Parental engagement. Pupil voice questionnaire.	HT	December 2022 March 2023
School Uniform and resources £500	Children have school uniform. All children adhere to the school's uniform policy. All children have resources required to support with activities within school and any additional costs.	Children feel fully included in school life and are not seen to be visibly disadvantaged to their peers.	Ongoing monitoring of school uniform. Regular family engagement.	HT	December 2022 July 2023

Morning Club £2,500	Children attend morning club improving attendance and punctuality.	Children arrive to school punctually.	Attendance analysis. Parental engagement.	HT	December 2023 July 2023
Parent Workshops £Self-Funded Parent Forums £570.00	The school communicates well with parents fully engaging them at all levels of school life maintaining positive relationships.	Parental Engagement EEF +4 Teaching and Learning Tool Kit	Parental engagement. Analysis and scrutiny of parent feedback. Improving attendance at future meetings.	HT	December 2022 July 2024
Home learning resources £200	Children have access to homework resources SATS revision Guides	Ensure that pupils have full support at home and access to any home learning expected	Parental engagement forums and feedback questionnaires	HT	December 2023 July 2024
Test Base £300	Children to understand GAPS in their knowledge- to support and inform the teacher of children's GAPS. Resources to support home learning	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Teachers in yer 5 and Year 6 to use the resource and direct it's use to parents and children	MM and SS	December 23 July 24
EWO £4,800 Faith In Families £5,000	Children feel emotional well supported in school. Families of vulnerable children feel supported. Rates of attendance and punctuality improve.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit Ensure that pupils have high levels of attendance.	Regular ongoing DSL meetings. Parental engagement. Scrutiny of attendance data.	HT DSL	December 2023 March 2024 July 2024
Total budgeted cost					£25,214
Review/Impact					

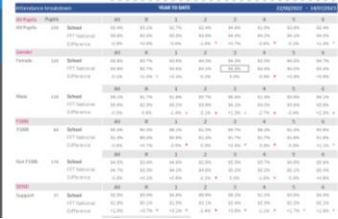
Review of expenditure

Previous Academic Year

2022/23

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost																																																							
<p>Pupils to make at least expected progress and at least comparable to non-Pupil cohort.</p> <p>KS2 % of PP' pupils achieving Higher Standard in all 3 areas 13% compared to 6% Not 'P' However Those achieving Expected in all three areas and above is 13% in comparison to non PP children at 5%</p> <p>Pupils leave EYFS achieving Early Learning Goals. 2/3 PP children achieved ELG in comparison to 17/ 27</p> <p>All children leave KS1 as confident readers with the ability to decode texts.</p> <p>Y1 Phonics Screening Check Y3 - All Pupils (10 pupils)</p> <table border="1" data-bbox="107 877 421 997"> <thead> <tr> <th>Year 3 (10 pupils)</th> <th>No. of Pupils (%)</th> <th>Average Score</th> <th>Working Towards</th> <th>Working At</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>10 (100%)</td> <td>22.9</td> <td>2 (20.0%)</td> <td>10 (100.0%)</td> </tr> <tr> <td>Male</td> <td>15 (60.0%)</td> <td>26.6</td> <td>3 (20.0%)</td> <td>7 (46.7%)</td> </tr> <tr> <td>Female</td> <td>15 (60.0%)</td> <td>22.0</td> <td>2 (13.3%)</td> <td>11 (73.3%)</td> </tr> <tr> <td>PPM</td> <td>2 (20.0%)</td> <td>23.0</td> <td>0 (0.0%)</td> <td>2 (100.0%)</td> </tr> <tr> <td>Non PPM</td> <td>13 (66.7%)</td> <td>22.0</td> <td>2 (15.4%)</td> <td>11 (84.6%)</td> </tr> <tr> <td>Pupil Premium</td> <td>7 (70.0%)</td> <td>23.0</td> <td>0 (0.0%)</td> <td>7 (100.0%)</td> </tr> <tr> <td>Non Pupil Premium</td> <td>13 (65.0%)</td> <td>22.0</td> <td>2 (15.4%)</td> <td>11 (84.6%)</td> </tr> <tr> <td>SEN Support</td> <td>3 (30.0%)</td> <td>23.0</td> <td>3 (100.0%)</td> <td>0 (0.0%)</td> </tr> <tr> <td>Education, health and care plan</td> <td>0 (0%)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non SEN</td> <td>10 (100.0%)</td> <td>22.9</td> <td>2 (20.0%)</td> <td>10 (100.0%)</td> </tr> </tbody> </table> <p>Children to leave KS2 as well-rounded readers able to apply their skills to a wide range of academic and real-life contexts.</p> <p>All children left St Joseph's as happy and well-rounded children</p>	Year 3 (10 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At	All Pupils	10 (100%)	22.9	2 (20.0%)	10 (100.0%)	Male	15 (60.0%)	26.6	3 (20.0%)	7 (46.7%)	Female	15 (60.0%)	22.0	2 (13.3%)	11 (73.3%)	PPM	2 (20.0%)	23.0	0 (0.0%)	2 (100.0%)	Non PPM	13 (66.7%)	22.0	2 (15.4%)	11 (84.6%)	Pupil Premium	7 (70.0%)	23.0	0 (0.0%)	7 (100.0%)	Non Pupil Premium	13 (65.0%)	22.0	2 (15.4%)	11 (84.6%)	SEN Support	3 (30.0%)	23.0	3 (100.0%)	0 (0.0%)	Education, health and care plan	0 (0%)				Non SEN	10 (100.0%)	22.9	2 (20.0%)	10 (100.0%)	<p>EEF recognises great teaching as an essential leveller in improving outcomes for pupils.</p> <p>Ensuring every adult is supported and prepared is essential in achieving the best outcomes for pupils. Each teacher knows their children and their educational targets. Individualised Instruction EEF +4, Parental Engagement EEF +4 Teaching and Learning Tool Kit</p> <p>It is well documented that verbal feedback during or immediately after lessons is the most effective feedback. Feedback EEF +6 Teaching and Learning Tool Kit</p> <p>The school recognises that effective assessment is integral to supporting great teaching. 'Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by head teachers to support students when school reopens for all pupils.'</p>	<p>Attainment and progress data will show levels of progress at least comparable to non- Pupil cohort. Non-pupil premium children still outperform Pupil Premium Children</p> <p>Pupils will demonstrate positive and improving attitudes to learning. Pupil Premium children demonstrate a positive attitude to learning as observed in all lesson visits. Through talking with Pupil Premium children they all enjoy their learning and are able to confidently share their knowledge and understanding,</p> <p>Pupil Premium children to access all areas of the school's broad and balanced curriculum. Where there are barriers to learning, there are mechanisms in place to overcome these. There are intervention programmes in place to support children with their learning. Mr McMahan works closely with the class teachers supporting children in small group interventions including 1:1 Tutoring</p> <p>All children to leave EYFS having reached their Early Learning Goals. 62% non PP 66% PP achieved</p> <p>100% of Pupil Premium children to pass phonics screening. Not all PP children passed this screen How can we improve outcomes of the Phonics Screen?</p> <p>Children leave KS2 as confident, capable readers with their attainment in line with non-Pupil Premium cohort 2/8 PP children achieved their Reading SAT 2/8 PP children = SEND 4/8 children reached their expectation 1/8 exceed the expectation</p>	<p>We will continue to support the children by ensuring that the children have high Quality CPD - Supporting the areas which require further development - This year we have highlighted a need for writing and Oracy (Teachers will require CPD 23/24)</p> <p>We will also require continued development of the Maths Curriculum to ensure that he children receive high quality teaching to ensure the best outcomes.</p> <p>Children who have received 1:1 tutoring have demonstrated progress (Target Tracker evidenced) This will continue next year</p> <p>Interventions and CPD to support learning in EYFS has made an impact on learning in EYFS - This will continue</p> <p>Parents to be informed and to support Phonics Screen- Parent Workshops to support the teaching of Phonics</p> <p>Children enjoy the Accelerated reader programme - they enjoy testing their knowledge and understanding</p>	<p>£25,564</p>
Year 3 (10 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At																																																							
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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>Children to be present at school consistently - Attendance to be above 95% per child. Whole School attendance at ST Joseph's for Academic Year 22/23 was 93.7% PP 90.4% compared with National 91.3%</p>  <p>Children will attend school punctually.</p>	<p>Reading Comprehension Strategies EEF +6 Teaching and Learning Tool Kit Teaching Assistant Interventions EEF +4 Teaching and Learning Tool Kit Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF +5 Teaching and Learning Tool Kit</p> <p>Social and Emotional Learning EEF +4 Teaching and Learning Tool Kit Individualised Instruction EEF +4 Teaching and Learning Tool Kit</p> <p>Oral language intervention EEF +6 Teaching and Learning Tool Kit</p> <p>Academic Mentoring EEF +2 Teaching and Learning Tool Kit Small Group Tuition EEF +4 Teaching and Learning Tool Kit Action: Maths intervention Focus (Year 6)</p> <p>Oral language intervention EEF +6 Teaching and Learning Tool Kit Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit</p>	<p>Children will arrive at school on time. Most PP children arrive on time to school / Morning club is used to support families All children will have consistently high attendance and punctuality. PP children carefully monitored and school works closely with parents and school EWO</p> <p>Pupils respond well to pupil voice questionnaires. Children speak positively about school and learning evidenced in monitoring activities 90% of pupils to attend after school clubs and extra-curricular activities. There is a high % of children participating in extracurricular activities.</p> <p>Behaviour records show Pupil Premium children show positive behaviour in school. Where this is not the case, support is put in place. Behaviour is Good at St Joseph's and there is a robust behaviour policy in place to support all children. ELSA to support Pupil Premium children and their families. The school ELSA support is used continually throughout the school and she supports children 1:1 and in small groups.</p>	<p>More support required to ensure all PP children attendance improves. The Trust has employed an attendance officer to support families</p>	£22,502

iii. Other approaches

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>Improve emotional well-being and understanding so that children are resilient, confident</p>	<p>Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit Children understand how to conduct themselves in society growing into mature and responsible young people, taking ownership of their behaviour and actions</p>	<p>Behaviour in class is exceptional and behaviour for learning maintained. Behaviour in class is exceptional and through monitoring visits the children are observed participating and behaving appropriately.</p>	<p>Behaviour in class is much improved - children are displaying the right learning behaviours We will continue to embed the behaviour policy ensuring the exceptional behaviour is maintained.</p>	£24,214

<p>and adaptable to face the challenges of today's modern society. Ensure that children are well supported in their social, emotional and behavioural needs.</p>	<p>All children are provided rich life experiences to aid classroom learning and support emotional development. Children are given a rich variety of opportunities for music, sport and extra-curricular activities. Pupils to attend school residential excursions</p>	<p>PP children have had opportunities to attend events outside of school PP children's opportunities to participate in eco club/ cafod club/ mindfulness/Netball / gardening club/ Morning Club All children provided with enrichment opportunities to support learning beyond the classroom/ Cultural opportunities. Children have attended trips and visits beyond the classroom and funding has supported the children's attendance NB: More funding will need allocating to this next year with cost-of-living crisis</p>	<p>The children have enjoyed these clubs. This has supported their emotional well being supported behaviours for learning. These groups also support communication and language and friendship</p>	
<p>Develop parental engagement and home-school relations.</p>	<p>Children feel fully included in school life and are not seen to be visibly disadvantaged to their peers. Children have school uniform. All children adhere to the school's uniform policy.</p>	<p>Uniform is available from the preloved items. Children are also given branded Items eg: Ties, Book bags and Water bottles. All PP children present well/ Impact: Policy followed = good behaviour for learning = equality/equity</p>	<p>Parents welcome this particularly the branded items. Children demonstrate a sense of belonging.</p>	
	<p>Children arrive to school punctually. Children attend morning club improving attendance and punctuality.</p>	<p>Opportunity for all PP children to attend morning club to support lateness/attendance Attendance of PP children has improved - More PP children to be offered to support Lateness</p>	<p>Improved attendance from those children that come to morning club. Children more settled in the morning Positive impact on wellbeing - not walking into a full class already at work.</p>	
	<p>Parental Engagement EEF +4 Teaching and Learning Tool Kit The school communicates well with parents fully engaging them at all levels of school life maintaining positive relationships.</p>	<p>Parents invited to attend class assemblies/ Mass Parents attended SEND forums/ Class assemblies/ Open day events/ Stay and Play/ Bring an adult to Lunch Engagement with parents suggest that they value this communication to support their children with their learning.</p>	<p>The parents all enjoy attending school assemblies and liturgies/ events. This demonstrates to the parents our school values. There were a reduced amount of open activities due to COVID but with fewer/ no restrictions 22/23 there will be more events planned.</p>	
	<p>Ensure that pupils have full access to the school's Blended Learning strategy and are able to full participate in home learning. Children have access to online lessons</p>	<p>Children provided with CGP Revision Materials (Year 6) Children provided with HW resources Access to these materials supported the children; however not all PP children made End of year expectations by the End of KS2</p>	<p>The children enjoy trying out their learning - positive impact. The purchasing of these books gives the children added confidence going into the SAT period</p>	
	<p>Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit Ensure that pupils have high levels of attendance. Children feel emotional well supported in school. Families of vulnerable children feel supported. Rates of attendance and punctuality improve.</p>	<p>LT Faith in Families working with parents of PP children supporting emotional wellbeing of children and parents Parents Value this link with school - supporting their children with their SEMH needs Rates of attendance of PP children analysed and monitored. Letters and engagement with poor attenders.</p>	<p>Work with LT is invaluable. The parents, children, Faith in families and school work together to ensure that the children are in a good learning place. The service also provides additional support for the whole family and has a positive impact on work in the classroom. Children are ready to learn.</p>	

