# Pupil premium strategy statement

This statement details Great Clacton CE Junior School's use of pupil premium 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 | Great Clacton Church of England Junior School |
| Number of pupils in school | 247 |
| Proportion (%) of pupil premium eligible pupils | 50.2% (124 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/2025<br>2025/2026<br>2026/2027 |
| Date this statement was published | 31.12.24 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Ms Charlotte Little (Chair of SGB) |
| Pupil premium lead | Mrs Tara Finney – Acting Headteacher |
| Governor / Trustee lead | Ms Charlotte Little (Chair of SGB) |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £156,541.33 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £156,541.33 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Great Clacton Church of England Junior School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible members of society and citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our overarching objectives are to:
• Remove barriers to learning created by poverty, family circumstance and background
• Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
• Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
• Develop confidence in their ability to communicate effectively in a wide range of contexts
• Enable pupils to look after their social and emotional wellbeing and to develop resilience.
• Access a wide range of opportunities to develop their knowledge and understanding of the world

Our aim is to ensure that effective teaching, learning and assessment meets the needs of all pupils through the analysis of both qualitative and quantitative data. Class teachers work alongside Senior Leaders, the SENCo, the pastoral team and other key members of school staff to identify specific intervention and support for pupils. This will be reviewed at least termly as part of termly Pupil Progress meetings and throughout each term through PPG Leader monitoring actions. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | High incidence of social, emotional and mental health issues in both children and their families leading to reduced focus, concentration and readiness to learn. Pupils have low self-esteem and lack resilience required to persevere when learning tasks are difficult. |
| 2 | Social factors (family break up, domestic violence, children services involvement, low attendance and narrow life experiences). |
| 3 | Less regular parental engagement means that some pupils lack support from home so that learning is not reinforced. |
| 4 | Lack of routines and boundaries in some home environments, impacting on home learning and behaviour. |
| 5 | Generationally low levels of academic attainment and aspiration in families. |
| 6 | Lack of equipment (Uniform, PE kit, technology) and access to resources. |

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| 7 | Gaps in learning following two school years of Covid-related disruptions, remote learning barriers etc. |
| 8 | A high % of disadvantaged children also have a SEND. A significant proportion of disadvantaged children have a diagnosis of ASD, ADHD or a SEMH need. This leads to children not always being able to self-regulate and ready to access their learning. |

## 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 |
|---|---|
| Pupils are supported with their emotional and social difficulties so that they are ready to learn in school. (Data showing progress at expected or better.) | Data showing progress at more than expected. PPG Attendance data is improving towards 96%. Attendance of PPG pupils in line with all pupils. Pupil/parent voice demonstrates impact of pastoral team. |
| Staff across the school work to ensure equality of access to the curriculum across all subjects so that disadvantages are minimised and gaps between groups are reduced/closed. | Disadvantaged pupils are supported to overcome barriers thus enabling engagement across the curriculum. CPD is carefully planned so that all staff share an understanding of expectations of teaching and learning across the curriculum. |
| Increase the percentage of PPG children attaining ARE and GDS at the end of Key Stage 2, as a result of effective class teaching and intervention teaching. | Percentage of children attaining ARE and GDS increases, for each cohort, compared to their respective starting points. Progress measures continue to show accelerated progress. |
| Pupils and their families can access affordable wrap around care (breakfast club), where children receive nutritious food and have access to learning opportunities, support with their learning and social and emotional support. | Number of disadvantaged children attending breakfast club provision increases. Children attending report that they are happy in the provision and can access support for academic and social and emotional development. |
| Pupils have access to opportunities for enrichment, engagement and enjoyment in curriculum linked initiatives, through extra-curricular activities and to develop 'life skills' that will help them fulfil ambitions and raise aspirations. | Subsidised trips provided for all disadvantaged pupils, pupil voice demonstrates engagement and enjoyment of activities/initiatives offered and a wide range of extra-curricular clubs offered. |

# Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,877.78

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Pupils working below age related expectations and/or not making at least expected progress, to receive appropriate interventions and to receive appropriate support in class.<br>HLTAs and LSAs lead evidence based intervention programs and support learning across the curriculum.<br>(£30,048.25) | EEF - Small group tuition<br><br>EEF - Teaching Assistant Intervention<br><br>Maximising the Impact of Teaching Assistants | 5, 7, 8 |
| Teaching of mechanics and maintenance for identified pupils to provide opportunities to develop life skills in a hands-on, small group context.<br>(£1,734.12) | EEF - Aspiration interventions | 1, 2, 5 |
| 'Talk time' initiative to develop learning conversations and pupils' oracy skills around talking about their learning and progress.<br>(£50) | Developing Oracy in the Classroom<br><br>Professional Learning Conversations and Reflections About Learning | 1, 5, 7 |
| Coaching and mentoring programs delivered by a trained sports coach to target healthy emotional wellbeing, supporting attendance and to develop fitness and healthy living skills for targeted pupils.<br>(£6, 045.41) | Physical activity \| EEF<br><br>Prioritise social and emotional learning to avoid "missed... \| EEF | 1,2,3 |

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

Budgeted cost: £13,682.15

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To increase access to academic support, online learning resources available to pupils to use in school and at home. Apps, subscriptions and other digital technology provided to support students' learning. | EEF - Using Digital Technology to Improve Learning<br><br>EEF - Lexia Reading Core 5 | 5, 6, 7, 8 |

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| -100 Lexia intervention licences. This will address gaps in reading and spelling and will raise literacy standards.<br>-Widgit subscription to be renewed<br>(Both subscriptions still.in.9.year.licence. period._no.cost.this.year) | | |
| Tapestry online platform to record and evidence high quality teaching and learning. This also provides the opportunity for alternative recording methods for children with writing barriers to demonstrate their learning. As well as recording learning opportunities, the platform serves as a home-school communication platform, strengthening home-school links and parental engagement.<br>(£677.64) | EEF - Communicating Effectively with Families<br><br>EEF - Working with Parents to Support Children's Learning | 5, 7, 8 |
| Subsidy of all curriculum-based school trips for disadvantaged children to enable all pupils to access rich learning experiences.<br>(£12,516) | Changing Minds: The Lasting Impact of School Trips | 2, 3, 5, 6, 7 |
| Dyslexia Gold intervention program and licences to support gaps in spelling and reading through an evidence based intervention. Spend to include accompanying resources including tinted glasses.<br>(£488.51) | EEF-Improving-literacy-in-key-stage-2 | 5, 7, 8 |

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

Budgeted cost: £104,981.40

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Full time Learning Mentor to support Social Emotional wellbeing of pupils and deliver evidence based SEMH interventions<br>(£23,622.00) | EEF - Social & Emotional Learning | 1, 2, 3, 4, 5, 8 |
| Pastoral Lead to coordinate pastoral provision, support families including those open to children's services, coordinate and lead TAF support etc. Pastoral Lead is also the Designated Safeguarding Lead for the school.<br>(£45,742.00) | EEF - Social & Emotional Learning<br>Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners | 1, 2, 3, 4, 5, 8 |
| Children and Families worker (0.8) to support joined-up home/school pastoral intervention and deliver a range of evidence-based SEMH intervention programs including 'I am me'.<br>(£23,692.00) | EEF - Social & Emotional Learning<br>Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better | 1, 2, 3, 4, 5, 8 |

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| | engagement and improved academic achievement of learners | |
| Subsidy of wrap around care provision for disadvantaged pupils to ensure the services are affordable for families to access.<br>(£916.70) | DfE - Impact of breakfast clubs in schools with high levels of deprivation<br><br>National School Breakfast Programme - Food for Thought | 1, 2, 3, 6 |
| Weduc parent communication platform to support effective home-school communication, including booking of parents' evening appointments, return of permission forms etc.<br>(£2,061.44) | EEF - Communicating Effectively with Families | 1, 2, 3, 4, 5 |
| Administrative support assistant to organise PPG initiatives, analyse data, complete PPG and CiC paperwork, attend CiC meetings etc.<br>(£5,692.00) | Essential spend to meet statutory requirements for completion of PEP paperwork, data analysis of PPG/LAC pupils etc.<br>Tackling Educational Disadvantage | 2, 3, 5, 7, 8 |
| External attendance solutions company (Aquinas) to support rigorous monitoring of attendance and ongoing dialogue, support and enforcing accountability with parents for children with attendance concerns/persistent absence.<br>(£3,255.26) | DFE - Improving School Attendance<br><br>EEF -Rapid evidence assessment on attendance interventions for school aged pupils | 1, 2, 3, 4, 5, 6 |

## Total budgeted cost: £156,541.33 *as of 31.12.24.*

# 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 2023 to 2024 academic year.

| **Academic Year 2023-2024** | | | |
|---|---|---|---|
| Quality of Teaching for All | | | |
| **Desired Outcome** | **Chosen action / approach** | **What was the evidence and rationale for this choice?** | **Review** |
| PPG pupils make accelerated progress and the attainment gap between disadvantaged and non-disadvantaged pupils narrows. | Pupils working below age related expectations and/or not making at least expected progress, to receive appropriate interventions and to receive appropriate support in class.<br>HLTAs and LSAs lead evidence based intervention programs and support learning across the curriculum. | EEF - Small group tuition<br><br>EEF - Teaching Assistant Intervention<br><br>Maximising the Impact of Teaching Assistants<br><br>5, 7, 8 | Summer term data outcomes show that disadvantaged pupils continue to make good progress from their starting points. In reading, writing and maths, attainment remain lower for disadvantaged groups, however this is carefully tracked through termly Pupil Progress Meetings where intervention programmes are assessed for impact and adapted where need to ensure progress is maximised. |
| Identified disadvantaged pupils have the opportunity to access practical learning as part of a broad and balanced curriculum | Teaching of mechanics and maintenance for identified pupils to provide opportunities to develop life skills in a hands-on, small group context. | EEF - Aspiration interventions<br><br>1, 2, 5 | Mechanics and maintenance groups have run twice weekly across each term. Children have developed new skills that they would not have had the opportunity to learn without this group. Pupil voice evidences that pupils get high levels of enjoyment from the group and show pride in the skills they have learnt and things they have made (eg. wooden planters). |
| Identified disadvantaged pupils have the opportunity to develop oracy skills and express clear views and opinions about their learning | 'Books & Biscuits' initiative to develop learning conversations and pupils' oracy skills around talking about their learning and progress. | Developing Oracy in the Classroom<br><br>Professional Learning Conversations and Reflections About Learning<br>1, 5, 7 | Books and Biscuits took place throughout each term. Children have demonstrated that they can speak about their learning with increased confidence and fluency. Similar format being used next year however it will link SLT monitoring with developing oracy skills in key focus groups. |

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| Identified disadvantaged pupils, including those with SEND, have the opportunity for regular mentoring and guidance from a trained sports coach, focusing on improving wellbeing, attendance and improving emotional regulation. | Coaching and mentoring programs delivered by a trained sports coach to target healthy emotional wellbeing, supporting attendance and to develop fitness and healthy living skills for targeted pupils. | Physical activity \| EEF<br><br>Prioritise social and emotional learning to avoid "missed… \| EEF<br>1,2,3 | Qualified sports coach has supported 27 children through a combination of 1:1 sessions to support children with specific difficulties around attendance and emotional regulation, along with small group sessions to develop emotional wellbeing through sport and fitness. Impact of these sessions can be seen in improved engagement in school life, improved attendance and reduced lateness for over 75% of the children engaging in these sessions. |
| | | Total Budget Cost | **£68,589.01** |

Targeted Academic Support

| Desired Outcome | Chosen action / approach | What was the evidence and rationale for this choice? | Review |
|---|---|---|---|
| To improve literacy skills for identified disadvantaged children and provide access to the curriculum through visual support. | To increase access to academic support, online learning resources available to pupils to use in school and at home. Apps, subscriptions and other digital technology provided to support students' learning.<br>-100 Lexia intervention licences to be renewed. This will address gaps in reading and spelling and will raise literacy standards.<br>-Widgit subscription to be renewed | EEF - Using Digital Technology to Improve Learning<br><br>EEF - Lexia Reading Core 5<br><br>5, 6, 7, 8 | Lexia has been used effectively to support the development of reading, spelling and grammar skills again this year. Lexia intervention monitoring shows that children make good progress on this intervention and, where it is not benefitting a child, the licence is reassigned and an alternative intervention is sought for that child. This shows that the licences are always active and providing good value for money.<br><br>Widget is used across the school, particularly as directed by the SEND team. This enables children with SEND needs to access their learning. Continue to subscribe in 24-25 academic year. |
| To improve standards in Reading and foster a love of books and reading in all children. | Accelerated Reader program to ensure that children's reading levels are accurately assessed and children have access to a wide range of books within their identified ZPD. | Evidence4Impact - Accelerated Reader<br>EEF - Accelerated Reader<br><br>5, 6, 7, 8 | Reading data shows that standards continue to improve across all year groups.<br>Monitoring by the English lead shows that children's books are well-matched to their reading level and, particularly for emerging and early readers, this enables them to practice the sounds they are working on in phonics groups.<br>The library is well stocked with books at all levels. Recent spend ensured that lower levels were well resourced. |

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| To provide a platform to record and capture non-written, high quality teaching and learning. | Seesaw online platform to record and evidence high quality teaching and learning. This also provides the opportunity for alternative recording methods for children with writing barriers to demonstrate their learning. | Seesaw for Schools Efficacy Study<br><br>5, 7, 8 | Seesaw continues to be well-used in all year groups, in all curriculum areas. It is particularly valuable in subjects such as PSHE, PE and music where rich learning can be captured and shared easily. This helps to support accurate assessment which informs planning.<br>This system will be replaced by Tapestry next academic year as the system has similar capabilities for a lower cost, ensuring good value for money from grant spend. |
| To ensure equal opportunities for all pupils to access rich learning experiences across the curriculum. | Subsidy of all curriculum-based school trips for disadvantaged children to enable all pupils to access rich learning experiences. | Changing Minds: The Lasting Impact of School Trips<br><br>2, 3, 5, 6, 7 | All children attended all school trips this academic year, irrespective of financial situation. This continues to be a vital use of PPG funding and will continue next year. |
| To ensure pupils have access to a high quality reading and spelling intervention to close academic gaps and ensure children can access age-related curriculum content. | Dyslexia Gold intervention program and licences to support gaps in spelling and reading through an evidence based intervention. Spend to include accompanying resources including tinted glasses. | EEF-Improving-literacy-in-key-stage-2<br><br>5, 7, 8 | Dyslexia Gold has been used very effectively to support the development of reading, spelling and grammar skills again this year. Intervention monitoring shows that children make good progress on this intervention. Further planned IT investment next academic year will enable more pupils to use the eye-tracing technology aspect of the intervention that will benefit any pupils. |
| | | Total Budget Cost | **£13,538.00** |

Wider Strategies

| **Desired Outcome** | **Chosen action / approach** | **What was the evidence and rationale for this choice?** | **Review** |
|---|---|---|---|
| To support the SEMH needs of pupils and deliver high quality SEMH interventions. | Full time Learning Mentor to support Social Emotional wellbeing of pupils and deliver evidence based SEMH interventions | EEF - Social & Emotional Learning<br><br>1, 2, 3, 4, 5, 8 | The full time learning mentor continues to provide essential support to disadvantaged and/or vulnerable pupils, through social support at break/lunchtimes, SEMH based interventions, key staff member support for Looked After Pupils and bereavement support through a designated program. This continues to be a vital use of PPG funding and will continue next year. |
| To coordinate pastoral provision within school, support families requiring support and providing | Pastoral Lead (0.8) to coordinate pastoral provision, support families including those | EEF - Social & Emotional Learning<br>Pastoral care: A whole school | The pastoral lead continues to provide essential support to disadvantaged and vulnerable pupils and their families. Safeguarding reviews (including by the Trust) and external reviews (eg |

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| strategic and operational safeguarding actions through the DSL role. | open to children's services, coordinate and lead TAF support etc | approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners<br><br>1, 2, 3, 4, 5, 8 | Challenge Partners, Ofsted) have evidenced extremely high quality Safeguarding procedures and pastoral provision. The pastoral lead is also the fully qualified MHFA with enhanced training in pastoral care as well as being the Designated Safeguarding Lead for the school.<br>This continues to be a vital use of PPG funding and will continue next year. |
| To support children and families with positive school engagement, including improved attendance and behaviour. To provide further intervention programs that develop positive learning behaviours to benefit within the classroom. | Children and Families worker (0.8) to support joined-up home/school pastoral intervention and deliver a range of evidence-based SEMH intervention programs including 'I am Great Clacton. | EEF - Social & Emotional Learning<br>Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners<br><br>1, 2, 3, 4, 5, 8 | The Children and Families worker continues to provide essential support to disadvantaged and/or vulnerable pupils and their families. Attendance for the pupils she has worked with this year has improved significantly. The C&FW is now Thrive trained and has delivered this intervention since January 23.<br>This continues to be a vital use of PPG funding and will continue next year. |
| To provide a high quality PSHE curriculum to all year groups and all pupils. | Jigsaw PSHE program to support the delivery of a high quality PSHE curriculum, increase pupil wellbeing and support social and emotional development. | EEF - Social & Emotional Learning<br><br>1, 5, 7, 8 | All year groups continue to use the Jigsaw curriculum to support pupils to develop their social and emotional knowledge and skills. This is well-monitored by the subject leader and evidenced well, particularly on SeeSaw. This will continue to be used next year. |
| To have timely access to pupil counselling, speech and language services, a family worker and pastoral support to support disadvantaged or vulnerable pupils and their families. | Membership of Child First Trust to provide pupil counselling, external Family Worker, speech & language support and pastoral services. | EEF - Social & Emotional Learning<br>Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners<br><br>1, 2, 3, 4, 5, 8 | 6 child counselling courses completed.<br>5 families supported by the Family Worker.<br>8+ children had direct intervention from the S&L service plus S&L training and support for staff.<br>SENCo attends the CFT cluster meetings to support with CPD.<br>Due to poor access in the Tendring area to state funded services, funding still needs to be allocated to counselling and therapeutic services, however due to issues with CFT being able to meet demand and need within the timescales needed, we will not be renewing our contract with them when it expires in June 24. Funding amount will be ringfenced and we will explore alternative therapeutic providers. |

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| To ensure that disadvantaged families can access wrap around care, reducing the financial barrier. | Subsidy of wrap around care provision for disadvantaged pupils to ensure the services are affordable for families to access. | DfE - Impact of breakfast clubs in schools with high levels of deprivation<br><br>National School Breakfast Programme - Food for Thought<br><br>1, 2, 3, 6 | Pupils in receipt of PPG funding pay £1 per session for breakfast and after school club. The number of PPG pupils accessing the provisions has increased by nearly 50% since the introduction of the subsidy. Parents speak positively about the subsidy and the positive impact it has on their access to the services. Numbers of non-subsidised siblings from the neighbouring Infant school have also increased, meaning the service remains sustainable and available for all.<br>This continues to be a vital use of PPG funding and will continue next year. |
| To encourage all pupils, including those who are disadvantaged, to attend school so that they access a regular, broad and balanced curriculum. | Attendance incentive scheme to improve attendance and reduce persistent absence. | DFE - Improving School Attendance<br><br>EEF -Rapid evidence assessment on attendance interventions for school aged pupils<br><br>1, 2, 3, 4, 5, 6 | Attendance incentive scheme set up and prizes given weekly and also at the end of each term.<br>Attendance continues to be below National Average however it is higher than many other schools in the Tendring area with a similar demographic. |
| To develop effective home-school communication with all families, including those who are disadvantaged, and support families to engage with all aspects of school life such as parents evenings, enrichment activities, after school clubs etc. | Weduc parent communication platform to support effective home-school communication, including booking of parents' evening appointments, return of permission forms etc. | EEF - Communicating Effectively with Families<br><br>1, 2, 3, 4, 5 | Weduc now used as the main form of scheduled contact between school at the parent community. Significantly increased take up of parents evening appointments and One Plan meetings since using this booking platform. Parents report that they find it beneficial to use the message function to communicate with the class teacher and/or leadership team. |
| To support staff and parents in developing an increased awareness of e-safety aspects such as social media, apps etc, through high quality training and CPD. | Annual National Online Safety subscription to support e-safety learning, staff training and awareness and parent learning. | EEF - Communicating Effectively with Families<br><br>EEF - Working with Parents to Support Children's Learning<br><br>1, 2, 3, 4, 5, 8 | Platform used throughout the year to deliver CPD to staff on specific safeguarding topics. Safeguarding training able to be rigorously monitored with ease by the DSL, using the platform. |
| To ensure families experiencing financial difficulties are supported to ensure | Setup and initial funding of Community Shop to support families | EEF - Working with Parents to Support | The community shop is fully operational and provides essential groceries at a significantly reduced price. The school uniform shop is thriving and has been |

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| essential food and grocery supplies are available and school uniform can be provided at a very low cost. | in need to purchase low-cost uniform, food and home essentials. | Children's Learning<br><br>The Role of the School as a Community Hub...<br>1, 2, 3, 4, 6 | used by over 80 families since set up. Second hand uniform – both branded and non-branded items – can be 'bought' for a small donation or families can bring back uniform that their child has outgrown and swap it for other items.<br>Moving forwards, we plan to purchase ties in a bulk order so that they can be sold in the shop, meaning families won't have to order and pay postage costs. |
| To ensure PPG strategies are implemented and ensure that disadvantaged pupils are well supported by the resources available. | Administrative support assistant to organise PPG initiatives, analyse data, complete PPG and CiC paperwork, attend CiC meetings etc. | Essential spend to meet statutory requirements for completion of PEP paperwork, data analysis of PPG/LAC pupils etc.<br>Tackling Educational Disadvantage<br>2, 3, 5, 7, 8 | All CiC paperwork completed to a high standard and funded strategies monitored for impact and value for money. Administrative support assistant has undertaken training in Trauma Perceptive Practice and emotional trauma related to CiC, to ensure that there is a collective understanding of the type of resources needed to support effectively. |
| To ensure that families are supported to improve attendance where there are identified concerns, so that children attend school and are able to access a broad and balanced curriculum. | External attendance solutions company (Aquinas) to support rigorous monitoring of attendance and ongoing dialogue, support and enforcing accountability with parents for children with attendance concerns/persistent absence. | EEF -Rapid evidence assessment on attendance interventions for school aged pupils<br>1,2,3,4,5,8 | Aquinas continue to provide a high quality service that supports families through a rigorous early help process to improve attendance. They lead TAF meetings and liaise with other local schools where there are sibling links to ensure that outcomes for families are maximised. Aquinas maintain 'live' monitoring spreadsheets so that communication between school and the service is highly effective.<br>This is a highly valuable service and will continue next year. |
| | | Total Budget Cost | **£93,769.39** |

## 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 |
|---|---|
| NONE | |