

Pupil Premium Strategy Statement

1. Summary information					
School	New Horizons Children's Academy				
Academic Year	2018/2019	Total PP budget	£139, 920	Date of most recent PP Review	n/a
Total number of pupils	584	Number of pupils eligible for PP	126	Date for next internal review of this strategy	January 2019

2. Current attainment			
	<i>% of Pupils eligible for PP</i>	<i>% of NHCA PP pupils achieving the expected standard or above</i>	<i>Pupils not eligible for PP (national average)</i>
EYFS			
GLD	11%	89%	71%
Key Stage 1			
% achieving expected + in reading	22%	70%	75%
% achieving expected + in writing	22%	60%	70%
% achieving expected + in Maths	22%	75%	76%

3. Barriers to future attainment & progress (for pupils eligible for PP)		
Year Group	% PP	Identified Barriers to learning for this cohort
6	29%	15% SEND (mainly Speech, language and communication needs; 28% EAL; high proportion of children have joined the school in the last two years; first year of year 6 within the school
5	44%	21% SEND typically presenting with speech, language and communication needs; greater than average proportion of children had Low Prior Attainment;
4	33%	14% SEND; 15% EAL
3	24%	10% SEND; 16% EAL
2	17%	8% SEND; 18% EAL; Behaviour for Learning not yet well developed
1	11%	7% SEND; possible under-reporting of children entitled to FSM
R	tbc	Low 'on entry' baseline

Specific In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	English as an additional language	
B.	Speech and language, SEND	
C.	Behaviour for learning	
D.	Parental engagement	
E.	Safeguarding	
F.	High mobility and mid-year admissions	
G.	Persistent absence	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance for PP children is 95%, which is 1.3% below the rest of the school average. This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Speech and language skills in Foundation Stage are typically lower for pupils eligible for PP than other pupils. This slows phonics understanding and reading progress and attainment in ELGs. The school aims to provide a language rich environment which models and scaffolds quality interactions.	Pupils eligible for PP in Foundation Stage make rapid progress with a greater proportion age related expectations by end of Reception in reading and writing.
B.	Pupils in Foundation Stage and Key Stage 1 may have had less exposure to rich language through shared reading experiences and reinforced phonics. This therefore has limited the attainment in phonics check and reading attainment. Additional. High quality phonics teaching will accelerate progress and ensure a greater proportion of pupils meet the expected phonics check standard, thus ensuring they can access reading material at age related expectations.	To increase the percentage of pupils eligible for PP attaining the required standard in the phonics check. To ensure that the vast majority of Year 2 children who are eligible for PP achieve the required standard in the check retake.
C.	Pupils can display poor emotional intelligence when faced with challenges. This impacts on their readiness to learn and can reduce progress within a lesson culminating as across the year. By raising resilience and developing appositive attitude to learning pupils will be willing to extend and challenge themselves and a greater proportion will be ready at key transition points.	Fewer behaviour incidents recorded for these pupils on the school system. Children are better equipped to deal appropriately with challenges.
D.	Some pupils in receipt of PP in years 5 and 6 are hampered by previous slow progress; these year groups have a higher than average proportion of children in receipt of PP, as well as other challenges including SEND and higher proportions of mid-year admissions over time. Through focussed intervention and outstanding teaching, gaps in learning can be quickly identified and filled, leading to a firm understanding and the opportunity to build upon prior understanding.	Pupils make as much progress as 'other' pupils and where appropriate better than expected progress.
E.	Attendance for PP children is 95%, which is 1.3% below the rest of the school average. By increasing the children's attendance, these children will benefit from the learning opportunities provided by the school.	Reduce the number of PA among pupils eligible for PP to 10% or below. Over all PP attendance improves to be in line with National averages for all pupils.

5. Planned expenditure					
Academic year		2018/2019			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/cost	When will you review implementation?
Improve the proportion of good and outstanding teaching and learning across the school through coaching and mentoring.	ELT Leads and Year Groups Leads will be provided with additional release time to provide effective coaching for members of their team focusing on differentiation and providing quality feedback, focusing on pupils in receipt of PP.	<p>‘Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact.’ (EEF)</p> <p>The children will benefit from highly skilled teachers who can adapt the curriculum effectively so that all pupils are challenged and inspired.</p>	<p>ELT members will be given release time which will be monitored for effectiveness through checks of the quality of teaching and opportunities provided for the children.</p> <p>PP children will feature as an agenda item in all meetings and a focus in Pupil Progress meeting.</p>	YGL and AHTs	<p>Whole school monitoring - Blue Sky Data x 6 times a year</p> <p>Pupil Progress meetings</p> <p>Effective ongoing appraisal</p>
Improve the quality of in class support for pupils through employment of skilled teachers used in lessons to support learning. Pupils will have greater access to quality teaching and interventions.	Additional experienced teachers in targeted year groups so that class teachers can effectively change their teaching style to better match the needs of the children, experienced teachers can lead in class interventions and teachers can be provided ongoing coaching and support to colleagues.	<p>‘There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.’ (EEF).</p>	Monitoring of the quality of Teaching triangulated with analysis of data and scrutiny of books will show precise differentiation for pupil sin receipt of PP.	Staff cost	<p>Whole school monitoring- Blue Sky Data x 6 times a year</p> <p>Pupil Progress meetings</p> <p>Coaching sessions notes</p>

<p>Access to high quality resources to develop independent learning, including digital technology</p>	<p>Additional learning resources</p>	<p>Digital technology will be integrated into lessons to allow a wide range of tasks to be provided, and to encourage learning. Children enjoy using digital technology and will frequently strive for longer when presented with a task in this way. Pupils also benefit from ongoing feedback around how well they are progressing. ‘There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.’ (EEF)</p>	<p>Pupils regularly asked for ideas about how to spend funding – School Council/ Pupil voice team Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)</p>	<p>AHTs Budget holders</p>	<p>learning walks and observations</p>
<p>Access to systematic, high quality intervention to fill gaps in understanding.</p>	<p>PiXL intervention</p>	<p>Children will be assessed to identify gaps in learning and understanding which are then filled using high quality intervention tools. Systematic tracking of the impact of these interventions means that children go to make good progress in relation to their starting points.</p>	<p>Attendance at PiXL conference, CPD for staff, timetable allocations effective</p>		
<p>Coaching and CPD will ensure teachers and leaders will be competent and confident in the analysis and use of data to improve pupils outcomes. Teachers will take ownership of data for pupils in receipt of PP and be able to use this to plan effectively.</p>	<p>Training for new to school teachers and leaders on the use of Target Tracker. A wide range of reports will be used by teachers to improve knowledge of their pupils and gaps. Coaching by senior members of staff will model the questions which may arise for data, and strategic decisions which should be made. Through cross phase working, all staff will be able analyse data at group level and draw conclusions to improve strategic development for pupils in receipt of PP.</p>	<p>Through careful analysis of data and reports teachers can clearly identify the needs of individual pupils and focus on individual needs. Where more focused support is needed, this will be identified early and support provided effectively.</p>	<p>All new members of staff attend training. Professional discussions, both formal and informal. Key leaders will be able to talk to external agencies confidently about pupils’ outcomes using accurate data.</p>	<p>AHT & DHT</p>	<p>November 2018 and monthly going forward.</p>

<p>A range of learning activities available to deepen children's sporting, artistic and creative skills.</p>	<p>Strategic 'Thinking Teams' development – PP focus</p>	<p>Through the development of 'Thinking Teams' there will be a systematic approach to providing a wide range of opportunities and projects for pupils to benefit from. Carefully prioritising pupils in receipt of PP and those with low attendance will encourage children to attend and provide them with wider opportunities. In addition to wider experiences which will develop vocabulary, there will be enhanced opportunities for collaborative working which will improve outcomes in S & L and impact positively on writing.</p>	<p>Clear 'Thinking Team' structure with who meet regularly and have a shared vision for their team.</p> <p>Clubs target pupils in receipt of PP</p>	<p>Meeting time Thinking Teams</p>	
<p>Children in the EYFS will have access to high quality language and communication activities through a high staff: child ratio</p>	<p>Staff numbers in EYFS will enable children to experience quality conversation and modelled communication within the setting. Through a well-thought through curriculum which is matched to the individual children's needs, children will make good progress in Communication and Language skills. Training will be provided to ensure all staff have a high level of understanding around curriculum development and opportunities for modelling language in the EYFS.</p>	<p>'Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills. (EEF)</p>	<p>CPD £300</p>		
Total budgeted cost					<p>£85,000</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils make at least expected progress from their starting points and in some cases accelerated progress	TA support in class and interventions	<p>To make planned support more precise in order:</p> <p>To develop individual TAs knowledge and skill within a given area so that they become 'experts in their field'.</p> <p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</p> <p>To support within lessons to improve understanding of learning in reading, writing and maths</p> <p>To enable the consolidation of learning completed in classes – time for practise and application of skills</p> <p>To pre-teach skills so pupils are prepared for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in GPaS and maths calculation strategies and terminology</p> <p>To prioritise reading with TAs if pupils are unable to read at home</p> <p>To enable the granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains</p> <p>To ensure that pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</p>	<p>Teacher and SENCO review – careful planning of interventions to be completed each half term/phase</p> <p>TAs complete impact statements to provide evidence of outcomes and plan for next steps- provision map writer</p> <p>SENCO observe interventions and provide feedback regarding strategies, next steps, resources</p> <p>Clear communication between teachers and TAs- expectations within lessons</p> <p>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</p>	Inclusion manager and PP lead	Triangulation of TAs- Blue Sky x3 times a year

PP pupils emotional needs are met to enable learning	Dedicated emotional support	To provide dedicated time and support (1:1 and group) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom Employ school based Emotional Literacy Support	Clear protocols in place to ensure pupils are referred to the Inclusion team Regular opportunities for ELSA to feedback to relevant staff and parents	Inclusion manager ELSA	Pupil voice; child individual obs focusing on behaviour for learning
PP children attend school in line with their peers. PA reduces	Attendance office support	PP children tracked as a group weekly PP children attend at least as well as their peers and those nationally PP children are actively rewarded Interventions and support captured and impact evaluated	Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary Introduce sticker rewards	Attendance officer TSAT attendance lead	Weekly monitoring. Termly reporting to SLT
PP children who are also EAL are supported appropriately with their acquisition and understanding of written and spoken English	EAL interventions and family support	EAL children accurately identified and access PP funding where appropriate Information provided to parents in their own language where needed EAL children receive additional support and interventions where needed EAL children improve their English language acquisition through 1:1/ small group work	Audit the EAL register Provide support for class teacher and TAs for quality of provision Provide each child with individual language targets Attend parent meetings when needed Contact Kent Inclusion services and purchase their EAL support service	EAL Lead Inclusion team CTs AHTs	Inclusion meetings Data x6 times a year
Provide emotional and practical support for families so that children's learning is not interrupted due to family difficulties and children are well-supported	Pupils known to Children's and family services	To provide practical and emotional support to pupils and families to help minimize risk of significant harm	To provide children with a safe environment and trusted adult to express their wishes and feelings 1:1 emotional first aid Ensure parents are signposted/referred to relevant supporting agencies and groups Attend all pupil meetings facilitated by Children's services	HSSW Inclusion lead DSL	Data x6 times a year provision map writer

Use qualified teachers to support the learning of key targeted groups – Year 5	2 days experienced teacher time to support use of Pixl Intervention tools	High quality teaching and learning will support specific pupil sin eradicating gaps in understanding. From these points they will make accelerated progress from their starting points	Ongoing pupil voice Feedback from organisation	AHT/DHT	Observation within class of chn behaviour for earning; regular pupil voice; feedback from instructor
Total budgeted cost					£34, 920

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
School community is focused on improving outcomes for children in receipt of PP and there is collective responsibility for this	PP council with representing perspectives from across the school community	Through a shared understanding and ongoing discussion, the needs of the children in receipt of PP can be reviewed and improved. Stakeholders will be able to contribute so that a cohesive approach is developed.	Council minutes with projects planned and monitored effectively	DHT	January
Those that are disadvantaged receive enrichment to widen their experiences	Funding for extracurricular activities/ Funding for school trips/ Breakfast Club	<p>Social skills are developed through participation in a range of clubs provided by the school or external providers</p> <p>Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</p> <p>Pupils are able to participate fully in school trips and residential trips</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential</p> <p>Breakfast Club – to promote good attendance and punctuality</p> <p>Pupils have time to complete homework tasks if unable to do at home</p>	<p>Annual analysis of number of pupils who have taken part in clubs</p> <p>Staff to talk to children/parents about possible interests and available clubs</p> <p>JB to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)</p> <p>JB to liaise with parents and HT regarding specific requests for funding</p> <p>Teachers made aware of funding available – can approach parents if appropriate</p> <p>Inform parents of PP pupils that breakfast club could be available at no cost (encourage pupils to attend)</p> <p>Liaise with class teachers so TAs aware of homework that requires completion – if appropriate</p> <p>Purchase range of games/activities to support breakfast club</p>	AHTs HT	Termly enrichment attendance and analysis Parent's evening attendance analysis x2 a year

		Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning)			
To engage parents in supporting their child's learning	Parent workshops	To enable families to provide support for their children at home	Create a parent workshop schedule Provide parents with information regarding expectations and progress Facilitate parent workshops	AHTs Subject leaders	Annually
Total budgeted cost					£20000

REVIEW EXPENDITURE 2017/2018

Academic year

2017/2018

iv. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact evaluation
PP children are a focus in QFT	YGL to focus on targeting individual PP children through planning and interventions	All members of each YGP know the PP children, their targets and next steps to be able to target class support/planning and interventions to the direct needs of the children Greater proportion of pupils develop key skills and achieve ARE at the end of the year	YGL release time 3times a term PP conferencing PP book scrutiny PP target setting YGP meetings to share outcomes- YGP planning meeting minutes to reflect PP discussions and shared weekly with SLT	Improvement in number of chn gaining GDS at Key Stage in reading Progress for chn in receipt of PP in Year 5 made similar rates of progress to their non PP peers In years R, 1 and 3 pupils in receipt of non PP outperformed in ARE In groups 2, 4 and 5 the proportion of pupils in receipt of PP and at ARE is below that of non-PP peers.
Access to high quality resources to develop independent learning	Additional learning resources	Pupils are fully supported by learning resources being made available to them Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning A range of learning styles can be catered for	Pupils regularly asked for ideas about how to spend funding – School Council/ Pupil voice team Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables	The majority of observations show that the innovative use of equipment enthuses children and they talk positively about these experiences. This was strongest where staff were confident and skilled in the use of Ipad/programmes and used them regularly as part of every day teaching.
All teachers and leaders will be competent and confident in the analysis and use of data to improve pupils outcomes.	Training for teachers and leaders on the use of Target Tracker. A wide range of reports will be used to inform teachers knowledge of their pupils and gaps	Through careful analysis of data and reports teachers can clearly identify the needs of individual pupils and focus on individual needs.	All attend training. Professional discussions, both formal and informal. Key leaders will be able to talk to external agencies confidently about pupil outcomes using accurate data.	Training undertaken. Class teacher have ownership of the data for the class and can talk confidently about progress being made. This now needs to continue for these staff at a strategic level so they have ownership of what they are teaching and the impact this has.

				Total budgeted cost	£4500
v. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact evaluation	
Pupils make expected progress from their starting points and in some cases accelerated progress	TA support in class and interventions	<p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</p> <p>Support within lessons to improve understanding of learning in reading, writing and maths</p> <p>Consolidation of learning completed in classes – time for practise and application of skills</p> <p>Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in GPaS and maths calculation strategies and terminology</p> <p>Priority reading with TAs if pupils are unable to read at home</p> <p>Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains</p> <p>Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</p>	<p>Teacher and SENCO review – careful planning of interventions to be completed each half term/phase</p> <p>TAs complete impact statements to provide evidence of outcomes and plan for next steps- provision map writer</p> <p>SENCO observe interventions and provide feedback regarding strategies, next steps, resources</p> <p>Clear communication between teachers and TAs- expectations within lessons</p> <p>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</p>	<p>Observations of interventions show this are usually of high quality and progress in them is strong. Practice and therefore impact is strongest in interventions which are run by TAs who specialist knowledge and skills in the area they are developing. Consider use of specialist TAs to support learners across the school.</p> <p>The vast majority of pupils with SEND made at least 6 steps progress across the year (expected progress).</p> <p>Pre-teaching of vocabulary remains an ongoing area for systematic development.</p>	

PP pupils emotional needs are met to enable learning	Dedicated emotional support	To provide dedicated time and support (1:1 and group) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom Employ school based Emotional Literacy Support	Clear protocols in place to ensure pupils are referred to the Inclusion team Regular opportunities for ELSA to feedback to relevant staff and parents	Inclusion team system is currently embedding and reporting by teachers is well-used. Next steps will be to support teachers to more clearly identify what works and what doesn't for these children and to develop teaching at whole class level. Us of experienced teachers and coaching teams would be beneficial.
PP children attend school in line with their peers. PA reduces	Attendance office support	PP children tracked as a group weekly PP children attend at least as well as their peers and those nationally PP children are actively rewarded Interventions and support captured and impact evaluated	Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary Introduce sticker rewards	Overall attendance for pupils in receipt of PP was not significantly below pupils not in receipt The number of pupils considered persistent absentees and in receipt of PP is still significantly above those not in receipt
PP children who are also EAL are supported appropriately with their acquisition and understanding of written and spoken English	EAL interventions and family support	EAL children accurately identified and access PP funding where appropriate Information provided to parents in their own language where needed EAL children receive additional support and interventions where needed EAL children improve their English language acquisition through 1:1/ small group work	Audit the EAL register Provide support for class teacher and TAs for quality of provision Provide each child with individual language targets Attend parent meetings when needed Contact Kent Inclusion services and purchase their EAL support service Set up and monitor interventions- evaluate impact Purchase LEXIA reading support	Pupils with EAL make progress in line with their peers
Barriers to learning are reduced	Pupils know to Children's and family services	To provide practical and emotional support to pupils and families to help minimize risk of significant harm	To provide children with a safe environment and trusted adult to express their wishes and feelings 1:1 emotional first aid Ensure parents are signposted/referred to relevant supporting agencies and groups Attend all pupil meetings facilitated by Children's services	Positive behaviour for learning strategies are implemented and support chn to make strong progress
Total budgeted cost				£101,500
vi. Other approaches				

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact Evaluation	
Those that are disadvantaged receive enrichment to widen their experiences	Funding for extracurricular activities/ Funding for school trips/ Breakfast Club	<p>Social skills are developed through participation in a range of clubs provided by the school or external providers</p> <p>Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</p> <p>Pupils are able to participate fully in school trips and residential trips</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential</p> <p>Breakfast Club – to promote good attendance and punctuality</p> <p>Pupils have time to complete homework tasks if unable to do at home</p> <p>Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning)</p>	<p>Annual analysis of number of pupils who have taken part in clubs</p> <p>Staff to talk to children/parents about possible interests and available clubs</p> <p>JB to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)</p> <p>JB to liaise with parents and HT regarding specific requests for funding</p> <p>Teachers made aware of funding available – can approach parents if appropriate</p> <p>Inform parents of PP pupils that breakfast club could be available at no cost (encourage pupils to attend)</p> <p>Liaise with class teachers so TAs aware of homework that requires completion – if appropriate</p> <p>Purchase range of games/activities to support breakfast club</p>	<p>Numbers of pupils in receipt of PP who attend clubs is slightly below non; this is an improving picture</p> <p>Increased numbers of chn at breakfast club means a safe and calm start to the school</p>	
To engage parents in supporting their child's learning	Parent workshops	To enable families to provide support for their children at home	<p>Create a parent workshop schedule</p> <p>Provide parents with information regarding expectations and progress</p> <p>Facilitate parent workshops</p>	Parents speak positively of workshops provided and they are generally well-attended. Precise targeting may improve this rate.	
Total budgeted cost				£20,000	