

## Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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	St. Saviour's Primary School
Number of pupils in school	336
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr <a href="#">Amir Lemouchi</a>
Pupil premium lead	Ms Emma Cherry
Governor / Trustee lead	Canon A Ademola

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,112
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,797

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *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 St Saviour's Primary School, we ensure that teaching and learning opportunities meet the needs of all our pupils. As a school community we work hard in all areas to ensure that the outcomes for our pupils are ambitious. We recognise that the most important factor affecting each pupil's success is the quality of teaching and learning and therefore at St Saviour's we ensure that all pupils are in receipt of high-quality learning experiences which are carefully planned, sequenced and delivered with thoughtful pedagogy based on how children effectively learn.

Through quality first teaching and increased opportunities for reinforcement of learning both in class and through our intervention program, we endeavour to ensure that our children make progress in all areas of the curriculum. We track our pupils throughout their schooling to ensure that they make good progress and our results surpass national expectations. Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential as long as the provision meets their needs. We therefore strive to remove the barriers to learning created by poverty, family circumstance and background.

We aim to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts as well as developing each pupils confidence in their own ability, developing resilience in order that they can look after their social and emotional well-being.

The ultimate objectives for our pupils who are in receipt of people premium:

- Using targeted interventions effectively to ensure that we are closing the gaps of PP pupils in terms of the progress they make in school and ensuring that each makes significant progress. We ensure that appropriate provision is made for pupils who belong to vulnerable groups
- To continue, through our Young Transformers programme, to provide opportunities where pupils are able to make a difference and strive for change in

their local communities and beyond. This active involvement creates opportunities for the pupils to improve their self-esteem and motivation to enable them to develop the confidence needed to trust their own abilities, resilience, a positive mindset, qualities and sound judgement

- To provide opportunities for our pupils to have enrichment experiences which they may not experience otherwise, due to financial pressure at home. We recognise that many attractions in and around London are expensive and beyond the reach of our families – putting them at a disadvantage. By providing these experiences to our PP pupils they are exposed to this additional knowledge and understanding of the wider world.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Ensure Quality Teaching:</b> To ensure that our staff are all demonstrating a level of teaching standard that is good or above. There must be a number of measures in place to ensure that this happens at St Saviour's on a daily basis – with regular CPD and monitoring
2	<b>Promote Outstanding Behaviour for Learning:</b> High expectation for behaviour and behaviour for learning, keeping the school's Christian vision and values at the heart of all that we do; celebrating achievement at every opportunity.
3	<b>PP Pupils Achieve ARE or Beyond:</b> We want to ensure that all our PP pupils achieve at least age-related expectations and there are no gaps between their progress and the progress of other pupils.
4	<b>PP Pupils to Access Range of Enrichment Activities:</b> Our pupil premium children must have access to planned enrichment activities which will expose them to sports and events that they would not otherwise experience.
5	<b>Improve PP Pupil's Cultural Capital:</b> For our pupil premium children to take part in a number of trips to develop their cultural capital and further their knowledge and understanding of the world through hands-on experiences and visits.
6	<b>Our PP Pupils have Access to Quality Resources:</b> To ensure that our pupil premium children have access to quality literature and are able to approach reading with confidence and understanding.
7	<b>Our PP Pupils Have a Healthy Balanced Diet:</b> Ensure that all our pupil premium children are not hungry and have access to a healthy diet through school food provision.

8	<b>Aspirational Careers for PP Pupils:</b> For our pupil premium children to be exposed to opportunities in STEM related projects to provide an interest and ambition in a future career in this area. Also, to use a debating club to improve pupil's confidence in public speaking
9	<b>Improve attendance for PP Pupils:</b> Put a series of measures in place to ensure that our PP pupils attend school regularly to ensure that they are given the best opportunity to achieve

## 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
To ensure that the quality of teaching at St Saviour's remains high. This is achieved through the series of measures that are in place. These include an outstanding programme of bespoke professional development and CPD opportunities for every member of staff; the embedding of the tri-coaching model, to support and develop all members of staff through the regular mentoring, modelling and monitoring of all staff members	All monitoring from internal and external audits outlines quality first teaching at all times in all classrooms and groups across the school. Assessment data, pupils work, formal and informal monitoring provides further evidence that all teaching is at least good across the school. All staff have access to bespoke targeted training, professional development and CPD
To provide a number of strategies and interventions to enable all PP pupils to achieve an attainment level and sustained progress in line with other pupils at St Saviour's C of E Primary School.	A clear system of interventions and support packages are in place across the school to ensure that the needs of all pupils are being met. This is constantly under review to highlight any tailored learning which does not address gaps and facilitate rapid progress.
By providing a series of support measures and monitoring data we achieve an attendance target set at 96.5%+ for our PP pupils	Our Senior Leaders and Learning Mentor monitor attendance and lateness, working with families who need support with regards to both issues. Classes and individuals are rewarded for good attendance and timekeeping, promoting and highlighting the figures. Attendance figures improve and this is reflected in academic achievement
To provide a wide range of extracurricular activities which engage our pupil premium children and ignite passion and interest in areas/activities/sports which they might not have otherwise had access to.	There is a range of extracurricular activities timetabled across the year in which our pupil premium children are actively engaged. This provides them with a range of experiences in which

	they can engage in later life – stimulating interest and discovering unharnessed abilities.
To create a STEM programme involving a series of activities and expertise delivered by external providers which provide aspirational experiences for our PP pupils in terms of influencing their future success and career motivations	Targeted support and encouragement for PP pupils to engage in STEM activities and projects to highlight opportunities for careers in this field in later life. The interest provides a springboard on which they can be influenced regarding subject options further on in their school career, which will form the foundation for a career in these areas.
To provide activities that equip our pupil premium children with the critical skills they will need to succeed socially and academically, including improved self-esteem and resilience.	A curriculum that is designed to provide positive images of self with resilience and motivation, creating a culture in which every pupil sees themselves as an achiever who is capable of success in whichever field they seek to enter. PP pupils to be involved in debate and discussion groups which reinforce positive mindsets

## 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: £36,752.50

Activity	Activity Actions Outline	Evidence that supports this approach	Challenge number(s) addressed
A quality program of ambitious CPD rooted in classroom practice to develop the quality of teaching through bespoke targeted training aimed at teachers at all stages of their teaching careers	<p>Lead an ECT program for Early Career Teachers with the aim of them becoming outstanding practitioners by the end of the academic year.</p> <p>To develop our tri-coaching model with all teachers who are at different stages in their careers – matched to highly effective coaches who will support them to consolidate their performance at outstanding</p> <p>To further develop Specialist Leaders in Education to work in school and develop further experience through outreach work.</p> <p>To continue to implement our accelerated leadership program investing in and supporting ALPs development into leaders of the future</p>	<p>Good to outstanding teaching is the greatest lever schools have to improve outcomes for disadvantaged children</p> <p>Retaining outstanding practitioners through professional development ensures disadvantaged pupils have the best quality of teaching on offer.</p> <p>Using consistently outstanding leaders and teachers to specialise in an area, allows us to plan a rigorous and effective CPD programme.</p> <p>The Leaders of Learning on the Accelerated Leadership Programme will lead the PP strategy in school together with the HOS.</p>	1, 2 and 3
To promote outstanding Behaviour for Learning attitudes in order to raise wellbeing and attainment	<p>Set high expectations for behaviour and behaviour for learning attitudes through our behaviour policy, the British values, our SMCS offer and worship practices. Refer to this vision and values in theory and practise to communicate them to all our stakeholders – working together with parents and carers to create consistency</p> <p>Teach children how to think and make 'good' choices through our rigorous behaviour and personal development programme, supports children to learn how choices affect them and others</p>	<p>Positive Behaviour for Learning brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The positive approach to behaviour assists schools to improve social, emotional, behavioural and academic outcomes for children. When behaviour for learning is excellent, teachers and students have more time to focus on relationships,</p>	2

	Recognising effort and success works as a motivator to do well, celebrating achievement at every opportunity	classroom instruction, teaching and learning.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £101,255.89

Activity	Activity Action Outline	Evidence that supports this approach	Challenge number(s) addressed
Bespoke tailored intervention programs designed to accelerate progress and ensure that all pupil premium pupils achieve at ARE or above – diminishing the difference in attainment and progress between PP and non-PP pupils	<p>Each year group to implement assessment for learning groups with effective timetabled programs for all additional adults.</p> <p>Targeted additional support through additional AFL classes in three targeted year groups</p> <p>Effective provision mapping to identify the needs of all pupils</p> <p>Focused intervention groups for PP pupils identified as below ARE - including focused targeted interventions in maths, reading and grammar.</p> <p>Funded offering of Saturday School, phonics school and Saturday achievement schools</p> <p>Boosters led by subject leaders and senior leaders targeted to raise attainment across each year group with bespoke planning to suit the needs of pupils in reading writing and maths</p> <p>February school, Easter school and summer school for PP pupils in year two, three, four, five, and six</p> <p>Phonics school for years 1-3 all year round</p> <p>Daily interventions led by TAs targeting PP pupils to ensure that gaps in understanding are addressed</p>	<p>Using a structured intervention, staff can swiftly close progress or attainment gaps in a key area. Through our close data tracking we can monitor the impact of our support.</p> <p>In order to plan effective and impactful interventions we focus first on the desired outcome and design a measurable bespoke programme of support, which allows us to assess the impact of the programme.</p> <p>We prioritise interventions within the teaching and learning policy, then they're more likely to have a sustainable impact.</p>	1, 2 and 3

<p>To ensure that our PP pupils have access to STEM technologies to afford them the same opportunities of their peers; to raise ambitions of their future and possible career in STEM based careers</p>	<p>Target PP pupils to be involved in projects and challenges involving STEM technologies - ensure that the school has a range of this technology on offer to enrich the learning experiences of PP pupils.</p> <p>PP pupils to use a VR headsets to enhance learning experiences and offer virtual reality to ensure that learning is engaging</p> <p>Our more able PP pupils to be involved in robotics workshops enabling them to learn how to build and program robots.</p> <p>School enrolment in the robotics program at Imperial College which targets female PP pupils to engage with science and technology</p> <p>To include our PP pupils in computing technology and the use of tinkercad to enable them to design and produce 3-D objects using a 3-D pen and printers</p> <p>Ensure that our science resources and science leader is up-to-date with all available current practice/resources linked to STEM technologies, including Emperi box.</p>	<p>STEM subjects are important in schools because they serve as the fertile ground from which future technical workers and industry leaders will be nurtured. STEM subjects provide the intellectual foundations and tools for future scientists, inventors, and engineers.</p> <p>Science, technology, engineering and mathematics (STEM) education puts an emphasis on preparing future generations to be successful in their careers. The skills gained from STEM education extend beyond those needed to be successful in STEM fields, preparing children with varied interests who move into any industry to have valuable skill sets that allow them to be successful. STEM-based education teaches children more than science and mathematics concepts. The focus on hands-on learning with real-world applications helps develop a variety of skill sets, including creativity and 21<sup>st</sup>-century skills.</p>	<p>6 and 8</p>
<p>To raise the attainment of our PP pupils through a book-based curriculum</p>	<p>To expose our PP pupils to high-quality text with rich vocabulary to ensure that their reading and comprehensive skills are improved. Consolidating our book-based curriculum and topping up our literature on a rolling program to ensure that every child has access to these high-level texts.</p> <p>Use our reading recovery program to boost pupils reading ability and close gaps rapidly</p> <p>To focus and target teach PP pupils in year five the corrective reading program to rapidly improve reading speed and comprehension</p> <p>To ensure that the reading areas in our classrooms are inviting and promote reading – encouraging</p>	<p>Where children are familiar with a text and vocabulary, they are confident to use authors' style and language in their own writing</p> <p>Pupils are engaged, prepared and knowledgeable about subject they study- it offers them a context and narrative for their new knowledge in afternoon lessons</p> <p>Corrective reading is a intense and highly structured reading programme which targets decoding skills before moving onto comprehension</p> <p>Making quality books available to all children guarantees that children read at home and further develop</p>	<p>6</p>



	<p>children to take books out to read at home</p>	<p>their vocabulary and knowledge of the world.</p> <p>Listening to children read encourages pupils to read aloud for pleasure. Having rich conversations about text improves comprehension and engagement</p> <p>Targeting particular pupil premium children for a reading recovery intervention will raise reading skills and self esteem</p> <p>The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing.</p> <p><a href="https://literacycounts.co.uk/research-influences/">https://literacycounts.co.uk/research-influences/</a></p>	
<p>To continue to improve the confidence of PP pupils through our debating club</p>	<p>We will continue to train up members of our teaching team to lead debating sessions on a variety of topics and regarding issues currently in the news. We will select pupils to join the club with the aim of improving pupil confidence and developing critical thinking skills. These aspects will be reviewed in terms of the effectiveness of the sessions and will be evaluated in terms of their impact on pupils' speaking and listening skill.</p> <p>Once the pupils have been given opportunities to hone their debating skills; we will link up with other schools that teach debating skills and will set up inter school debating competitions.</p>	<p>Debating is a valuable activity for all students. It teaches useful skills for other academic pursuits in life. Debating builds confidence speaking in public and expressing ideas eloquently. That comfort speaking in front of others is useful in so many areas of life, from interviews to school presentations to discussions.</p> <p>Debate forces students to see both sides of issues. They learn to explain their own ideas and assess different viewpoints, whether in a debate round, a political discussion, a classroom, or a written essay. And debate requires students to research their ideas and support them with evidence, teaching them to conduct research and assess sources. Debate is uniquely suited to build skills required of a modern citizen, including critical thinking, communication, collaboration and creativity; these are not limited to the skills built while students are speaking—the preparation for competition</p>	<p>1, 2, 3 and 8</p>

		teaches critical thinking and research skills.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,290

Activity	Activity Action Outlined	Evidence that supports this approach	Challenge number(s) addressed
Ensure that our PP pupils are able to access the extracurricular events and extended school services that we provide.	<p>Our PP children receive the same level of experiential learning through inclusive access to a range of enrichment, clubs and events that are embedded across our school.</p> <p>Funded places at breakfast and after-school clubs including football, athletics, martial arts, chess, coding, robotics, science, art festival, BHM, boosters and our forest school</p>	<p>The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.</p> <p>Our school's pupil premium strategy sets out to support pupils who may be at a disadvantage in accessing opportunities in relation to their peers because of financial or family circumstances. The school aims to remove barriers to pupil premium students' academic achievement and ensure they can participate in the curriculum and enrichment activities at an equal level.</p>	4 and 5
To provide experiences and opportunities for our PP children linked to the curriculum	<p>To provide funding to enable our PP pupils to participate in trips linked to topics across each academic year group to enable our PP children to access the detailed knowledge gained through trips in the chosen subject area</p> <p>Targeted trips to enhance learning</p>	<p>Educational trips can help develop children's self-esteem, self-confidence, and self-belief. It gives all pupils the chance to experience cultures, respect differences, and develop new friendships with their peers and thus</p>	4 and 5

	<p>experiences and provide new opportunities improving cultural capital for a PP pupils. This includes day trips to restaurants, exhibitions, the seaside and a number of themed days that enhance learning.</p> <p>Our young transformers program to put our vision into practice  - providing PP pupils with the opportunity to be courageous advocates for positive change. Increasing their confidence to be change makers for the present and the future.</p> <p>For our Y4 pupils to visit the alpacas. Once there they will have the opportunity to lead, feed and stroke the alpacas providing them with memorable experiences and to reinforce knowledge around the alpaca topic</p>	<p>broaden their horizons and knowledge.</p> <p>A school trip can provide students with practical memories and experiences of the subject. These are much easier to recall and give students the chance to deepen their understanding of the subject; as well as giving the pupils an experience of the importance of a subject in the 'real world'.</p>	
<p>Funded access to breakfast and after-school clubs which include healthy breakfast and/or tea. This will ensure that our PP pupils are not hungry and are receiving a varied diet.</p>	<p>Funded places at breakfast and after school clubs offered to all PP pupils  To include PP pupils in initiatives like our UberEATS scheme – teaching children about food nutrition, food preparation as well as aspects of marketing and selling – highlighting the targeted selling techniques of less healthy options in the marketplace.</p>	<p>Children need healthy and nutritious food to thrive – physically, mentally, emotionally and academically. Support in providing assistance with the provision for low income families means that there is less pressure on families and the children's access to healthy nutritious food is not compromised.</p> <p>Our food related initiatives teach children how to make informed choices about food</p>	7
<p>To continue to improve the attendance and punctuality of our PP pupils</p>	<p>Attendance figures are collected, analysed and acted on. The data from this will highlight the pupils and groups who require school support, through our Learning Mentor and senior leaders. We will open a communication channel with targeted parents to offer help and support as well as being visible at the start of school to welcome pupils. As a school good attendance will be celebrated</p>	<p>Children who have high attendance figures often achieve well academically and emotionally. A missed school day is a lost opportunity for students to learn. When students are not frequently absent, their skills often improve—even among those students who have additional needs. Students who frequently attend school feel more connected to their community and develop strong social skills and friendships, which are also important life skills</p>	9
<p>To continue to promote safe and</p>	<p>To take part in local initiatives promoting safe areas around our</p>	<p>Evidence shows that some groups of children are not</p>	1

<p>environmentally friendly travel to and from school</p>	<p>school, teaching our pupils about road safety and awareness on our roads – highlighting risks and promoting environmentally friendly travel – 5 foot bicycle or scooter.</p>	<p>aware of the dangers of traffic. They need training on how to negotiate roads. Cycling and Scooter proficiency means that they are more road aware and encourages our PP pupils to travel to school by foot, scooter or bike – improving all round health. Safer streets initiative will continue to support the many PP pupils who travel to school independently. It will reduce the number of traffic related incidents</p>	
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**Total budgeted cost: £150,298.39**

## 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.

#### Teaching

All staff have a shared ethos and there is a clear culture that all children deserve and will receive the best opportunities and supporting every teacher to deliver high quality lessons and equipping them with skills to support the needs of individual children ensures the best outcomes for all children, particularly the most vulnerable.

To achieve this, we have a high quality CPD model at St Saviour's which is bespoke and designed to meet the needs of the school and all members of staff. This is firmly rooted in classroom practice; developing and refining pedagogy to ensure quality teaching is delivered to all children. The 'fundamentals' of teaching and learning remain at the forefront of our professional development for staff to ensure the highest quality of teaching is provided for all pupils.

Best practice is recognised, promoted and shared through additional CPD and coaching opportunities. Outstanding practitioners work closely with teachers of all stages to provide bespoke support on a 1:1 basis. Our tri-coaching programme has continued this academic year and was extended to whole days to enable the teacher to obtain consistency and consolidation more quickly but across a broader spectrum of lessons and parts of the school day.

This year, ECT training has been delivered through our own bespoke programme enabling us to offer a high quality programme that is specific to the needs of our Early Career teachers, the school and the Trust. Each ECT has had an allocated mentor who is an experienced teacher and has met weekly with them alongside the ECT lead. This has ensured a robust programme of support and personalised opportunities to seek advice and develop pedagogy.

As a result, all ECTs continue to remain on track to become good and outstanding teachers by the end of their training period.

Accelerated Leaders have undertaken important and strategic projects which have had real impact on key areas of the curriculum and outcomes of pupils. Projects dedicated to reading, writing and maths have directly raised standards for pupil premium children and supported their confidence in seeing themselves as learners, for example an Accelerated Leader has devised and trialled a programme to further engage reluctant readers and involve the support of parents in promoting this.

Critical thinking and debating big questions is woven throughout our curriculum providing children with opportunities to have rich discussions and to consider different perspectives. Children are encouraged to be active changemakers and to confidently speak out to challenge and change the world around them.

#### Targeted Academic Support

Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial and so we have continued to teach the children in Assessment for Learning groups this academic year. Children have been regularly assessed to identify gaps in knowledge and provision maps have been created for all year groups to identify the needs of all children.

This robust analysis of assessment, both formative and summative, has been used to group children where they will receive learning that is pitched specifically to their level and needs and devise targeted

interventions. The combination of quality and precise teaching and additional provision has ensured that all children have every opportunity to meet or even exceed age related expectations.

In addition to quality first teaching every day at school, pupil premium children in years 1-6 are offered funded spaces in Saturday Plus, Saturday Achievement School and Easter School over the school year. Our most experienced teachers and senior leaders lead these boosters which has resulted in children making accelerated progress and closing gaps between them and their peers. Rigorous monitoring of attendance ensures that all children benefit from this additional provision.

#### Wider Strategies

To ensure equality of experiences and develop the cultural capital of pupil premium children in our school, we ensure that they have the same access to enriching opportunities. A diverse range of extra curricular clubs are offered to all children which provide opportunities to be involved in sport, STEM and languages without additional costs. Engaging opportunities are provided including trips to St Paul's Cathedral, Kidsania, museums as well as inspirational speakers and workshops in school, for example, The Latin Roadshow and Borka - an opera for young people.

Involvement in our Young Transformer Programme creates opportunities for pupils to make a difference in their local community and beyond. Active participation and involvement in projects provides chances for pupils to improve their self esteem and motivation and develop confidence. As a result, they approach life with a more positive and resilient mindset.

Attendance and punctuality is also a key factor in achievement, engagement and progress. Funded places at Breakfast and After School Club are offered and support the attendance, punctuality and provision for pupil premium children. Additionally, these places ensure that children have access to a healthy breakfast and/or tea and support a varied and nutritious diet which has a direct impact on their concentration and academic performance. Soft Start also supports children's attendance; getting children into school earlier and therefore supporting punctuality.

Attendance is a weekly feature of our newsletter; classes with high levels of attendance are celebrated and reminders of the school policy and importance of high attendance are promoted. Attendance is tracked weekly to identify trends and letters are sent to parents whose children's attendance falls below thresholds, 1:1 meetings are held with senior leaders, including the Head of School in severe cases. This ensures that parents understand the impact of poor attendance on their child's academic and emotional development and offers opportunities to develop strategies to support including invites to morning boosters and offers of breakfast club. We work closely with BACME and have a school EWO who supports conversations with families.