

Pupil premium strategy statement (primary)

1. Summary information					
School	Calton Primary School				
Academic Year	2019	Total PP budget	£193,746.75	Date of most recent PP Review	13 th March
Total number of pupils	562	Number of pupils eligible for PP	148	Date for next PP Strategy Review	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the national standard or above in reading, writing & maths	53% achieved combined compared to 33% last academic year	70% (2017/18)
KS1-2 progress score in reading	FSM = -0.9 Inc E6 and Service = -1.6 An improvement of 0.72	0.31(2017/18)
KS1-2 progress score in writing	FSM = -2.6 Inc E6 and Service = -1.5 A decline from last years score	0.24 (2017/18)
KS1-2 progress score in maths	FSM = -0.38 Inc E6 and Service = -0.72 An improvement of 2.82	0.31 (2017/18)
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Children from disadvantaged families are not reading enough or being exposed to new vocabulary. They have narrow experiences of the wider world.	

B.	Low attainment on entry – below EYFS national standards
C.	A range of complex needs; 28% of FSM children have a special education need, others suffer with mental health issues, low level confidence and resilience.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance and a lack of engagement in home learning tasks.

4. Out	Success criteria
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A.	PP children will make accelerated progress	Interventions will enable pupils to close the gaps in their learning whilst quality first teaching will enable them to master the curriculum that they are working within.
B.	More disadvantaged pupils will complete home learning activities.	Opportunities for catch up will be more widely available in school, parents workshops and resources will enable more parents to offer support.
C.	Attendance rates will improve	PP attendance is in line with Non – PP attendance
D.	Disadvantaged pupils will have access to a rich and varied curriculum	School trips and paid enrichment activities, swimming lessons and residential breaks will be paid for FSM children.

5. Planned expenditure

Academic year					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
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?
Disadvantaged children will have access to a rich Curriculum	The school Curriculum will be reassessed, remapped and made fit for purpose	The EEF states that: Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level. How effective is it? There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	INSET days will be focused on the development of the Curriculum. Subject areas will be assessed and tracked more closely using the new tracking system 'Insight'	AP	Autumn, Spring and Summer Term

Disadvantaged children will make better than expected progress in Maths	<p>The maths curriculum will be mapped out in to smaller steps.</p> <p>Maths will continue to take place first thing each morning, using the same structures which have been introduced last academic year; including mini maths.</p> <p>Inter Rail targets will be adapted and monitored closely with year group targets set. Fewer Inter Rail targets are needed in order for Y4 to have learnt all of the times tables Y/4 teaching timetabling of Inter Rail needs to be reviewed</p> <p>Improve the quality of bar modelling teaching. Mini Maths will be taught to address gaps within each year group.</p> <p>White Rose data to be used in each Pupil Progress meeting</p> <p>Resources to be used regularly to support all maths sessions.</p> <p>Improve the quality of the mastery work within books.</p> <p>EYFS – will make changes to the curriculum and the order in which they teach the learning objects.</p> <p>EYFS - to increase available resources and use them effectively</p> <p>Resources need to continue to be used frequently and consistently</p>	<p>The EEF states that: The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress. However, there appears to be less benefit for lower attaining pupils than others.</p> <p>The Mastery groups which we were a part of last academic year recommended all of the approaches which we have adopted.</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching</p>	<p>Shared objectives with all staff</p> <p>Staff training – bar modelling</p> <p>Learning Walks</p> <p>Pupil Voice</p> <p>Work Scrutiny</p>	KN, NT, HM	Autumn, Spring and Summer
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English – Reading comprehension and Phonics	<p>See Reading Action Plan</p> <p>Continue to embed RWI</p> <p>Teach reading comprehension skills more explicitly</p>	<p>The EEF states: Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves (see also Metacognition and self-regulation).</p> <p>How effective is it? On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split</p>	<p>Shared objectives with all staff</p> <p>Staff training</p> <p>Learning Walks</p> <p>Pupil Voice</p> <p>Work Scrutiny</p>	LT, FK	Autumn, Spring and Summer
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Writing – as this is a priority at KS1 and KS2	See Writing Action Plan	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching			
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Disadvantaged pupils will have lots of opportunities for collaborative learning	Lessons will be carefully planned to contain opportunities for purposeful collaboration	A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.	Shared objectives with all staff Staff training Learning Walks Pupil Voice	SLT	Autumn, Spring and Summer
Disadvantaged pupils will receive valuable feedback about their work	Marking policy will be revisited with all staff High expectation of teacher and pupil response in books	The EEF states: 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', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.	Work Scrutiny Pupil voice	SLT	Autumn, Spring and Summer

SLT will become more knowledgeable about how metacognition and self – regulation can improve outcomes for disadvantaged children	Begin to research Trial and test strategies on a trial class	The EEF states that: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	SLT agenda item Seek staff interest Select a class for the trial	KN	Autumn, Spring and Summer
Disadvantaged children will receive targeted in class support	LP's will continue to work within the classrooms during English and Maths lessons to support individuals and small groups with their learning	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.	Monitor the support of LP's during whole class teaching – Helicoptering in Maths	JBD	Autumn, Spring and Summer
Early intervention	Improve links with feeder playgroup	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.	Leader assigned to Playgroup Playgroup invited to all training /staff meetings	MN	Termly

Total budgeted cost					71, 624.00
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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?
Disadvantaged pupils will make accelerated progress	Early Years Interventions Disadvantaged pupils in EYFS will receive one to one or small group tuition for Reading and Inter Rail targets. This will begin in the second half of the autumn term once the children have had chance to settle in to school life.	<i>The EEF states that:</i> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	A qualified teacher has hours assigned to this role This will be monitored and regular meetings will take place to review this provision KN to meet regularly with Middle Leaders to ensure the provision is effective KN to ensure that appropriate training and support is available for the staff delivering the interventions Interventions to work on a rolling programme so that key learning from lessons is not	KN	Every half term

Disadvantaged pupils will make accelerated progress	<p>One to one and group work Y1 - 6</p> <p>Disadvantaged pupils from Y1 – 6 will receive one to one or small group tuition for Reading and Inter Rail targets</p>	<p><i>The EEF states that:</i> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.</p>	Two LP's and members of SLT will work to deliver the interventions across the school KN to meet regularly with Middle Leaders to ensure the provision is effective KN to ensure that appropriate training and support is available for the staff delivering the interventions Interventions to work on a rolling programme so that key learning from lessons is not missed.	KN, SLT	Every half term
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For disadvantaged children to be ready to access the Curriculum, socially and emotionally	<p>Pastoral support The Pastoral Team will support children behaviourally, socially and emotionally</p> <p>The Family Support worker will support children's families</p>	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.	<ul style="list-style-type: none"> • Pastoral members assigned to each phase • Mentoring, group work and pastoral support administered where needed • CPOM system embedded to ensure that communication is effective. • Tracking system used to rate the effectiveness of pastoral interventions. • Nurture groups 	JBD	Autumn, Spring and Summer
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Attendance rates will improve for disadvantaged children	Attendance officer assigned to the role	<p>Primary schools that maintain or improve pupils' attendance pay consistent attention to it and use a variety of strategies rather than just one particular approach. In a report published today, Estyn highlights the various strategies employed by schools that have successfully tackled poor attendance.</p> <p>The report, 'Effective practice in improving attendance in primary schools', contains case studies of best practice from primary schools across Wales. Inspectors found that schools with consistently good or improved attendance:</p> <ul style="list-style-type: none"> Create a welcoming environment for pupils Have a clear attendance policy Engage well with pupils and parents Analyse and monitor data about absence and the reasons for it Evaluate the impact of attendance strategies Develop strong links with community support services Have specified staff responsible for improving attendance Use appropriate rewards and incentives Involve school leaders and governors in evaluating attendance strategies 	See Attendance Action Plan	SB, MH	Meetings every 6 weeks
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For disadvantaged children with SEND to make rapid progress through individual targets	SEND support F grade LP's within each phase will work specifically on My plan targets	<i>The EEF states that: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i>	<ul style="list-style-type: none"> • SLT continue to take assemblies to ensure that regular meetings can take place between staff members • My plan targets are shared and monitored 	JBD	Autumn, Spring and Summer
Total budgeted cost					Pastoral Team - 50% £65,840.00 Vulnerable Children Teachers £30,231.00
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?
For disadvantaged children to have access to a wider range of experiences and spend more time in an educational environment	Extended school hours through the promotion and tracking of after school clubs for disadvantaged pupils	<i>The EEF states that this has a low impact for a moderate cost. However, the after school clubs already run so this wouldn't be an additional cost taken from the PP budget – but means more thorough monitoring of the choices that disadvantaged children are making. The EEF does state that it can add plus 2 months.</i>	Middle leaders will be responsible for tracking the clubs which the disadvantaged children in their year group attend. Where children are not accessing extra-curricular activities conversations will be had with parents/carers to try to establish why and provision put in to place to support with this.	KN	Termly

Increased parental engagement in home learning tasks	Educate parents on the home learning tasks which are set and how they can best support their children at home	<i>The EEF states that this has a low impact for a very low cost.</i>	Doodle Maths demonstration Reading Comprehension questions and reading prompts demonstrated and copies given Read, write, check sheets to be shared for spellings AP to monitor and track WOW book data for these pupils	KT, AP, KN	Termly
Staff aspirations	Ensure that staff are as aspirational as possible for the disadvantaged pupils in school using a growth mind-set approach.	Use growth mind-set materials regularly within the classroom and in daily practice.	Aspirational wall on display in the Year 5 and 6 area – based on past pupils achievements. ST to advertise for ex – pupils to come forwards for this	KN, ST	Termly
Responsibility	Disadvantaged children will take on more areas of responsibility throughout school	The Pupil premium Review carried out this year states that children could gain valuable experience through having more responsibility	SLT to decide on roles that children can have throughout school. Monitor that these roles are being actioned effectively.	SLT	Termly

Trips and Residential	All trips and residential trips will be funded for disadvantaged pupils	This encourages parents to sign up initially now that UIFSM are in place. This also ensures that disadvantaged children access all areas of the curriculum	Regular meetings with SBM, FM. Check FFT for any missed information. Ensure that new joiners are given the correct information and support on how they can sign up for funding	KN, SLT, FM, SBM	Termly
For disadvantaged children to be ready to access the Curriculum, behaviourally, socially and emotionally	Educational Psychologist sessions so that we can address the needs of individuals	Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils – NFER Report	Ensure that coaching and mentoring has taken place with class teachers and advice has been followed where given. My Plan targets to address recommendations	JBD	Termly
Total budgeted cost					Trips P05 £1,500.00 Yr 4 residential P05 £2,400.00 Yr 6 residential P05 £1,680.00Ed Psychology Sessions (50%) P05 £4,200.00

6. Review of expenditure

At KS1 of 23 disadvantaged pupils; Three children made accelerated progress in **Writing** two from EYFS EXP – GDS and one from EYFS EME - EXS. 2 children who were expected at EYFS did not get expected at KS1.

4 children made accelerated progress in **Reading** from EYFS emerging to KS1 Expected. 1 child made accelerated progress from EYFS Expected to KS1 GDS. 1 child who was EYFS expected achieved KS1 WTS.

1 child made accelerated progress in **Maths** from EYFS emerging to KS1 EXS. 1 child made accelerated progress from EYFS EXS to KS1 GDS. 1 child who was EYFS Expected achieved KS1 WTS.

This data shows a conversion improvement for last year.

For **FSM**:

74% children achieved EXS standard or above in Reading.(compared to 53% last year)

68% children achieved EXS standard or above in Maths (compared to 57% last year)

58% children achieved EXS standard or above in writing (compared to 50% last year)

This demonstrates an **improving trend** for disadvantaged pupils over the last two years. However it does indicate that **writing attainment** is lowest in comparison to the other areas at KS1 and KS2.

At KS2 of the 17 FSM pupils; Overall 2B pupils have attained the best

Maths				Reading				Writing			
1 – 86	2B – 102	2A – 100	3 - 108	1 – 85	2B – 89	2A – 100	3 - 102	1 – PKG	2C – WTS	2B – EXS	2A - EXS
1 – 87	2B – 103	2A – 108	3 - 111	1 – 90	2B – 100	2A – 107	3 - 117	1 – PKG	2C – WTS	2B – EXS	3 - GDS
1 – 91	2B – 104	2A - 109		2C – 92	2B – 100	2A - 107		1 – WTS	2C – EXS	2B - EXS	
2C – 92	2B – 104	2A - 111		2C – 93	2B – 104	2A - 110		2C – WTS	2C – EXS	2B - EXS	
2B – 101	2B – 105	3 – 104		2C – 102	2B – 107	2A – 111		2C – WTS	2B – EXS	2B – EXS	

Previous Academic Year	In house figures show how the percentage of disadvantaged children working at ARE has continued to increase;			
		summer 16/17	Summer 17/18	Summer 18/19
	Reading	51%	52%	59%
	Writing	41%	44%	48%
	Maths	47%	52%	59%
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach) ↗	Cost

<p>Disadvantaged pupils will make more rapid progress in Maths</p>	<p>Changed timetable to include more maths for all</p> <p>Mental recall skills scheme redeveloped to better suit the needs of the children</p> <p>New tests bought in to identify gaps and areas of weakness</p> <p>Three key teachers to attend Maths Mastery project group.</p>	<p>The changed timetable has been effective in improving the provision for the children. Lesson observations; drop ins and Governor visits have all identified that Maths has taken place first thing in the morning.</p> <p>The mental recall scheme was redeveloped to align with all year group objectives and a 'reset' of targets will come in to play in September.</p> <p>The tests have been used as part of Pupil Progress meetings to identify pupils requiring support and work has then been put in place to help to close the gap.</p> <p>Three teachers have attended the Maths Mastery project.</p> <p>Puma data shows significant improvements in all areas</p> <p>Data for Maths is much improved for disadvantaged pupils</p> <p>Inter Rail Data for disadvantaged pupils shows that in 12 out of 20 classes disadvantaged pupils have made better progress than non and 46% have made accelerated progress.</p>	<ul style="list-style-type: none"> • Smaller steps are required • Mini Maths helps to recap concepts more frequently • Resources need to continue to be used frequently and consistently • Fewer Inter Rail targets are needed in order for Y4 to have learnt all of the times tables • Y/4 teaching timetabling of Inter Rail needs to be reviewed 	
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Feedback	Redesigned and implemented marking policy.	<p>Policy shared with all staff – yes all aware of requirements</p> <p>Regular book reviews – yes, through external and internal sources and consistent feedback given</p> <p>Phase meeting time dedicated to marking effectively – yes and modelled</p>	High quality feedback needs to be more closely monitored particularly for higher attaining pupils in Maths	
Individualised Instruction	Individual targets to be set in Reading, Writing and Maths	<p>Template and stickers issued to staff</p> <p>Training given on types of targets</p> <p>Time dedicated to target gives</p>	<ul style="list-style-type: none"> This was too time consuming for staff and was not updated regularly. It will not be used next year in the same way. 	
Children and staff continue to develop a 'Growth Mindset'	Embed the ethos of high attainment for disadvantaged children	<ul style="list-style-type: none"> The staff communicated the key messages from the NCETM. Growth Mindset songs were played in assembly. Growth mindset books shared in each classroom. Sharing the key messages from the children recorded on video – in each class. Aspirational targets were set for the children through Pupil Progress Meetings 	<ul style="list-style-type: none"> Continue to set aspirational targets using FFT 	

Disadvantaged pupils consolidate learning in areas that they are finding particularly challenging	<p>Weekly meeting between TAs and Class Teachers.</p> <p>Training for TA's in the key areas that they will be delivering</p>	<p>SLT took Monday and Wednesday morning assemblies so that Teacher and TA's have time to catch up and plan and discuss the interventions to support disadvantaged pupils.</p> <p>Phase meetings focussed on how these meetings could be most effective and the type of information that needed to be shared.</p> <p>DHT organised a thorough training schedule for LP's</p>	<ul style="list-style-type: none"> • Meetings need to continue as they have been effective in aiding communication • Recap with staff at the beginning of the academic year the importance of these meetings and what each should be focussed on 	
Phonics progression will be rapid, spelling ability for pupils will improve	School will now use the RWI programme to deliver an effective phonics programme to the children	This has been embedded, monitored closely – internally and externally. Data for disadvantaged pupils is strong.	<ul style="list-style-type: none"> • This needs to remain as high priority • Staff training and effective environments are essential 	TA - 25% £72,330.00

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Gaps are eliminated	All disadvantaged pupils will work with a qualified teacher outside of the classroom for individual and group tuition	<p>The number of disadvantaged children working at age related expectations has risen.</p> <p>The number of disadvantaged pupils making expected and better than expected progress last academic year was;</p> <p>Reading – 85% (the very large majority) of disadvantaged children have made expected progress with 16% having made accelerated progress.</p> <p>Writing - 75% (the large majority) of disadvantaged children have made expected progress with 17% having made accelerated progress.</p> <p>Maths - 79% (the large majority) of disadvantaged children have made expected progress with 17% having made accelerated progress.</p>	<ul style="list-style-type: none"> The cost of the intervention was unsustainable but the structure and content of the interventions worked well Inter Rail targets and Guided Reading at the children' PM benchmarked levels had a good impact on the children's progress. 	<p>VCT Teacher s £56,901.00</p> <p>£11,544.00</p>

Disadvantaged pupils move through Inter rail passes at a faster rate than non-disadvantaged pupils, including low ability disadvantaged pupils	Disadvantaged pupils completed extra sessions	Inter Rail Data for disadvantaged pupils shows that in 12 out of 20 classes disadvantaged pupils have made better progress than non and 46% have made accelerated progress.	<ul style="list-style-type: none"> • More home learning tuition is needed for the parents of disadvantaged pupils as not enough of them are practicing the targets at home. • Additional support does allow the children to progress through the targets. 	
More disadvantaged pupils enter Year One ready for the National Curriculum	Disadvantaged pupils completed extra phonics and Inter Rail sessions	<p>In Maths 73% reached ARE compared to 56% last academic year</p> <p>In Reading 82% reached ARE compared to 39% last academic year</p> <p>In Writing 54% reached ARE compared to 39% last academic year.</p>	<ul style="list-style-type: none"> • Intervention for EYFS will continue focused on the same areas as the impact was clear 	
Extending school times for disadvantaged pupils			<ul style="list-style-type: none"> • 	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

For disadvantaged children to be ready to access the Curriculum, socially and emotionally	Pastoral Team Key members assigned to each phase	The pastoral team worked with a significant number of disadvantaged pupils this academic year on.	The team are an essential aid for the children	Pastoral £61,282.00 Educational
Mentoring is available for children who are in need of emotional or academic support.		As above		
Disadvantaged pupils attendance is in line with non – disadvantaged pupils attendance				

<p>Parents will be better equipped to support their children with home learning activities; in line with home learning policy</p> <p>The completion of home learning activities for disadvantaged pupils will be in line with that of non-disadvantaged pupils.</p>	<p>VCT team to deliver practical advice and resources to parents to support with home learning</p>	<p>During parents evening the vulnerable children's teachers ran a stall with a range of resources available to support parents. They held morning homework workshops where they could support parents with the aspects of home learning.</p>	<ul style="list-style-type: none"> • More formal workshops with invitations need to be held • Regular teacher feedback in between parents evenings need to take place 	
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.