

Notley Green Primary, Braintree

The school is larger than the average-sized primary school. Children are taught full time in the Reception classes. Most pupils come from White British backgrounds. The proportion of pupils who are eligible for the pupil premium, which provides additional funding for disadvantaged pupils in local authority care and for pupils known to be eligible for free school meals, is broadly average. The proportion of disabled pupils and those who have special educational needs is below average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6. The school became a sponsor academy in November 2012, under the newly formed CHANGE Schools Partnership Multi-academy Trust. The Trust includes another school in Essex. The school works very closely with the cluster of local primary and the secondary schools.

Approaches Used:

Family Emotional Support Worker-

In order to assist the increase of families that require support, a Family Emotional Support Worker was employed and part-funded through Pupil Premium grants. Over time and through the Family Emotional Support Worker, the parents and disadvantaged pupils built up a strong relationships with the school. These relationships have enabled parents to 'open-up' and 'speak freely' about the support they need and ask what they can do to help their children.

Breakfast Club

To improve disadvantaged pupils attendance and support the morning routines of these families, a breakfast club is available to them. Some parents and carers have difficulty ensuring their children get to school on time due to many challenging circumstances. Parents and carers were engaged and motivated by this initiative and were welcoming of the support, knowing that their child will be heard read, helped with home learning and provided with a healthy breakfast which some families were unable to provide. This enables children to have a 'good' start to the day.

Transport Programme

A number of our disadvantage pupils come from single parent families. At times, the parent has been unable to bring their children into school. In order to prevent non-attendance, we have set up a scheme where 'one-off' transport to school is organised.

PAW-(Pet At Welbeing)

The PAW programme supports pupils, including those who are disadvantaged in raising their self-esteem and confidence which ultimately raises their attainment. Parents and carers of these children must meet with the therapist and attend pre sessions of the programme in order to establish a baseline of where the children are in terms of their emotional wellbeing. Following the 6 session programme parents are invited to meet with the therapist again where impact is established and reviewed.

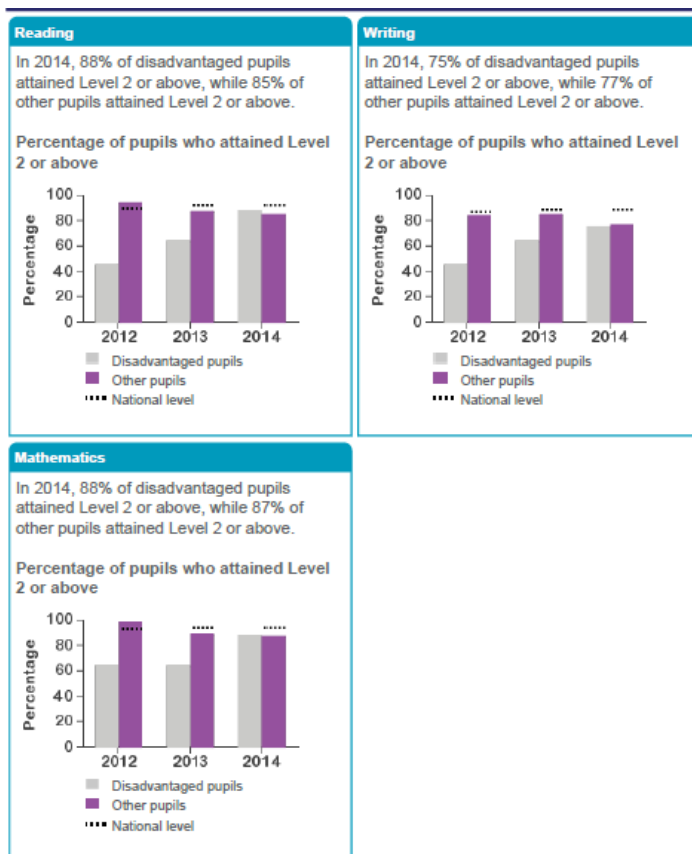
Parent Workshops

Parents and carers of disadvantaged pupils were invited to attend some Maths and English workshops. These workshops provided support on how to work with their children at home and prepare them for SATs and other future learning. Parents who attended were given free support materials and revision books.

EYFS- Home Visits

Over the last few years we have found that the impact of Home Visits has been extremely helpful in terms of early identification of vulnerable and disadvantaged families including making initial steps in building relationships with these families. It is here where the initial trust and partnership begins and we have found that if the links are strong they continue throughout the time the children are at school.

Impact-



Wethersfield C of E Primary School, Braintree

The school is much smaller than the average-sized primary school. Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is well below average, as is the proportion of pupils who speak English as an additional language. Only a small number of pupils are eligible for the pupil premium. This is additional funding that schools receive for pupils who are known to be eligible for free school meals, those in local authority care and other groups, including children of service families.

Approaches Used:

Families and Schools Together, (FAST)

Employment of team to work with the families of disadvantaged pupils. Their work has been very successful in engaging parents and addressing a variety of issues such as children's behaviour and attendance.

They have worked in school with groups of children on self-esteem, friendship issues, carried out home visits to support parents with children's challenging behaviour at home and discussed barriers to attendance.

The team has provided support for a child who arrived in September in year 3. (her fourth school). The FAST team worked with the child and parents and the child has now settled well and is still there at the moment.

Great Bradfords Junior School, Braintree

The school is larger than the average-sized primary school where the proportion of disadvantaged pupils supported by the pupil premium is average. Pupil premium funding is for pupils known to be eligible for free school meals and those looked after by the local authority. The proportion of disabled pupils and those who have special educational needs is below average.

Approaches Used:

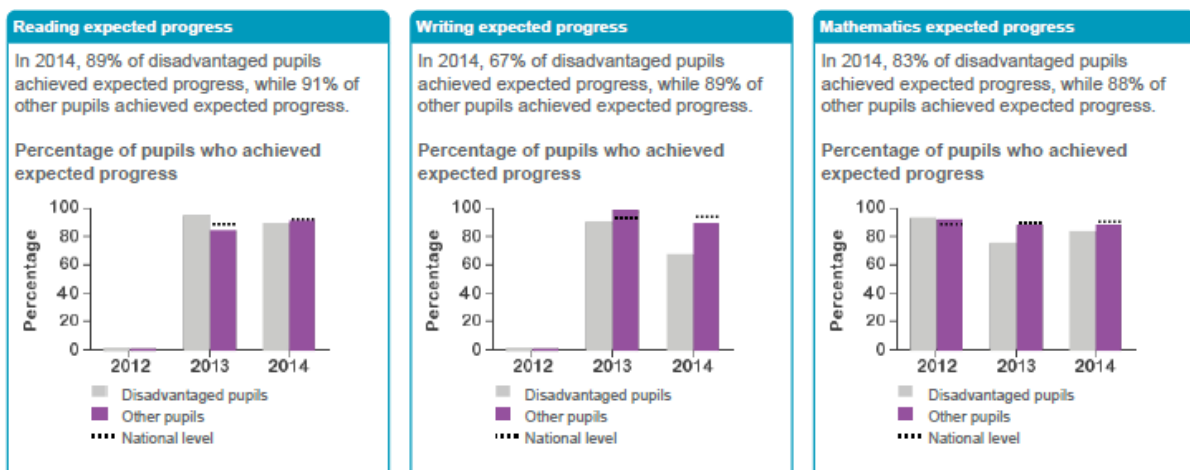
Pastoral Leader and an SEN Manager.

They are both from the local area and know several of the families really well. They also have a way of reaching and communicating with parents that evades some of the teachers and leaders

The Pastoral Leader stands on the door every morning, meets and greets the pupils and makes contact with specific children and parents as they come to school. She is a trained bereavement counsellor for children which is significant for disadvantaged families who may require specific support.

The SEN Manager supports individual pupils who have social and emotional issues alongside their SEN. Good relationships have been made with parents of disadvantaged pupils. These parents are comforted knowing that the SEN manager has secure knowledge of the local support services for families. This enables the parents to know who to contact for support and guidance. The ability to communicate some hard hitting messages to parents in such a way that they accept them has had particular success with parents of disadvantaged children.

Impact



John Ray Infant School, Braintree

Approaches Used:

Achievement for All.

Employ a teacher to work with disadvantaged children in small groups on basic skills. There is a high level of contact with the parents through regular drop-in days and a fortnightly newsletter.

Structured conversations

Parents of disadvantaged pupils are offered a 30-45 minute meeting with the teacher each half term as well as a learning conference the alternate half term. Structured conversations give time for the parent to talk about other home issues that are impacting on their children. These meetings enable teachers to give them easy next steps activities to do with their children. They are provided with packs of resources.

Home School Family Worker

The parents and disadvantaged pupils built up a strong relationships with the school. These relationships have enabled parents to 'open-up' and 'speak freely' about the support they need and ask what they can do to help their children.

Breakfast club

This is funded by PPG and is only for PPG and vulnerable children. It is run by the pastoral LSA. The club enables parents to have support in their daily morning routines especially for those that have challenging home lives.

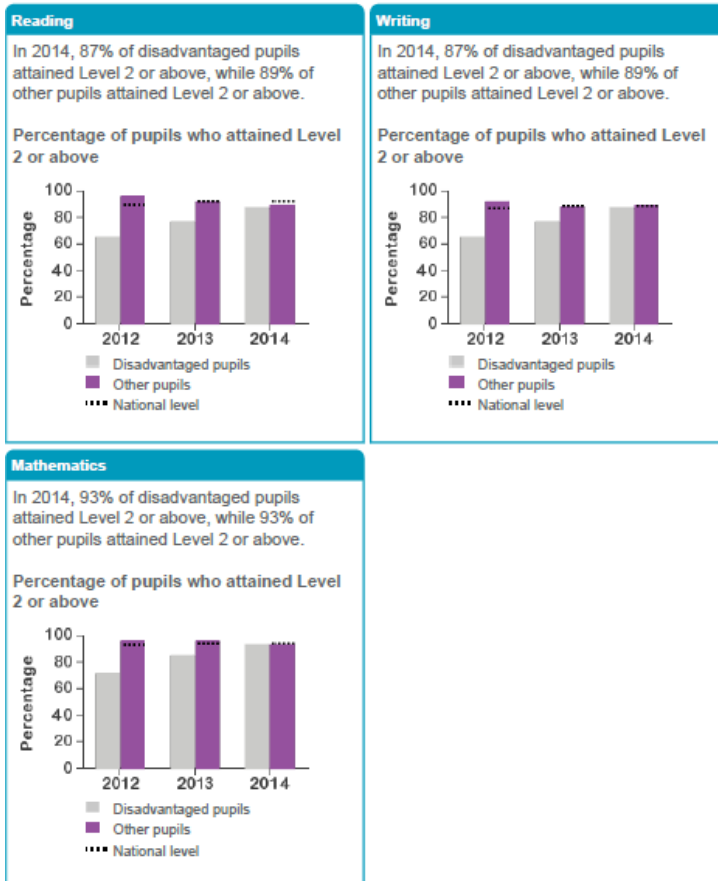
Tea and Chat

On Friday afternoons a tea and chat session enables vulnerable parents come and meet with other parents in a safe and comfortable environment. This has proven effective with ensuring disadvantaged families are informed with the latest school information verbally rather than through written communications which are not always successful.

Headteacher and Deputy 'Daily Meet and Greet'.

A basic and simple approach-, Headteacher and Deputy at the school gate every morning. This has proved to be an excellent way of seeing families and They also know that we're approachable We are also able to just make a mental note of how various parents are looking etc.

Impact:



Beckers Green Primary School, Braintree

This is an above-average-sized primary school with 11 classes, serving the local community. The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or through a statement of special educational needs is also above average. Many of these pupils are disabled or have special educational needs, often emotional and behavioural difficulties. The proportion of pupils supported by the pupil premium is well above average. The school has established links with the local housing association, and shares an attendance officer with five local schools.

Approaches used:

Extended 'Parents Evening'

Parents evenings run for a whole week. This has raised the number of parents who attend as the whole week can benefit a variety of different home lives and routines. The amount of time dedicated to a parent was also increased to provide a quality meeting.

Outcome Afternoons

Each class has at least 2 outcomes a term, sometimes in partnership with another class. The aim is to involve parents in activities with their children and to share learning that has taken place. Outcomes take place during school hours.

Examples: Year 5 and 6 tea dances: - Children had learnt ballroom dancing during PE lessons and were invited into school to watch the dancing, have a scone and dance with their children.

Romans Afternoon for Year 3:- Included the chance for parents to stage an attack on their children with foam balls as they defended themselves with Roman shields. This also included a food tasting session for parents while laying on a couch of cushions and listening to Roman speeches written by the children.

Anglo Saxons afternoon - Tasting of traditional Anglo Saxon recipes, chance to weave with their children and create jewellery.

Foundation stage - colour and pattern afternoon where parents took part in a tie dying activity with their children and a traditional tales afternoon with storytelling and art.

Outcomes are separate to class assemblies or performances and are a non-threatening, social event for parents. The school found that attendance at these events was excellent and a fantastic opportunity for the children to share their work.

Information pods

Getting the message across to disengaged parents via outside information pods. The school have subscribed to The Life Channel and they provide outdoor pods which broadcast a

range of public service films and school material. The school are soon to have a larger pod in the playground so that **all** parents can see it and children can watch during play and lunch. The pods can be programmed to show fitness and dance videos to keep the children active during the breaks.

The channel can also be accessed via the school website so that parents can watch the material at home. The school hopes to create their own films as soon as possible to engage parents further. Ideas so far are to have a weekly news broadcast carried out by the children and videos showing how to read effectively with children at home (focus on questioning).

The content from Life Channel changes half termly and links to the National Curriculum and other important topics. Headlice, absence, British values, Trips etc.

