

Pupil premium strategy statement – Danebury School

Danebury Pupil Premium Intent

At Danebury School we believe that every young person, regardless of their starting point, possesses the potential for success. Talent knows no bounds, but some pupils face more significant barriers and obstacles on their path to realising their potential and this is confirmed through the EEF research. At Danebury we are dedicated to developing exceptional teaching and targeted interventions with the aim of ensuring continuous progress for every student, and we strive for growth and improvement in every lesson.

We are driven by a holistic view of education that extends beyond exam results. Our commitment is to care for each student unconditionally equipping them with the skills, knowledge and abilities needed to thrive socially and emotionally and ensuring that no-one is left behind on their journey to success.

We also recognise that many of the barriers extend beyond the classroom, and we are committed to addressing them in or pursuit of excellence for all. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community. We intend that every student feels valued and truly part of the school. There will be a culture of belonging where every student feels like an important part of our school community and is nurtured and challenged to become a confident learner who can excel in a changing world. This will be developed through positive routines, relationships and responses, supported by ongoing CPD for all staff and clear communication of these to students, parents and carers. If required, further support for social and emotional issues, behaviour and additional learning needs will be provided by the staff and spaces in our pastoral hub. A high-quality pastoral system will be the foundation of this culture. Excellent relationships will be fostered between school staff, students, and their families.

Our intention will be shared with all stakeholders, including governors and owned by all who work with our young people. High aspirations will be the core of this approach, where all will celebrate the success of each child, both within and outside school, and into the world of work and further education.

High quality teaching and learning is at the heart of this approach, with a focus on the needs of our disadvantaged cohort. The attainment and progress of our non-disadvantaged students will be sustained and improved alongside their disadvantaged peers. There will be high expectations for all, with carefully scaffolded steps. We openly share what works and what doesn't and continually assess the impact of our actions. Our aim is to avoid stereotyped views and instead base our views on a deeper understanding of the individual needs of every pupil at Danebury.

Together we are building a support nurturing environment where everyone can excel.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	01/12/23 Review 01/12/24
Date on which it will be reviewed	01/10/25
Statement authorised by	J McKeown
Pupil premium lead	A Collins
Governor / Trustee lead	J. Lehrle-Fry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,475
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£83,475

Part A: Pupil premium strategy plan

Statement of intent

Our Strategy recognises that reading and attendance are two of the two biggest barriers to progress for disadvantaged children according to an analysis of schools' Pupil Premium statements. Our strategy for 23-26 is based on EEF research guidance and focused on three key areas:

1. High quality Teaching
2. Targeted academic support.
3. Wider educational strategies

To build our strategy we have used the most recent EEF guidance and research:

[Pupil Premium menu evidence brief.pdf.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1024/Pupil_Premium_menu_evidence_brief.pdf.pdf)

Challenges

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

Challenge number	Detail of challenge
1	We recognise that our internal and external assessments indicate that Maths and English attainment at the end of KS4 has been below that of non-disadvantaged pupils over the past two years and below national.
2	We recognise that post-pandemic some of our more disadvantaged students have felt less connected to the wider school community, impacting on their attendance. Our attendance data over the past two years indicates that the attendance of our disadvantaged pupils is between 6-8% below non-disadvantaged and below the national average. Persistent absence for this group of pupils is also higher than national. 37.6% of disadvantaged pupils have been absent compared to their peers over this time. We want to create a greater sense of belonging and inclusion for every child, with no child feeling marginalised due to the challenges they face.
3	Our assessment, observations and discussions with pupils suggest disadvantaged pupils have greater difficulties with reading than their peers. This negatively impacts their development as readers. Our internal data also highlights that 35.8% are reading below chronological age.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged

	pupils continues to be affected by the partial and whole school closures on COVID 19. These findings are supported by national studies. Pupils who are disadvantaged and have SEND needs (14%, 45 children. Danebury) in school report this.
5	<p>Our assessments, observations and discussions with pupils and families have demonstrated that over the past two years disadvantaged pupils are more likely to be awarded negative behaviour for learning points and the progress made in lessons is slower. Teachers' referral for support remains high. 14% (45) pupils require additional support with social and emotional needs. 20 pupils have small group interventions and provisions.</p> <p>We recognise that post-pandemic some of our more disadvantaged students have felt less connected to the wider school community. We want to reinvigorate a greater sense of belonging and inclusion for every child, with no child feeling marginalised due to the challenges they face</p>

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
1. Danebury has an embedded pedagogical model that ensures high quality teaching, assessment and a curriculum which responds to the needs of all pupils.	<p>Sustained high quality teaching with significantly improved outcomes for pupils, especially those who are disadvantaged by 25/26:</p> <ul style="list-style-type: none"> -FFT 50 targets exceeded -Incremental progress towards FFT 20 -A higher percentage of disadvantaged pupils will gain English 4+ 66% Maths 4+ 60% <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Danebury will focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>Our pedagogical model is designed using Rosenshine and underpinned by a metacognitive approach.</p> <p>High quality CPD supports the retention and recruitment of staff.</p>
2. Improved reading amongst disadvantaged pupils	<p>Improved Reading ages by 2024/2025</p> <p>Internal data</p>

	<p>We will use data to ensure there is targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. This includes reading intervention so that all pupils reading at their chronological age by the end of Year 9. A systematic phonics programme will support those who haven't secured their decoding skills, reading comprehension interventions will increase understanding of texts, reading fluency interventions will support those identified as not secure in reading fluency, our DEAR time strategy will foster a reading culture that helps widen vocabulary and literacy skills.</p>
<p>3.Improve oral language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident through a triangulation of:</p> <ul style="list-style-type: none"> -engagement in lessons -book scrutiny -formative assessment <p>Disadvantaged pupils with SEND need the greatest amount of excellent teaching. Consistent, specific approaches to supporting these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Voice 21 strategies will build explicit oral teaching and learning into the curriculum.</p>
<p>4.Supporting pupils' social, emotional and behavioural needs</p>	<p>Sustained and high levels of positive behaviour and attitudes by 24/25</p> <ul style="list-style-type: none"> - Qualitative data for pupil voice - A significant reduction in bullying - Reduction in negative points <p>We will identify social and emotional skills and support through a range of therapeutic interventions, supporting effective learning which will impact positively on outcomes later in life. Danebury considers whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>
<p>5.To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high attendance by 24/25</p> <ul style="list-style-type: none"> -The overall unauthorised absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged and non-disadvantaged reduces by 2%

	<p>-The percentage of pupils who are persistently absent being below 25% and the figure for disadvantaged being no more than 5% lower than their peers.</p> <p>We use a range of approaches which aim to improve school attendance. Building strong relationships with targeted parents and wider parental communication approaches will be used by our pastoral team in supporting pupil attendance.</p>
6.To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged.	<p>Sustained high levels of wellbeing by 24/25</p> <ul style="list-style-type: none"> - Qualitative data for pupil voice - A significant reduction in bullying - A significant increase in participation in enrichment activities, particularly among disadvantaged. - <p>We will enhance parental contact and engagement. These are actions that are consistently associated with improved academic outcomes.</p> <p>Through our Danebury Champions we will develop practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, which can prove effective for schools. Setting smart targets with the pupils to support the development of self-efficacy.</p>

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: £58,432.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Danebury School will focus on building teacher knowledge and pedagogical expertise, curriculum development, and the	“Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.”	1,3

<p>purposeful use of assessment.</p> <p>The explicit teaching of metacognitive strategies will support pupils move towards independence, impacting positively on progress.</p>	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#non-eligible-pupils</p> <p>In some cases, this may include the selection of high-quality curriculum materials, such as investment in the use of standardised GL assessments.</p> <p>Our pedagogical model is designed using Rosenshine and underpinned by a metacognitive approach. This includes embedding dialogic activities that evidence demonstrates impacts highly on reading.</p> <p>High quality CPD will support the retention and recruitment of staff.</p>	
<p>Purchase of standardised diagnostic assessments</p>	<p>Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help receive the correct additional support.</p>	<p>1,2, 3</p>
<p>Purchase of Educake, Little Wandle and Accelerated Reading Programmes to enhance Maths and Reading skills</p> <p>Reading interventions will include: Phonics Comprehension Peer reading</p>	<p>The Educake platform will develop the retention of key knowledge in Maths, Science, English, Humanities, MFL and PE, building independence and self-efficacy amongst pupils. This will provide teachers with diagnostic data to inform planning and address misconceptions.</p> <p>From the EEF teaching and learning toolkit. Reading comprehension strategies - Very high impact for very low cost based on extensive evidence – Reciprocal Reading</p>	<p>6</p>

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

Budgeted cost: **Total £8347.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<i>Maths Intervention</i>	We will use data to ensure there is targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	1, 4, 5
<i>Reading Intervention</i>	We will use data to ensure there is targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	2, 4, 5

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

Budgeted cost: £16695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Behaviour and Pastoral Lead to ensure targeted interventions are timely and impactful	We recognise that social and emotional skills support effective learning and are linked to positive outcomes later in life. The appointment of a Behaviour & Pastoral Lead ensures that a range of targeted interventions are planned and implemented, then tracked to monitor their effectiveness. The Lead can coordinate and quality assure, creating evidence of which are most successful, allowing us to target more effectively in the future.	4, 6
Recruitment of a Family Liaison Lead to support improvement with attendance	We use a range of approaches which aim to improve school attendance. Parental communication approaches and targeted parental engagement interventions will be used by our pastoral team in supporting pupil attendance.	4, 5, 6
Allocation of Danebury Champions	From the EEF teaching and learning toolkit. Mentoring - Low impact for moderate cost based on moderate evidence. We will enhance parental contact and engagement, work with	4, 5, 6

	<p>students to understand and remove barriers to learning and improve aspirations. These are actions that are consistently associated with improved academic outcomes. Through our Danebury Champions we will develop practical approaches to support students, fostering positive communications about learning that are actionable for schools. Setting smart targets will support the development of self-efficacy.</p>	
<p>Increase the offering and accessibility of trips and visits - increase the cultural capital of our students, ensuring the curriculum is brought to life, giving them further opportunities to demonstrate their empowerment and kindness values. Funds are allocated to ensure PP students are given priority and access an equitable range of trips.</p>	<p>Subject-to-background1-1.pdf published by the Sutton Trust evidences the positive impact that trips and visits can have on our PP students.</p>	

Total budgeted cost: £83,475

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress towards intended outcomes by the end of our current strategy plan (2023-26):

We have explored the performance of our disadvantaged pupils during the previous academic year, comparing to non-disadvantaged pupils and national data. Internal data shows that, for the previous academic year, there is a marginal gap between disadvantaged and none, a significant improvement for the school. Continued focus needs to be on closing the gap between the school and national benchmarks.

Intended Outcome 1:

Danebury has an embedded pedagogical model that ensures high quality teaching, assessment and a curriculum which responds to the needs of all pupils.

Impact:

Promising progress has been made towards the improved data goals. At the end of 2023/24 results indicated there was no gap between PP and non-PP pupils for progress 8. FFT 50 targets were met and there was evidence of progress made towards FFT 20. There were 20 PP pupils in total, 50% gained 4+ in English and 35% 4+ in Maths. 7 pupils met their FFT 20 targets and 4 exceeded in English, with 4 meeting in Maths and 1 exceeding.

A structured quality assurance process evidences that the Danebury pedagogical model is being implemented across the curriculum. Regular high quality CPD is delivered to staff, with pupils engaging more in their learning and able to identify and articulate commonalities in how they are taught. The ratio of participation in classes has increased to ensure the majority of pupils are active learners in their lessons.

Ongoing challenges and next steps:

To embed the pedagogical model, it is essential to ensure there is a consistency of implementation across the curriculum. This is being done through an instructional coaching programme. Further CPD for all staff will support adaptive teaching methods that underpin the pedagogical model and ensure every pupil has the opportunity to make their desired progress.

Intended Outcome 2:

Improved reading amongst disadvantaged pupils

Impact:

All students have benefited from the launch in 2024/25 of a new whole school reading initiative. A reading book is part of the essential equipment and every pupil in years 7 – 10 participates in 20 minutes of independent, supported reading every day. All Key Stage 3 and year 10 pupils have received baseline reading testing (GL & STAR assessment). A range of targeted intervention is in the early stages of implementation, and of those identified, 44.8% of pupils are disadvantaged.

Ongoing challenges and next steps:

There has been a successful start to the interventions, particularly with year 7. Initial observations carried out show that pupils are engaged which is an indication of successful. Careful monitoring of and collection of relevant data from the interventions will need to be carried out to identify early signs of success, along with the continued CPD of staff delivering the pilot phonics programme. This will lead to sharing of information with parents and carers, and staff to allow for continual adaptation to teaching within the classroom. In addition, quality assurance of DEAR will be regularly carried out to ensure that there is consistent good practice for all pupils.

Intended Outcome 3:

Improve oral language skills and vocabulary among disadvantaged pupils

Impact

Through an increased focus on oracy and vocabulary instruction as a SIP priority, classroom practice in all subjects is improving. CPD has been centred on developing Teacher's skills in their understanding of literacy, for example with *Turn and Talk*. School improvement visits have indicated that vocabulary instruction is evident in lessons and pupils are beginning to develop their knowledge and use of language further.

Ongoing challenges and next steps:

Nationally, disadvantaged pupils have lower literacy levels than their peers and it is essential that explicit focus on increasing the engagement of these pupils in their learning, through talk and vocabulary knowledge is a priority. Quality assurance will focus on the consistency of delivery in the classroom, with coaching used to aid progress. In addition, working on one simple strategy for vocabulary will support a more consistent and effective approach in this area, as advised in the October 2024 SIP visit. Oracy 21 will be used as a tool to improve oracy, with PP funding used for it.

Intended Outcome 4:

Supporting pupils' social, emotional and behavioural needs

Impact

A significant amount of work has gone into supporting the pastoral needs of our students. The pastoral team has increased capacity, with roles that now include key stage pastoral support officers and an ELSA. In addition, the reshaping of the behaviour management strategy, with simple consistent expectations, rewards and sanctions has had a positive impact. Disadvantaged pupils' positive to negative ratio has increased by 2%, from 93 to 95%, and there has been a reduction of negative points by 5751. Suspensions have decreased for disadvantaged pupils, from 66% to 35%. The continual decrease in this figure demonstrates how pupils are having a range of their needs met to create an inclusive culture. A number of our disadvantaged pupils also participate in alternative provisions, such as Fit4Life, to develop their social and emotional needs.

Ongoing challenges and next steps

To continue to see improvements in this area, further refining of the tracking of PP students with regard to the accessing of pastoral support will be carried out, to aim for

more proactive actions. Developing the engagement with home will be a key action to help pupils become more independent and self-sufficient, as well as helping parents and carers understand how social and emotional support can work effectively to create academic success. Behaviour strategies will include the quality assurance of practice within the classroom, particularly working with those pupils who repeat behaviours. Next steps include the implementation of educational workshops to help students understand how certain behaviours impact themselves and others.

Intended Outcome 5:

To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils

Impact

There is improved overall attendance throughout the school, with the gap between national and Danebury closed by 2.5%. However, there is still room for improvement with the PP students, particularly in the area of persistent attendance. The appointment of a family liaison lead has had impact on the pupil premium severe absences, with an improvement of 1.5 % improvement in their attendance.

Ongoing challenges and next steps

There is a necessity to develop further the links between home and school for our PP students to help them recognise the value of education and build trusting relationships that will help to raise their aspirations. Doing this will also improve pupils' wellbeing. Further progress is also to be made in how we support those who are PAs, celebrating their successes, ensuring the tone of communication is appropriate and sensitive and revisiting how effectively the attendance expectations are known by parents/carers, particularly of our PAs.

Intended Outcome 6:

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged.

Impact

The Test Valley Champions (mentoring for disadvantaged pupils) was introduced in 2023/24. 23 pupils were selected and received fortnightly meetings with a pastoral officer. Some successes were identified from the first round of the programme, such as improved attendance, with 70% having above 90% attendance, above the whole school attendance figure. In addition, an improved offering of trips and educational visits were available to pupils, including specific activities for PP pupils, such as the Tile Barn residential and an environment trip. PP funding supported both these events.

Ongoing challenges and next steps

Mentoring, particularly when run with close communication with parents, is a low-cost, high impact method of improving the wellbeing and support of disadvantaged pupils. An improved programme will be delivered to PP pupils with better tracking and monitoring, to ensure there is parity for all involved and intended outcomes are clear. This will include regular data collection to aid analysis. The offering of trips will continue to expand so that all our pp pupils leave Danebury having had the same experiences as

their peers. Pupil voice is vital to this process being effective and will continue to be collected regularly.

Summary of 2023/24 academic year

Overall Outcomes

Good progress Average progress / Minimal progress

Danebury is making steady progress with the implementation of the PP strategy. The priority of the school initially was to improve the wellbeing and culture, to ensure pupils were able to concentrate on their education. The improved pastoral provision has enabled this to happen, and therefore the focus is now on ensuring that the teaching and targeted academic support are effective and delivering necessary support for pupils. This is in place, with high-quality CPD that is creating engaging learning experiences. Early evidence of the effectiveness of this is in the closing of the gap between PP and non-PP P8 for academic year '23/'24.

Teaching

Good progress Average progress / Minimal progress

Danebury's pedagogical model ensures that there is a clear, consistent approach to teaching and learning for all pupils. The quality of teaching and learning is making steady progress through a structured CPD and coaching model. The school is on its way to ensuring that all planning and teaching is delivered through the eyes of our pp pupils and that where there are inconsistencies, this is supported effectively. All staff understand and recognise their collective responsibility towards literacy and are beginning to address this better for the pp pupils. All staff are using oracy strategies to increase the ratio of participation, and a more consistent approach towards vocabulary instruction with benefit all.

Targeted academic support

Good progress Average progress / Minimal progress

The launch of the reading intervention is still in their early stages, and too early to identify whether they are having impact. However, there is a clear strategy, based on reliable data and research-based intervention programmes. The pupils are engaging well, with good attendance to each session, and staff are being supported in their delivery. Tracking and monitoring of progress, alongside with quality assurance will help identify how effective the strategy is in the coming months. The maths tuition has been successful with targeted support for pupils in all year groups with maths experts. The majority of targeted pupils are engaging with the sessions and there is evidence of impact, particularly where they recognise the purpose of the intervention.

Wider strategies

Good progress / Average progress Minimal progress

Danebury's priority to improve the pastoral support is having a significant impact on the behaviour and attendance of all pupils, with improvements also building for our disadvantaged pupils. Attendance is improving in some areas and suspension rates are falling. Pupils are accessing a range of wellbeing alternative provisions and are beginning to take advantage of extra educational opportunities. All disadvantaged pupils had an additional provision in the previous academic year, and this will continue to grow as the provisions are evaluated and refined.

Last academic year marked the end of the previous TV strategy:

2024 key stage 4 performance data:

Progress 8: -0.38

Basics Grade 5+ 20%

Basics Grade 4+ 35%

Attendance for PP: 85.85%

Disadvantaged pupils made the most rapid improvement in attainment between Year 10 and Year 11. Our assessments, observations and discussions with pupils and families have demonstrated that over the past year disadvantaged pupils have felt more supported with their wellbeing in school. Our careers support for disadvantaged pupils is strong and continues to focus on supporting pupils making informed decisions. Gatsby Bench Mark achieves 100% of benchmarks year on year, NEETs 0%

Further information (optional)

Our assessments, observations, and discussions with pupils and families demonstrated that historical inconsistent teacher staffing has negatively affected disadvantaged pupils. We have worked hard to recruit high-quality teachers; we value our staff and have built a strong culture where people are at the heart of all we do. As a result of this, recruitment and retention have improved, and staffing is more stable. This is impacting positively, high quality CPD to improve teaching and learning has been well planned and is supported by experts from the HISP Trust. Progress and wellbeing of all pupils has improved.

Alongside this our assessments, observations, and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the partial and whole school closures on COVID 19. These findings are supported by national studies. Pupils who are disadvantaged and have SEND needs (14% 45 children Danebury School) in school report this.

One strategy to support pupils and family that is being initiated in 2024 is Danebury Champions 2024:

Danebury Champions is a mentoring programme for our disadvantaged pupils to increase their position within our school community and raise their aspirations. As part of this we will enhance parental contact and engagement. These are actions that are consistently associated with improved academic outcomes and sense of wellbeing.

Through our Danebury Tutoring we will develop practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, approaches that are actionable for schools. The process will include setting smart targets to support the development of self-efficacy.

What is a Danebury Champion?

A Danebury Champion's role is to support children and families. They will become an advocate for the pupil, at times linking families with other agencies and offering extra opportunities in school, for example joining a club or supporting the pupil with an ambition or aspiration they may have. Danebury Champions will try and remove any barriers that might get in the way of the pupil becoming the best they can be.

Alongside the commitment we make to ensuring quality first teaching, Danebury Champions will be listening, supporting, and seeking help if needed. Danebury Champions will meet children regularly to discuss:

-Progress and achievements-using class Charts to highlight and celebrate success

-Checking equipment

-Reviewing Attendance

-Discussing aspirations and careers

-Setting SMART targets for review in the next meeting

Our Danebury Champions will also contact parents/carers regularly to talk about their child, offer support, guidance or just be a person to talk to. They will support parents/carers to engage with school events, such as parents evenings and curriculum information evenings. We aim to offer our children something new and exciting with lots of talk about their futures, their happiness, and their well-being. Over time Danebury Champions will identify themes that would benefit pupils and organise trips to support schoolwork, college visits. This begun on 6/11/23.

9.2 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success

The link between pupils' behaviour, motivation, attendance, and academic achievement is clear (Day et al) and the EEF Teaching and Learning Toolkit identifies that parental engagement has a positive impact on average of 4 months' additional progress.

Communication should be two way: parents' happiness with how schools engage them increases when they feel consulted, but fifty percent of parents say they are not consulted (EEF 2019)

Simple messages, which are positive and focused on parents' efficacy are often the most effective. Rogers and Feller (2018) describes how parents made an extra effort to improve their children's attendance when told how many days they had had off, and that this was more than their children's peers, and then prompted with regular, brief prompts and tips.