

Purston Infant School Disadvantage Implementation Plan 2021/22/23 Spring Review update after Marc Rowland report.

Ofsted report July 2017 'There is scope to challenge the most able disadvantaged pupils' 'There is still work to do to ensure that disadvantaged pupils move closer to achieving as well as other pupils nationally and that the most able disadvantaged pupils are challenged further'

At Purston Infant school children often start nursery with very low starting points, particularly in speaking and listening skills. In turn, this can have a negative impact on their social skills, behavior, self-esteem concentration and reading and writing development.

Problem	Intervention	Implementation Activities	Final Outcomes
<p>How can we better include all of our pupils and their Parents/Carers in school life and learning?</p> <p>'Parental engagement strategies are typically more effective with parents of very young children' (EEF Teaching and learning Toolkit)</p>	<ul style="list-style-type: none"> • Use of Dojo as a two-way communication strategy. • Offering a blended approach to parent consultations. • Home visits for children starting nursery offered to parents/carers. 	<ul style="list-style-type: none"> • All teachers to communicate effectively on Dojo, updating the class story regularly and communicating with parents on a 1:1 basis when appropriate. • Both face to face and phone call appointments offered to accommodate all parents and carers. • Home visits to be under-taken by members of the Early Years Team. Expectations of starting nursery discussed including Development matters 'expectations of a 3 year old'. 	<ul style="list-style-type: none"> • Improved communication channels. • Earlier identification of additional needs through home visits, leading to earlier intervention and outside agency support and involvement. • Parents will understand the school systems. • Parents have the tools and confidence to support their children at home. • Parents will feel empowered to support their children at home. • Parents will be actively involved in their children's learning. • Parents know that their ideas, suggestions and concerns are listened to and valued. <p>Parents and carers are involved in school life in a variety of ways;</p> <ul style="list-style-type: none"> • Trips • Walks in the community • Stay and read • Cuppa and a Catch up • Aspire mornings/afternoons

	<ul style="list-style-type: none"> • Stay and play sessions. • Use of Dojo to upload phonics videos. • Knowledge organisers for parents/carers. • Parent/carer voice. 	<ul style="list-style-type: none"> • Stay and play sessions for children and their parents/carers. • Staff to upload videos of the delivery of phonics onto Dojo. • Parents invited into school to observe the teaching of phonics and work alongside their children in phonics sessions. • Knowledge organisers sent home every half term to inform parents/carers of topics, expectations and ideas for home learning. • Questionnaires sent out to parents, post it notes available on consultation evenings, parental engagement working group. 	<ul style="list-style-type: none"> • Parents meetings – blended approach. • Communication through Dojo. • OPP meetings • Transition meetings
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