

# Pupil premium strategy statement (primary)

**\*NB Please be aware that this is a three year plan and some of the actions cannot be implemented immediately due to COVID-19 restrictions**

1. Summary information					
School	Whitehills Primary School				
Academic Year	2020-23	Total PP budget	£57,703	Date of most recent PP Review	July 2020
Total number of pupils	420	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Jan 2021

2. Review of 2019 - March 2020	
<p>As we have no summer data we have looked at the most current data (<b>March 2020</b>) We do not have nationals to compare against for this point in the year and will be comparing PP Year 6 children against non PP within our setting.</p> <p style="text-align: center;"><i>Pupils eligible for PP (your school)</i></p> <p>Y6 50% achieving in reading, writing and maths expected <b>March 2020</b> (12 PP children)            Y6 100% making expected progress in reading 16% accelerated progress in reading            Y6 100% making expected progress in writing            Y6 100% making expected progress in maths 25% accelerated progress in Maths</p>	
<p><b>Attendance: From September to March</b></p> <p>Year 6 50% of Year PP children improved their attendance being 96%+            25% had 100% attendance prior to lockdown (12 children)            EYFS attendance 67% was in line with nationals non PP (6 children)            Y1 attendance 80% was in line with nationals non PP (5 children)            Y2 attendance 0% was in line with nationals non PP (6 children)            Y3 attendance 100% was in line with nationals non PP (2 children)            Y4 attendance 100% was in line with nationals non PP (1 child)            Y5 attendance 86% was in line with nationals non PP (7 children)</p>	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Pupil Premium children gap had reduced due to strategies that had been implemented but these are likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure	
<b>B.</b>	Using high quality first teaching strategies is being implemented across the school and pupil premium children have these personalised to help them play an active part in lessons and become more efficient at metacognition and self-regulation but this is inconsistent in places	
<b>C.</b>	Vocabulary bank and learning walls available to the children to scaffold understanding and phonics books purchased to support early reading. Further additional opportunities for reading needed – staff limitations/ capacity to listen to all readers	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Parental expectation of children meaning home learning environments, support and engagement for while at school and also during closure therefore access to home learning could be varied	
<b>E.</b>	Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons. Covid-19 also means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised	
<b>F.</b>	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The gap between Pupil Premium children’s achievements will decrease therefore allowing overall gap to decrease in both key stages	Strategies to help Pupil Premium children’s engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children PAG data used to identify children to uplift during PPM meetings Where appropriate, Pupil Premium children will be given priority for 1:1 tuition possibly from the National Tutoring Programme Internal data used to track children’s achievements and gaps discussed at PPM meetings Interventions identified for children to ensure receiving appropriate intervention for them during PPM meetings Further opportunities to read 1:1 to raise profile of reading and love of reading from an early age (possible role created for named adult)
<b>B.</b>	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress	Teaching will incorporate Rosenshine techniques and skills and understanding of cognitive science, based with no cap on learning. CPD for all teaching staff over the autumn terms. Lessons will involve modelling and teaching of self-regulative strategies to allow pupils to discover the learning strategies that help them the most Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies Scaffolding and responsive teaching (Assessment for Learning ) to help differentiate to ‘lift the lid’ and help raise expectations from both staff and children Monitoring of teaching through lesson visits and learning will show an increase in the percentage of good teaching and the consistency of this through the school and within year groups

		<p>Continued professional development for staff to ensure Quality First Teaching in core subjects throughout the academic year</p> <p>Internal data used to track children's achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap</p>
<b>C.</b>	<p>Phonics books purchased to support early reading. High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display on working walls for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts also available for access through reading schemes, school library and promotion of love of reading through reading buddies once Covid restrictions are lifted.</p>	<p>English lead to help identify high quality texts year groups could use for themes. English lead to audit current books and plug the gaps to ensure every child in early years and KS1 has access to appropriate phonics books.</p> <p>CPD for staff with Literacy leads to support Talk4Writing</p> <p>Learning walls used to display adventurous vocabulary</p> <p>Children use inspiration time to develop word, vocab and idea banks.</p> <p>Later book studies show a greater range of rich vocabulary</p> <p>Book studies show a greater range of rich vocabulary across the curriculum and specific resources used to develop vocabulary</p> <p>Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this in both Talk4 Writing and reading lessons</p> <p>Library and reading scheme updated to develop a love for reading to allow greater access to a rich range of vocabulary – audit of resources</p> <p>autumn new books purchased</p> <p>Reading challenges introduced the help develop the range of texts read and further develop the love for reading of the children</p>
<b>D.</b>	<p>Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations</p>	<p>High expectations communicated and explained during parents' meetings</p> <p>Pupil Premium parents are contacted within the three weeks of term to discuss home learning experiences to help determine where gaps may be</p> <p>Pupil premium parents are contacted regularly (once per term) to discuss progress and expectations</p> <p>Pupil Premium families are contacted to help improve relationships by praise phone calls or postcards home</p> <p>Pupil Premium families are specifically invited to workshops and meetings to help them develop skills which will help support learning at home</p> <p>Families have access to Family Support Worker Monday - Thursday</p>
<b>E.</b>	<p>Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons</p>	<p>Attendance tracked and monitored by the head teacher and data provided each week to Pupil Premium lead to help quickly identify those at risk of struggling to return to school after school closures</p> <p>Family support and external support provided to help outside issues that may be hindering attendance</p> <p>Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed</p> <p>In extreme cases transport provided to ensure that children can get to school when other transport is not available or acceptable</p>

<p><b>F.</b></p>	<p>Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves</p>	<p>Pupil Premium families contacted in first three weeks to discuss the experience of home learning and school closure to help identify possible gaps</p> <p>Pupil Premium one page profile developed to include home learning and school closure experiences to identify gaps/need/skills learnt etc.</p> <p>These notes kept to pass on to develop a detailed overview of the child and their aspirations as well as help the child to identify metacognitive and self-regulative strategies that help them learn</p> <p>Young citizens mark review tool used to identify how we can help develop the Pupil Premium children's expectations through social and emotional teaching of children</p> <p>School trips funded</p> <p>All children go on trips organised for their year group, funded by the school where necessary</p> <p>Visitors in school as well as a trip to enrich experiences</p> <p>Rainbow Room (sensory) used to help provide experiences children may have missed out on</p> <p>Examples of aspirational futures provided through visitors, speakers and careers events</p> <p>Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered</p> <p>Social activities arranged for Pupil Premium children</p> <p>External providers such as JOGO to support behaviour strategies at school and home</p> <p>Mentoring from NTFC to build self-esteem and relationships</p>
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## 5. Planned expenditure

Academic year

2020-21

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?
<p>The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages</p>	<p>FFT data reviewed in PPM meetings and aspirational targets set</p> <p>LSA's (year group/class based in the morning) and deliver intervention in groups based on need not age in the afternoons</p> <p>High quality teaching continues with consistent use of personalised strategies for pupil premium children</p>	<p>PPM meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings</p> <p>The impact of LSA's is proven to be greater when delivering interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and SLT. Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by LSA's to help with the limited amount of LSA time available for intervention. This will begin to be embedded through the school.</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled</p>	<p>Impact of intervention measured and records kept</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Interventions tracked on Edukey</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p> <p>CPD lead by Senco to ensure consistency and use of EduKey</p>	<p>HT, DHT, Senco, Pupil Premium Lead</p> <p>Subject leaders</p> <p>Senco / Pupil Premium Lead</p>	<p>Termly</p>

<p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress whilst developing independent learners through the use of metacognition and self-regulation</p>	<p>CPD – Metacognition and self-regulation</p> <p>Learning walks and feedback to develop strategies and new approaches</p> <p>Lesson study weeks to develop strategies and new approaches to lessons to allow Pupil Premium children to be fully engaged and progress at an accelerated rate</p>	<p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers and LSA's to use strategies to ensure this is available for the children to access during lessons (LSA's in the mornings) to prevent any gaps getting bigger. Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled.</p> <p>EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most during conversations. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals.</p>	<p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>	<p>Pupil Premium Lead</p> <p>Family Support worker</p>	<p>Termly</p>
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<p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing</p>	<p>Staff to identify high quality texts to use for themes where a rich vocabulary is available</p> <p>Learning journeys planned for that involve identification and discussion of good vocabulary examples as well as the use of these</p> <p>Vocabulary displayed for children to access when working independently</p> <p>Love for reading developed through the school through stimulating, relaxing and enjoyable reading areas in each classroom that promote relevant and up to date books that expose children to a rich range of vocabulary</p> <p>Reading challenge introduced and running through the school</p>	<p>Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve and learning journeys provide specific chances, tasks and resources to help develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves</p> <p>Updating the books available in the library and reading scheme help create a 'love for reading' promoting reading and therefore exposure to a rich range of vocabulary which they can include in their own writing</p> <p>Reading areas developed to help create a stimulating, relaxing and enjoyable reading environment in each classroom promoting encouraging all to read and promote a love for reading. This again exposes children to a greater range of rich vocabulary which they can include in their writing. The increased reading will also provide imagination stimulus and a wider base for children to call upon when writing own fiction texts</p> <p>Learning journeys that involve the use of visual identification, discussion and use of this vocabulary will allow children to access different learning styles and thinking skills helping the children develop a bigger range of rich vocabulary particularly in reading lessons and through Talk4Writing.</p>	<p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>KF designated to promoting use of library and monitoring use of it</p> <p>Reading scheme and library updated</p> <p>Library timetables for use</p> <p>Reading area a non-negotiable for the classroom</p> <p>Pupil voice for reading challenge</p>	<p>SLT</p> <p>KF</p> <p>KF and JG</p> <p>KF &amp; all Teaching staff</p>	<p>Termly</p>
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Total budgeted cost					
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?
Staff will have high expectations of Pupil Premium children with regards to attainment which will result in accelerated progress	<p>Targeted interventions (cross year group and stages in afternoon)</p> <p>1:1 tuition where appropriate possibly using the National Tutoring Programme</p> <p>Small group tuition as required</p>	<p><i>The impact of LSA's is proven to be greater when delivering research based interventions rather than simply supporting the teacher in class. This will begin to be embedded through the school</i></p> <p>The impact of LSA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and Inclusion team. Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by LSA's to help with the limited amount of LSA time available for intervention. This will begin to be embedded through the school</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress.</p>	<p>Impact of intervention measured and records kept</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones – allocated time to complete analysis after data drop</p>	<p>Senco</p> <p>HT</p> <p>LST</p> <p>LST</p> <p>Subject leads Pupil Premium Lead</p>	<p>Termly</p> <p>Termly</p>

<p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress</p>	<p>Pre-teaching as required</p> <p>Teaching and discussion of personalised metacognition and self-regulation strategies</p>	<p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers to use strategies to ensure this is available for the children to access to prevent any gaps getting bigger</p> <p>EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most during conversations. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals</p>	<p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p>	<p>HT</p> <p>SLT and subject co-ordinators</p>	<p>Termly</p>
<p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing</p>	<p>Daily and three times per week reading completed as necessary</p> <p>Targeted children invited to book clubs</p> <p>Small group discussion as appropriate</p> <p>Pre-teaching as required</p> <p>Support with texts for reading challenge or</p>	<p>It is essential that children are exposed to rich vocabulary in different ways to allow them to develop the vocabulary they can use in their own writing. This needs to be identified, discussed, explained and used to allow it to be embedded in the children's vocabulary bank</p>	<p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Pupil voice for reading challenge</p>	<p>SLT</p> <p>SLT</p>	<p>Termly</p>

<p>Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings that will help them support their child resulting in a more positive home school relationship with Pupil Premium families</p>	<p>Parents evenings</p> <p>Extra parent/staff discussions as required – initially in the first three weeks of school to discuss home learning and school closure experiences</p> <p>Homework clubs in year groups</p> <p>Strategies developed to encourage attendance to parental workshops and meetings to help develop skills to support learning at home</p> <p>Staff member on the gate every morning to help open communication with parents</p> <p>Staff to ensure Pupil Premium families receive correspondence through elected preference (email, website, text. letter)</p> <p>Praise phone calls and postcards to ensure families are aware of progress and next step</p>	<p>Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated. To help increase support available at home homework clubs will be offered to put parents at ease of concerns arise. Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops to help develop a support network at home and a more positive relationship between home and school. High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children's learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationship with parents and therefore reduce any negativity passed onto children about school and making the children's experience at school more positive</p>	<p>Parent voice</p> <p>Baseline on entry to full time school</p>	<p>Teaching staff</p> <p>Family Support worker</p>	<p>Termly</p>
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<p>Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons</p>	<p>Attendance officer to monitor Pupil premium children's attendance and report to Pupil Premium Lead to identify those at risk of struggling to return after closure</p> <p>Attendance awards for children with 90-95% attendance</p> <p>Extreme cases where beneficial transport provided to school</p>	<p>Nurture support provided to help outside issues that may be hindering attendance as children with worries about things outside or within school will either find a way not to come to school or enter school with a mindset that will possible hinder their learning. Staff will be delivering a 'well-being' curriculum during the first two weeks in school to help with this and identify where support may need to be introduced from analysis of the one page profile.</p> <p>Children with attendance 90-95% are often not targeted for attendance as deemed good, however they are missing lessons that could mean key concepts are not understood so attendance encouraged through rewards. This in turn will help attendance increase and therefore achievement increase as less education missed</p> <p>In extreme cases transport provided to ensure that children can get to school and on time when other transport is not available or acceptable so routines are not missed or disrupted and again the correct mind set is developed at the start of the day</p>	<p>Attendance rates</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p>	<p>HT</p>	
<p>Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves</p>	<p>Pupil Premium families contacted in first three weeks to discuss the experience of home learning and school closure to help identify possible gaps</p> <p>Pupil Premium one page profile developed to include home learning and school closure experiences to identify gaps/need/skills learnt etc.</p> <p>Lunchtime supervisor training for positive lunchtime relationships and social interaction</p> <p>Young citizens mark review tool used to identify how we can help develop the Pupil Premium children's expectations through social and emotional teaching of children</p>	<p>Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children</p> <p>A huge amount of 'social' time is at lunch during school This will be especially important during the next few months whilst in bubbles and limited interact Lunchtime supervisors need to ensure a positive relationship is developed and maintain with their bubble and interaction between the children is inclusive and positive</p> <p>EEF have reported that social and emotional learning can allow an extra 4 months learning. This is extremely important on the return after closure for COVID-19 as some children will have not interacted with people outside of their household during this time and there will be children who are dealing with emotional effects of the closure.</p>	<p>Pupil voice</p> <p>Book studies – look for use of experiences in relevant work</p> <p>Behaviour in and out of the class at breaks and lunchtimes</p> <p>Young citizen mark audit tool</p>	<p>SLT</p> <p>All staff</p>	<p>Termly</p>

	<b>Total budgeted cost</b> £52,451
<b>iii. Other approaches</b>	
<p>Lunchtime supervisor training – social skill development through games at lunchtimes while developing self-confidence and esteem. MyConcern training</p> <p>Lego Therapy – to help develop friendship/social skills and ability to play with others while developing self-confidence and esteem delivered by NTFC</p> <p>Specific roles – Pupil Premium children given specific roles to allow them to feel like they belong to the school</p> <p>Sense of belonging – send home postcards about learning experiences, letters of praise/phone calls</p>	
	<b>Total budgeted cost</b> £4450

6. Review of expenditure				
Previous Academic Year		We can only measure impact until March 2020 due to Covid-19		
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
Gaps in learning are narrowed and PP children's outcomes are more in line with peers	Developing strategies to support research into cognitive science to enhance QFT	50% of our PP children were meeting ARE in Reading, Writing and Maths combined. However, this is difficult to measure the full impact due to Covid-19.	More time needed to embed cognitive science approach in lessons. Books purchased for CPD for staff needed earlier to refer to.	£190
ii. Targeted support 1:1 readers				
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
Reading improved	Target readers identified at the start of term.	Better outcomes in reading will lead to better outcomes in all areas of the curriculum. 100% Y6 on track to make expected progress or better.	Continue with target readers with a 6 week review to ascertain impact and evidenced on EduKey. Deadline date will be shared, so more rigor and accountability is evident. Tracked on pupil Progress meetings.	
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
Attendance improved	Weekly checking of PP children's attendance causing concern. Teaching staff recording this on MyConcern.	Having initial telephone calls with parents to ascertain cause of absence and support offered. Attendance has improved for majority of PP children.	Named staff to have allocated families to build trust and relationships. FSW, SENCo, HT all play a role and should follow up once a concern is raised. Make office aware of target children for attendance in September 2020.	