



Pupil Premium Strategy Statement

1. Summary information					
School	Archbishop Wake CE Primary School				
Academic Year	2019-2020	Total PP budget	£95000	Date of most recent PP Review	January 2017
Total number of pupils	414	Number of pupils eligible for PP	55 (13%)	Date for next internal review of this strategy	TBC

2. Current attainment: PPG Outcomes 2019		
	<i>Pupils eligible for PP: 55 (26 SEND & PPG – 47% of PPG population)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths (EOKS2 only)	90% (-2%)	92%
Attainment measure in reading – all PPG cohort 2019	81.5% (-11.4%)	92.9%
Attainment measure in writing – all PPG cohort 2019	77.8% (-12%)	89.8%
Attainment measure in maths – all PPG cohort 2019	81.5% (-4.6%)	86.1%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Cultural Capital: The vocabulary gap between PP and non-PP pupils – poor oral language skills that result from not being able to draw upon a wider Cultural Capital . Impact: lack of confidence, parent/carer support and life experience amongst pupils eligible for PP. This hinders ambition and aspiration for the future and the willingness to take risks and try new things. It also impacts on creativity and imagination for writing; resulting in lower outcomes than other pupils.
B.	The progress and attainment gap in reading and writing for PP and SEND pupils: (Sustained from 2018-2019) Pupils eligible for Pupil Premium who additionally have Special Educational Needs need to make accelerated progress in reading and writing if the gap between them and their peers is to close.

	Impact: The combination of PP and SEND prevents accelerated progress against that of peers.
C.	Knowing the individual barriers: In order to truly close the attainment and progress gaps for each individual pupil eligible, there needs to be a more thorough analysis of each pupil's individual barrier to education and progress. Impact: Not knowing each individual pupil's needs can mask the barrier to success.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Early help identification: Deprivation and complex family circumstances can hinder and prevent pupils from accessing and valuing education. Early identification and support is required to enable families to be pro-active in empowering them to value education and school experiences. Impact: Complex family circumstances are prioritised over pupil need, progress and attainment. Lack of identification and support can lead to hindered progress for pupils.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Cultural Capital: PP Pupils access a wide range of learning experiences which enhance and develop vocabulary across the curriculum. Writing outcomes improve for all PP pupils with some making accelerated progress.	<ul style="list-style-type: none"> Enhanced provision and access to enrichment opportunities enables PP pupils to improve their lexicon Enterprise week leads to improved aspirations for PP pupils Reading and writing outcomes for all PP pupils improves and the gap between peers closes further Parents/carers engaged with supporting enrichment activities as a 'role-model' for their own context
B.	The progress and attainment gap in reading and writing for PP and SEND pupils: (Sustained from 2018-2019) Pupils eligible for PP who additionally have SEND make accelerated progress in reading and writing so that the gap between them and their peers begins to close.	<ul style="list-style-type: none"> Pupils eligible for PP make accelerated progress to reach age related expectations or above in writing by the end of EYFS/Key Stage 1. Pupils eligible for PP make accelerated progress to reach age related expectations or above in writing by the end of Key Stage 2. The % of PP pupils reaching age related expectations is in line with non-PP pupils.
C.	Knowing the individual barriers: Pupil Premium eligible pupils are successfully identified and, as a result of conferencing, continue to make accelerated progress against their peers.	<ul style="list-style-type: none"> Individual conferencing identifies barriers for each PP pupil, leading to provision to overcome the barrier Improved outcomes for pupils following identification and support to overcome barriers Collation of the barriers across the cohort leads to targeted interventions and support where required

<p>D.</p>	<p>Early help identification:</p> <p>Improved systems for identification and support for families.</p>	<ul style="list-style-type: none"> • Pastoral Support Worker employed by the school to support families, particularly in Upper Key Stage two – liaising with identified families and outside agencies • The pastoral team (SLT) of the school to identify and sign-post families as soon as possible to CHaD (Children’s Advice and Duty Service) for swift intervention, leading to timely and appropriate support from relevant agencies • Attendance of PP pupils is in-line with non-PP pupils in the school – where it is not, it is identified and tackled quickly
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5. Planned expenditure

<p>Academic year</p>	<p>2019 - 2020</p>
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A. Cultural Capital: PP Pupils access a wide range of learning experiences which enhance and develop vocabulary across the curriculum. Writing outcomes improve for all PP pupils with some making accelerated progress.

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review?</p>
<p>All PPG pupils access all enrichment opportunities including residential visits (Y4/Y6). Through these opportunities, vocabulary acquisition is improved and impacts on outcomes across the curriculum.</p>	<p>Develop the curriculum to include a wide variety of opportunities beyond the classroom that will engage pupils. Opportunities will enhance and develop vocabulary acquisition through the first-hand experiences that the pupils will access.</p> <p>PPG parents / carers invited as support on trips to engage and promote access to enrichment activities outside of school.</p>	<p>On entry, at least a third of pupils come into EYFS with below average listening and attention skills. In addition to this, at least 10% of the cohort start school below and well below average in speaking – of this cohort, at least half of these pupils are eligible PPG. As pupils continue through school, poor Communication and Interaction skills are the predominant reason for SEND support.</p>	<p>Curriculum review and development is part of the school’s Academy Improvement Plan. This has specific actions across the school year for completion. Review of the curriculum to take place at the end of the school year.</p>	<p>HT / SLT / SL</p>	<p>Termly</p>

Evidence in books shows that vocabulary (including subject specific language) is being used accurately and effectively in order to enhance meaning and for particular effect. Pupils are articulate in their explanations and speech through the development and acquisition of vocabulary across the curriculum.	Develop 'Knowledge Organisers' and the use of 'Tiered Vocabulary' to ensure all pupils learn, know and retain key vocabulary that will enhance learning across the curriculum.	As above: On entry, at least a third of pupils come into EYFS with below average listening and attention skills. In addition to this, at least 10% of the cohort start school below and well below average in speaking – of this cohort, at least half of these pupils are eligible PPG. As pupils continue through school, poor Communication and Interaction skills are the predominant reason for SEND support.	Knowledge organisers and the development of the curriculum is a priority for all curriculum areas in the coming academic year. Subject leaders across non-core subjects will be developing knowledge organisers with a view to developing and enhancing both the curriculum and vocabulary acquisition.	Ht / SLT / SL	Termly
Pupils enjoyment of high-quality literature improves. Vocabulary explored through texts is evident in writing across the curriculum.	Continue whole class reading across the school. Ensure a combination of high-quality, modern and classic texts are available that promote vocabulary acquisition.	<i>"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."</i> EEF: Reading comprehension strategies, 2019.	Develop a database of texts being used across the school – this will be to avoid duplication of titles and quality assure that pupils are accessing a wide range of authors, texts and culturally diverse titles throughout their time at the school. Assessment information will support development of reading ability: reading ages/PiRA assessments/statutory tests.	EL / SLT	Termly
Pupils eligible for PP	Funding for school trips,	<i>"Overall, studies of adventure learning</i>	Through conferencing, reference access	HT / SLT	Termly
Pupils have raised aspirations as a result of finding out more about different careers and employment.	Organise and complete an 'Enterprise Week' in conjunction with 'Primary Futures'. Pupils will engage in enterprise activities that explore the world of work through visits and	Blandford is a town set within a rural context in the heart of Dorset. Transport links can be prohibitive and limit access to opportunities outside of the local area. The premise for the Enterprise week is to develop a growth mindset and	Effective planning using the Primary Futures team will ensure a wide range of vocations and employers locally are employed to speak with children across the school. Timetabling and planning for the week will begin early in the Spring term.	HT / SLT	Summer term 2020

	visitors from a variety of careers. Enterprise week will culminate in the pupils creating, developing, budgeting, advertising and selling goods at the school Summer Fair.	aspirations for future employment for all pupils.	Evaluations through the school council following the event will provide feedback on the success of the week.		
Total budgeted cost					£10 000
A. The progress and attainment gap in reading and writing for PP and SEND pupils: (Sustained from 2018-2019) Pupils eligible for PP who additionally have SEND make accelerated progress in reading and writing so that the gap between them and their peers begins to close.					
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?
PP eligible children become keen readers because they are motivated by the materials available to them. PP eligible children show a high take up of activities provided.	Improve Key Stage One library provision to incorporate more books that appeal to PP eligible children. Actively encourage their engagement in competitions and activities.	There has been significant investment previously for KS2 reading material. Recent audit information states that further investment in KS1 provision is the next priority – with particular focus on phonic development materials. Evidence from the Education Endowment Foundation (EEF) states: <i>“Teaching phonics is more effective on average than other approaches to early</i>	English subject lead to monitor and evaluate impact of reading across the school: <ul style="list-style-type: none"> • Library access for all pupils • Participation in competitions (Summer reading challenge) • Pupil voice surveys • Reading outcomes across all year groups, including phonics outcomes 	EL / SLT	Termly
Pupils eligible for PP	Provision of a specialist	On average, pupils are below average	Tracking of progress for identified pupils	EL /	Termly
Pupils eligible for PP (and others) are well supported so that their specific learning difficulty does not hinder their progress. All pupils make at least expected	Provision of specialist SEND teaching assistant for pupils with specific learning difficulties. Provision to also include additional TA to complete follow-up	Historically, evidence shows that this has had significant impact for identified pupils. <i>“Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.”</i> EEF: SEND One to one tuition, 2019.	Tracking of progress for identified pupils across the school: <ul style="list-style-type: none"> • SALT interventions • Follow-up pack information and tracking • Outcomes across the school through assessments: Phonics / PiRA / Reading ages / statutory assessments 	EL / SENDCo / SLT	Termly

progress in year and through each Key Stage.	packs with identified pupils.		<ul style="list-style-type: none"> Provision packs / IEP evaluations 		
Teaching and learning materials are tailored specifically for the needs of identified pupils in order to promote additional progress.	Fully update teaching / learning materials for those eligible for PP who are also on the SEND register	As new initiatives and computer-based interventions increase, it is important to ensure the materials being used are bespoke and meet the needs of the pupils in school.	SENDCo to ensure a full audit of current materials has been completed. Gaps in provision to be sourced and evaluated to ensure they are both effective and value for money. Evaluations of interventions to take place after completion.	SENDCo	Termly
Pupils eligible for PP who enter school at lower levels can be targeted for additional support to accelerate their progress. All pupils eligible for PP reach GLD by the end of EYFS.	Increased level of teaching assistant support in EYFS to deliver additional interventions incl. Sonic Phonics, School Start.	<i>“Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.”</i> EEF: SEND One to one tuition, 2019.	Tracking of progress for identified pupils across the school: <ul style="list-style-type: none"> SALT interventions Follow-up pack information and tracking Outcomes across the school through assessments: Phonics / PiRA / Reading ages / statutory assessments Provision packs / IEP evaluations 	SENDCo / SLT	Termly Pupil progress reviews
Pupils eligible for PP receive targeted support to address misunderstandings or misconceptions to ensure they do not fall behind. All pupils eligible for PP make at least expected	Provision of additional TA time to release Key Stage 2 class teachers to provide targeted support and pupil conferencing in response to immediate need; particular focus on writing and maths.	In order to identify and fully understand individual pupil barriers to learning and engagement, it is essential that conferencing takes place. The conferencing will focus on barriers and whether these are external (outside school), or internal. At present, it is unclear what barriers exist for some individual pupils.	Termly conferencing to commence January 2020 (once a confirmed and up to date register has been established). Conferencing to take place between teachers and pupils. Provision packs to be established through conferencing once barriers have been identified. Provision packs monitored across the year.	HT / SLT	End of Spring and Summer terms 2020.

progress through Key Stage 2.					
<p>Pupils eligible for PP who are in danger of underachieving are enabled to catch up through rapid identification and targeted intervention.</p> <p>All pupils eligible for PP make at least expected progress both in year and by the end of each Key Stage.</p>	<p>Additional TA hours for targeted interventions across the school:</p> <p>First Class @ Number (Y2-Y4)</p> <p>Success @ arithmetic (Y5-Y6)</p> <p>High 5</p> <p>Phonics</p> <p>Responsive support for writing</p> <p>Pre-teaching strategies to enable access to the curriculum</p>	<p><i>“Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.”</i> EEF: SEND One to one tuition, 2019.</p>	<p>Tracking of progress for identified pupils across the school:</p> <ul style="list-style-type: none"> • Follow-up pack information and tracking • Outcomes across the school through assessments: Phonics / PiRA / Reading ages / statutory assessments • Provision packs / IEP evaluations 	SENDCo / SLT	Termly
<p>Identified pupils are supported to manage their own behaviour and engage in learning thereby making at least expected progress from their starting points.</p> <p>Sensory needs are met enabling them to engage in learning.</p>	<p>Advice and guidance from Behaviour Support service and SENSS.</p>	<p>There are a number of pupils with social and emotional learning needs across the school (see SEND register).</p> <p><i>“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.”</i> EEF: SEL interventions, 2019.</p>	<ul style="list-style-type: none"> • Feedback reports from BSS • Attendance reports for vulnerable pupils • Decrease in internal exclusions • Monitoring of interventions 	HT / SLT / SENDCo	

<p>Pupils engage positively in their home learning establishing positive attitudes for the future, consolidating class learning and supporting good progress. All those eligible for PP are completing home learning.</p>	<p>Purchase of Homework Revision books and provision of Homework Club for all.</p> <p>PP eligible children to be specifically invited.</p>	<p>Historic attainment and progress evidence shows that greater engagement in homework has led to improved outcomes in reading, writing and mathematics.</p> <p>For Year Six pupils specifically, engaging with home learning and establishing routines aids the readiness for their next step in education and transition to secondary school.</p>	<p>Tracking of attendance registers for the Homework Club.</p> <p>Tracking of individual attainment and progress across the year.</p> <p>Pupil progress reviews (termly).</p> <p>Parent/Carer/Pupil feedback.</p>	<p>HT / SLT / Y6 CT</p>	<p>Spring / Summer 2020</p>
<p>Pupils eligible for PP are able to engage in learning outside of school to support their own progress. All those eligible for PP make at least expected progress from their starting points.</p>	<p>Increase accessibility to learning opportunities outside of school;</p> <p>Espresso Mathletics SPAG.com Spellodrome Time Tables Rockstars Spelling Shed Nessy Letter Join</p>	<p><i>“There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students’ attainment...”</i> EEF: Homework (Primary), 2019.</p>	<p>Tracking of progress for identified pupils across the school:</p> <ul style="list-style-type: none"> • Follow-up pack information and tracking • Outcomes across the school through assessments: Phonics / PiRA / Reading ages / statutory assessments 	<p>HT / SL / SLT / SENDCo</p>	<p>Termly</p>

<p>The parents of pupils eligible for PP (and others) engage in their children’s learning from the very beginning. This will then continue as the pupils move through the school.</p> <p>All parents of those eligible for PP are using Tapestry to support their children.</p>	<p>Continue the use of Tapestry to secure early engagement by parents of EYFS children.</p> <p>Continue the use of Tapestry into Year 1 to encourage continued engagement.</p>	<p>EEF evidence suggests that there is little substantive evidence on the impact of parental intervention. However, it does recognise that: <i>“Engagement is often easier to achieve with parents of very young children.”</i> EEF: Parental engagement, 2019.</p> <p>Historically, the school has had success in the use of Tapestry with parents and as an additional tool for engagement, it has been successful – especially as many of the feeder nurseries also use the program.</p>	<p>Careful monitoring by the EYFS lead.</p> <p>Where there is a lack of engagement, swift communication to determine the barriers will take place.</p>	<p>EYFS lead</p>	<p>Termly</p>
Total budgeted cost					<p>£80 000</p>
<p>B. Knowing the individual barriers: Pupil Premium eligible pupils are successfully identified and, as a result of conferencing, continue to make accelerated progress against their peers.</p>					
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?
<p>The PPG register is continuously updated as appropriate.</p> <p>Class teachers are aware of which pupils are eligible for PPG to enable conferencing and targeted intervention to take place, if required.</p>	<p>Audit the current PPG cohort profile – ensure the register is up to date.</p> <p>Publicise to all families PPG funding and how to register if eligible.</p> <p>Enable access and information to be available for supporting the registration process.</p> <p>Ensure class teachers have an up to date knowledge of the pupils eligible for PPG in their class.</p>	<p>As the SLT is relatively new and there have been several personnel changes in the course of the last academic year, the school needs to be clear of those pupils eligible for PPG.</p> <p>In addition to this, an audit will continue to identify other families that may be eligible and therefore be approached sensitively to register.</p>	<p>Regular meetings with a focus on PPG in order to raise awareness and the profile of the pupils across the school.</p> <p>Agenda item on all LGB meetings.</p> <p>SLT agenda item / focus for meetings (see monitoring schedule).</p>	<p>HT / SLT</p>	<p>Termly</p>

Under achievement is identified early and intervention is swift to ensure pupils catch up.	Termly pupil progress reviews with class teachers and TAs with a specific focus on those eligible for PP.	Evidence shows that regular communication about pupils, groups and cohorts can support teachers in driving standards and outcomes.	Termly reviews to ensure all learners are considered and appropriate, swift, targeted interventions are implemented if required.	HT / SLT / SENDCo	Termly
Individual barriers to learning for each pupil identified and acted upon in order to provide further success in school.	Termly pupil conferencing with PPG eligible pupils enables teachers to identify individual barriers to learning (external and internal) and celebrate successful progress.	EEF evidence suggests that up to +8 months progress can impact using effective feedback. Conferencing is designed to provide the teacher and learner a platform to discuss progress and potential barriers to learning – both external and school-based.	Provision packs will provide a summary of discussions and the implications for teaching and learning. SLT provision pack to review provision packs to ensure appropriate interventions are in place.	HT / SLT	Termly / end of year review
Pupils have access and a space to be calm, self-regulate and ready themselves to re-engage in learning thereby enabling good progress. Sensory provision ensures sensory needs are met so that learning is maximised. Parents / Carers feel valued and empowered to engage with school and external agencies.	Develop a school nurture room for pupils and parents / carers. This room will be used to facilitate self-regulation for pupils, as well as a space to meet parents / carers in an informal setting.	Currently, there are rooms for parents / carers to meet, however these are more formal offices. Feedback from parents / carers has been that a more comfortable space would be appreciated. As links to the foodbank and Community Money Advice grow stronger, this would be an added space in order to conduct meetings in a less formal setting. In addition, space for self-regulation and sensory breaks on the ground floor of the building would benefit some of the vulnerable learners in this area.	Once designed and decorated, a timetable for use will be implemented.	HT / SENDCo	Mid-year / end of year
Aims of the project: a) To raise awareness of how trauma and	All staff to be involved in the Dorset Attachment Friendly	The BSN schools were approached by the Dorset education psychology department in the Summer term 2019 to take part in this project.	Monitoring of the project will be in conjunction with the Attachment Project evaluation team.	SENDCo / SLT	Spring / Summer Term

<p>attachment needs impact on the development, progress and attainment of all Dorset children, but most specifically vulnerable children (e.g. PPG, LAC, CIN, SEND)</p> <p>b) To develop and upskill education practitioners to effectively support all DC children who have experienced trauma and have attachment needs so they develop, progress and achieve.</p>	<p>School Project 2019-2020.</p> <p>Strand 1: Training</p> <p>a) programme of high-quality whole staff training in attachment/trauma awareness and related issues, developing a greater understanding of supportive responses</p> <p>b) Lead Practitioners group (including members of the SLT and the school DT) in each school to have additional training in further key areas.</p> <p>c) Access for school staff to have further online training in trauma and attachment awareness health issues for young people.</p> <p>Strand 2: implementation and embedding</p> <p>a) Lead Practitioner group supported by LA (Dorset EP Service) and SLT to implement identified strategies in the school</p> <p>b) Full participation in Timpson Project funded research, data collected by the Rees Research team.</p>	<p>All schools in the BSN have signed up with a view to improving the mental health and well-being strategies schools have to offer pupils.</p>			
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<p>PPG pupils feel welcomed and settled in school. As a result, this impacts positively on progress and attendance in school. PPG pupils self-esteem improves as a result of a 'can-do' aspirational approach to education.</p>	<p>Create and employ a Pastoral Support Assistant in Upper Key Stage Two in order to work alongside identified pupils and families that require support. PSA to 'touch-base' with PPG eligible pupils on a weekly basis as a mentor to enable and empower pupils to have a voice.</p>	<p>Current pastoral need in the upper key stage two section of the school means that this is a priority for the school. Currently, of the children on the Pastoral Support Team (PST) register, 19 of the 41 pupils being monitored are in Years 5 and 6.</p>	<p>Following recruitment and appointment, the PST will ensure that the PSA will be working with targeted pupils and this will include a 'touch-base' approach to all PPG eligible pupils. Other measurable factors, such as attendance and exclusion will also factor into the success of the role.</p>	<p>HT / SLT / SENDCo / PST</p>	<p>Spring / Summer Term</p>
<p>Pupils eligible for PP are able to engage and progress in their learning as their emotional needs are being met and supported.</p>	<p>Designated ELSA time for existing TAs. Additional TA to be trained as an ELSA to work with targeted PPG pupils.</p>	<p>With 10% of the school population currently on the PST register, there is a growing need for ELSA provision.</p>	<p>ELSA / support records will show the turn-over of pupils and successful outcomes for pupils. Monitoring of attendance, exclusion and behaviour logs will be measurable evidence.</p>	<p>HT / SENDCo / SLT / PST</p>	<p>Termly</p>
<p>Pupils eligible for PP who are allocated free places have a positive start to their school day and are ready to learn. Targeted pupils who have had issues with attendance improves and this impacts positively on progress. No PP pupils are persistent absentees.</p>	<p>Free Breakfast Club places and increase in staffing.</p>	<p>Historically, this facility has benefitted PPG eligible pupils. The facility is there if required and is of little cost, but high impact as it reduces attendance issues.</p>	<p>Clear communication with parents / carers about the opportunity and reduced rates for PPG eligible families. Use of the newsletter to publicise the facility for vulnerable families. Monitor through the school office booking system / breakfast club leader to monitor uptake by vulnerable families.</p>	<p>HT / SLT / Office</p>	<p>Termly</p>

Lateness for these pupils is eradicated.					
Total budgeted cost				£3000	
C. Early help identification: Improved systems for identification and support for families.					
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?
Early identification enables support to be implemented swiftly. PPG pupils continue to thrive and make progress across the curriculum.	SLT develop a pastoral team that identifies families in need through the efficient use of My Concern. Identified families are sensitively approached in order to sign post support.	Through an audit of the current demographic of the school community, there is a growing need for information about local support services and how to access them.	Continued updated information through My Concern enables tracking of support for identified families. The designated safeguard leads in the school attend scheduled meetings for identified families to enable sharing of information and appropriate support.	HT / DSLs / SLT	Weekly meetings / Termly review
Identified families are sign-posted immediately and accurately in order to access immediate support and reducing impact on pupil's lives and achievement at school. Attendance of PPG pupils is in-line with peers. Any poor attendance is tackled immediately and resolved within a half-term time scale.	Develop stronger links with external agencies in order to support vulnerable families: Children's Advice and Duty Service (CHaD); North Dorset Family Partnership Zone (NDFPZ); Faithworks Wessex (Foodbank); Community Money Advice (CMA); Home Start; Blandford Children's Centre; BFPC Community Kitchen and clothes bank; Dorset Families Matter (DFM);	Through an audit of the current demographic of the school community, there is a growing need for information about local support services and how to access them.	Continued updated information through My Concern enables tracking of support for identified families. The designated safeguard leads in the school attend scheduled meetings for identified families to enable sharing of information and appropriate support.	HT / DSLs / SLT	Weekly meetings / Termly review
Total budgeted cost				£2000	