Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tower Bridge Primary
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	23-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Kate Wooder, Executive Headteacher
Pupil premium lead	Helen Viggiani, Co Head of School
Governor / Trustee lead	Lara Stacey and Ali McCulloch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,045
Recovery premium funding allocation this academic year	£13,993
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,038

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas relative to their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve well. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low oracy and listening skills. Assessments and observations show that children enter the school well below the age expected level in communication and language (56% below in Reception and 67% below in Nursery.) Across the school, of the children who are on the SEN register, 63% have speech, language and communication needs and 48% of these are disadvantaged. We have noted that since the pandemic, there is an increase in those children with speech, language and communication needs, in particular in the early years.
2	Low attainment in reading, writing and maths. Assessments and observations show that across the school, fewer pupil premium children achieve the expected level for reading, writing

	and maths than their non disadvantaged peers. This gap begins to close as the children move through the school but they do not achieve as well as their non disadvantaged peers.
3	Emotional wellbeing and resilience. Times are hard. Following the pandemic and the rise in inflation and the cost of living many families are under additional pressure and struggling. Children's emotional wellbeing and resilience are being affected by tensions in their household. More children are being referred by teachers or support staff for learning mentor group or individual social emotional support. Support needs to be in place for all children, including those disadvantaged to help with this.
4	Achieving Greater Depth. Fewer disadvantaged children achieve greater depth than their non disadvantaged peers, only 6% achieved GD in reading and 2% in maths and writing. In recent years we have had a focus on catch up and ensuring children achieve the expected level for their age and closed the gaps. We would like to now close the gap at greater depth and ensure that more pupil premium children are able to achieve greater depth across a range of subjects.
5	Schools White Paper published in March 2022. The government pledged better SATs scores and "parent pledge" that any child falling behind will get the support they need to catch up. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to be impacted by school closures following Covid 19 pandemic to a greater extent than for other pupils. These findings are supported by national studies. Whilst these children are catching up and starting to close the gap there are still knowledge gaps leading to some pupils finding it harder to catch up and reach age related expectations. With the government pledge of "no child left behind" the curriculum needs to be carefully planned and resourced and children supported so that gaps are filled and children are able to catch up
6	Poor attendance and parents' understanding of the importance of regular school attendance and punctuality. Government pledge to ensure vulnerable pupils attend school regularly and ensure a 'safety net' to prevent them disappearing from school rolls, KCSiE 2023 also emphasises the importance of this. Attendance of pupil premium children is 3% lower than their non disadvantaged peers. 76% of persistent absentees in 22-23 were pupil premium children. DfE published guidance to support schools to improve attendance which lays out clear expectations for schools, the local authority and families.
7	Parents not reading regularly with their children at home or supporting home learning. We recognise that children who are supported with learning at home achieve better in school. We have noted that many of the children who do not read regularly or complete homework projects at home are disadvantaged.
8	Parental lack of engagement with school communications. Many parents, in particular those whose children are disadvantaged do not read school newsletters or communications but rely on staff or children reminding them in person. We want to develop their independence, confidence and use of school communications so that their children participate fully in school life.

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
Targeted children develop their oracy and listening skills to access and broad and balanced curriculum	Assessments and observations indicate significantly improved language and listening skills among disadvantaged pupils. This is also evident through book looks (though green pen children's feedback in lessons,) discussions at pupil progress meetings and observations of children's engagement in lessons.
Targeted children make at least expected progress in reading, writing and maths.	Pupil premium children make progress in line with their non disadvantaged peers.

	Pupil premium children make at least the expected progress in reading, writing and maths.
Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.	Feedback from children's questionnaires indicates that children feel safe and happy in school and know who they can talk to if this is not the case.
	Learning mentor observations during group and individual work shows improved emotional well being and social skills amongst children taking part.
Targeted children have access to teaching and experiences that challenge and deepen their understanding in all curriculum areas and more children achieve greater depth.	More pupil premium children reach greater depth in reading, writing and maths (increase in % indicated 6% R, 2% W, M - current)
	Targeted pupil premium children (identified during termly progress meetings - see progress notes) achieve greater depth in reading, writing and maths due to targeted intervention, both as part of whole class and small group teaching.
	Targeted pupil premium children (identified during termly progress meetings) are added to the MAT register and their skills and talents are developed and celebrated.
All children (including those disadvantaged) are supported to reach age related expectations in reading, writing and maths	Target of 90% of children are at age related for reading, writing and maths
	Pupil premium are able to make expected progress and reach age related expectations July 2024
All children attend school at the nationally expected level of 97%.	Whole school attendance improves - target of 97%
	Attendance for pupil premium children improves and is in line with non pupil premium children (close the gap of 3%)
	Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90%
	Increased numbers of children receive a wristband for 100% attendance and punctuality each term.
To develop parents confidence to support their children with learning at home	Parents are informed and able to ask for help with their children's learning at home
	Parents attend 'Reading cafes" and "Maths Cafes"
	More children are entered into the reading raffle each week or the half termly homework raffle for learning at home, including disadvantaged children
	More children are able to talk to LT about the books they are reading and the learning they are doing at home
To develop parents knowledge and access to school communication systems	Increased numbers of parents are able to use the Scholapak App to send and receive communications about school.
	More parents use the App to report their child's absence.
	Parents become more confident and ask fewer questions about things on the gate/call the

	school office and access the information from the school newsletter.

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: £ *15,695.85*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching - Observation and drop in schedule, pupil progress meetings, book looks and tracking meetings to support teachers. PP children identified and highlighted in bold.	LT go to approach supports teachers to identify their areas of improvement and improves quality of teaching and learning - staff appraisal information, lesson observations and book looks over time provide evidence for this.	2, 5
Co Head of School and Curriculum Team Leaders support teachers to plan and resource to deepen children's knowledge. Book looks, pupil progress meetings More able and talented children identified across the curriculum	Support from curriculum leaders and specific subject leaders enables teachers to identify ways to support children achieve greater depth across a range of subjects. Book looks, learning walks and lesson observations show children being challenged across the curriculum. Identifying children's strengths and talents enables them to be targeted for specific enrichment activities, extracurricular events and additional support both in and out of class to help them to achieve greater depth.	4
Speech and language therapist in school weekly - trains staff in EYFS, KS1 and KS2 to run intervention groups, staff increase their knowledge and skills to identify, and develop children's speech and language skills. SLT developing and monitoring progression of vocabulary and skills across all curriculum areas on unit posters and knowledge organisers. Communicate in print is used to support vocabulary development.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions	EEF (education endowment foundation.org.uk) A consistent whole school approach to developing vocabulary, supports children's use of vocabulary in context. Progress data for children in early years whose communication and language skills are specifically assessed show that the majority of children make good progress in this area due to targeted intervention groups (79% in Nursery and 100% in Reception.)	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and support/monitoring for EYFS staff on Tales Toolkit - storytelling and language intervention to develop children's language and literacy skills	Primary and nursery school children using Tales Toolkit made better literacy progress and developed increased confidence and motivation according to new research. Schools using Tales Toolkit reported that children improved across all seven early years learning areas and enjoyed lessons more. https://talestoolkit.com/goldsmiths-report/	1,2
P4C embedded across the curriculum - P4C termly monitoring to ensure this	P4C provides structures for children's speaking, listening and thinking skills. P4C provides structure to children's speaking, listening and thinking skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Studies have shown that P4C has a positive impact in the following areas: ● Developments in cognitive ability ● Developments in critical reasoning skills and dialogue in the classroom ● Emotional and social developments Please see website below for further details: https://p4c.com/about-p4c/benefits-of-p4c/	1, 2, 3, 4
Increase number of ELSA trained staff in school	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £ *85,314.06*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching every day. Small phonics groups daily in year 1 and year 2 (2 x additional teachers), half termly assessments Reading groups daily in year 1 (additional teacher)	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2, 5

Reading groups 4 x weekly in year 2 (additional teacher) Targeted support in year 5 (additional teacher) Targeted support in year 6 (additional teacher) LT reading with individual children in go to classes once a week Year 6 booster classes x 2 weekly (1 day LT, 1 day CT) Storytelling/oral language group in Reception and Nursery (2 groups - additional teacher)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Toolkit Strand	Education Endowment Foundation	EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, including in small groups Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF Primary and nursery school children using Tales Toolkit made better literacy progress and developed increased confidence and motivation according to new research. Schools using Tales Toolkit reported that children improved across all seven early years learning areas and enjoyed lessons more. https://talestoolkit.com/goldsmiths-report/	
Phonics baseline in EYFS, y1 and y2 Tests once children have settled in KS2 to establish baseline and Gaps Teachers plan and target support to close the gaps and make links to prior learning.	Accurate assessment of the children's current levels informs teaching and gaps to be filled. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	5
Booster/small group targeted support from CT/TA for greater depth children	School data shows that children targeted for greater depth are more likely to achieve it. This has however been greatly impacted by school closures due to the pandemic and the necessity to now close the gap for so many children.	4
Class working walls include key vocabulary. A teaching assistant in every class to run targeted groups and also to question, clarify, remodel, explain language to target children during lesson time	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions	EEF (education endowment foundation.org.uk)	1

	TAs run interventions and provide in class support for targeted children which improves children's outcomes (evidence from class tracking and progress notes) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Year 1 and Year 2 teachers to deliver Fluency Bee daily (White Rose maths) Reception teacher to attend Maths Hub training SKTM (Specialist Knowledge in Teaching Mathematics) Early Years Number Pathway (cover for 4 days training)	EEF Recommendations from Improving Mathematics in the Early Years and KS1 "Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy" White Rose Maths Fluency Bee "For primary school children, maths is all about building solid foundations….. Fluency Bee is a structured teaching programme designed to give children confidence with numbers through varied and frequent practice. It's an easy way to build number sense and develop a range of core skills in maths."	2, 5

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

Budgeted cost: £ *57,035.85*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Working together to improve school attendance advice (including strategies outlined below) Half termly rainbow wristbands for perfect attendance and punctuality Attendance and punctuality cups and medals shared in assembly and also in the school newsletter Termly TAS meetings with Family Early Help service including a SEWO (Senior Education Welfare Office	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attending school regularly supports better outcomes for children. Children are highly motivated by the wristband, medals system Parents request resources to use at home to support attendance and punctuality at school.	6

Weekly tracking of children who are persistent absentees (below 90%) and warning letters home Weekly attendance meetings with parents whose children are persistently absent to identify reasons and offer support No term time leave authorised unless exceptional circumstances		
Parents encouraged to use the Scholarpak App at pupil review meetings Support available for parents struggling to use the App (technical) Parents encouraged to read the newsletter by LT on the gate LT on the gate every day to talk to parents, answer questions, signpost support services, encourage engagement with meetings/booster classes etc	Research shows that parental engagement has a positive impact on children's learning and progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Children feel happier and more supported if their parents are engaged in the school community and have a good relationship and contact with the school	8
Phonics books sent home with questions in for parents to ask their children Children to have one reading for pleasure book and one book at the correct phonic level to take home LT reading with children in each class weekly to ensure correct books are going home Weekly reading raffle for children who read regularly at home. Half termly homework project raffle for children who complete homework projects Reading cafes and Maths cafes for each year group to support parents	Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops. Children are motivated by the reading/homework project raffles - opportunities to win a storybook of their choice. Children who are supported with reading at home, including those who are read to regularly by their families, achieve better than those who do not. Guidance from Ofsted and the DfE states that children in Rec, Year 1 and Year 2 should read books that are matched to their phonic ability which will enable them to achieve and make progress. Evidence shows that children who are read to or are able to read at home become committed and enthusiastic readers which in	7

Children who are not reading regularly at home are identified and supported with reading intervention in school (TAs reading 1:1 at least 2 x weekly with those children)	turn will enable them to make good progress in reading. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf Evidence shows that homework that is purposeful and linked to classroom learning has an impact on children's learning and progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Learning mentor support for targeted children with emotional well being and resilience	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5, 3
P4C sessions PSHE lessons NSPCC virtual sessions Safer Internet virtual assemblies/ sessions Prevent radicalisation virtual sessions/ assemblies Support from The Nest - assemblies, workshops, small targeted groups for pupils Talk and Draw sessions Young carers group (Young Minds) 1:1 sessions Daily mile Access to the wave project Emotions boards in classes Life skills groups Social skills groups	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) P4C provides structure to children's speaking, listening and thinking skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Highly quality virtual assemblies/ sessions support children's knowledge, skills and confidence. Young carers are a vulnerable group and children are able to share how valuable they find the young carers group. Daily mile increases confidence and allows valuable movement and increases fitness and wellbeing, children and adults run together. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3

After school enrichment activities/clubs to be offered to all children	Engagement in enrichment activities (for example, arts, sports etc) has been proven to improve performance across other areas of the curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3

Total budgeted cost: £ *158,045.75*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our internal data from 2022/23 suggests that disadvantaged children did not achieve as well as their non disadvantaged peers. The gap narrows as the children move up the school which suggests that the longer term impact of consistently high quality first teaching and interventions has an impact on their attainment over time. In reading 53% of PP children achieve ARE in comparison to 65% of their non PP peers. In writing this is 50% of PP compared with 62% of non PP and in maths 56% of PP compared with 68% of non PP. So, overall the gap in reading, writing and maths is 12% which is in line with last year.

July 2023 Attainment ARE	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
N (6)	5/6 80%	8/12 67%	3/6 50%	6/12 50%	3/6 50%	9/12 75%
R (11)	5/11 45%	7/9 77%	6/11 55%	7/9 77%	9/11 82%	8/9 89%
Year 1 (12)	10/12 83%	3/6 50%	8/12 67%	2/6 33%	10/12 83%	2/6 33%
Year 2 (11)	3/11 27%	15/18 83%	3/11 27%	13/18 72%	2/11 18%	11/18 61%
Year 3 (17)	6/17 35%	5/8 63%	6/17 35%	5/8 63%	6/17 35%	6/8 75%
Year 4 (16)	11/16 69%	8/10 80%	9/16 56%	7/10 70%	10/16 63%	8/10 80%
Year 5 (16)	8/16 50%	4/11 36%	8/16 50%	5/11 45%	10/16 63%	6/11 55%
Year 6 (16)	8/16 50%	5/10 50%	10/16 63%	7/10 70%	9/16 56%	7/10 70%

Whilst we did not fully realise the outcomes from our previous strategy, children continued to catch up for missed learning, with the gap between disadvantaged and non remaining steady so we will continue to focus on these outcomes in our 23-24 strategy.

In 2021-22 11% of pupil premium achieved greater depth in reading and 7% in writing. In 2022-23 this dipped to 6% in reading and 2% in writing. In 2021-22 11% of pupil premium children achieved greater depth in maths whereas in 2022-23 this also reduced to only 2%. We are also noticing that fewer non disadvantaged children are achieving greater depth. This could be because we are continuing to focus on all children catching up following the pandemic and therefore achieving greater depth is a more challenging task. We are also putting greater emphasis on children's social, emotional and mental well being to ensure that children feel happy, safe and ready to learn. We will continue to focus on this outcome for 2023-24.

Children continue to enter the school with low oracy levels (56% in Reception and 67% in Nursery below where they should be.) Progress data shows that 80% of children in Reception and 87% of children in Nursery made expected or more progress in communication and language by the end of the year. This includes disadvantaged children. Of those disadvantaged children with speech language and communication needs across the rest of the school almost all made progress in line with specialist targets set by the SAL therapist. This was due to targeted individual and group interventions run by TAs and learning mentors and weekly monitoring and support visits from the speech and language therapist. Approximately 61% of them also made the expected progress in both reading and writing. Book looks in EYFS showed a strong pupil voice through green pen writing, capturing the children's progress with their oracy skills. Monitoring of digital learning journeys also showed that children's voices were nicely captured through evaluations and videos where the children talked about their learning. Whole school book looks showed good use of drama to support oracy and writing in English and consistent use of communicate in print word banks to support children's vocabulary development. There was evidence in books (QR codes and written evaluations) of children beginning to use the correct technical vocabulary in subjects such as Art and Science. We will also focus on this outcome in 23-24 as we continue to see low levels of language skills on entry and a large number of children across the school with speech, language and communication needs.

Overall in 22-23, children made good progress and continued to catch up. In reading 77% (+7% from 21-22) of disadvantaged children made expected or more progress, in writing 73% (+6% from 21-22) and in maths 72% (+5% from 21-22.) Non disadvantaged children did better however, with 91% making expected or more progress in reading, 88% in writing and 86% in maths. We did not fully achieve our outcome for 22-23 so we will continue to keep this as a focus in 23-24 to close the gap in progress between pupil premium children and their non disadvantaged peers.

Whole school attendance in 2022-23 continued to be lower than in previous years at 92.6%, this was broadly in line with the national picture. Absence among disadvantaged pupils was 3% higher than their peers which is similar to previous years. Persistent absence however is much higher, with 76% of pupils below 90% being disadvantaged and only 24% not. In 22-23, of the 10 families who received fines or warning letters for term time leave, 5 were pupil premium. There were 7 families receiving support from family early help for persistent absence and all of these children were pupil premium. Attendance will continue to be a major focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing, mental health and social skills were significantly impacted by the Covid 19 pandemic. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. These interventions were run by our learning mentors and included social skills groups, life skills groups and 1:1 sessions. Of the 42 pupils who accessed learning mentor support for their emotional well being in 22-23 76% of these were disadvantaged pupils. Pupil questionnaires showed that at least 92.5% of all pupils enjoy coming to and feel safe in school and 97% believe that adults are friendly and approachable and they are able to talk to them if they need. Pressures on families has continued to increase in recent years and we are now noticing longer term effects on children's social skills and emotional well being that may not have been immediately apparent following the pandemic. We will continue to support our most vulnerable and disadvantaged pupils to develop their emotional resilience and well being in our 23-24 strategy.

All of our events were held in person last year and parents enjoyed being able to attend these including class assemblies, reading cafes and parent workshops. Some parents were confident to talk to staff members about worries or were able to ask for help. 98% of parents believe that staff are approachable and make them feel welcome, 100% of parents believe that school helps to support them with their child's learning. Almost all parents are now able to access the school App for communications. Whilst many are able to access the App, it is not always clear how many parents are able to use it to communicate and many still seem to miss out on messages or information. Some parents, in particular those of disadvantaged children, still rely on talking to members of staff or staff reminding them in person or via telephone. We want to continue to build on the work we have already done so that more parents become more independent in using the App and using the school newsletter as a source of information.