



Inspiring everyone to **R.E.A.C.H** through
Faith, Hope & Love

Parent Forum: Agenda

Date and time: Thursday 26th February 9am

Attendees: Clare Howells, Rebecca Carr, Chloe Ponting, Jo Knight, Mrs Edmonds, Mrs Wooldridge, Mrs Tyler, Ms Allen, Mrs Rushton, Ms Wilson, Mrs Palmer, Mrs Partridge and Mrs Hitchen

What to discuss

TOPIC TO DISCUSS	TIME
Reminder of Forum's terms of reference	5 minutes
Actions for last meeting	5 minutes
Pupil Premium Strategy	20 minute
The Writing Framework	20 minutes
Suggestions for discussion at future forums	10 minutes.

Minutes

C Howells ran through introductions of the ground rules, and what a parent forum is and what it is not.

Actions from last time:

Changes that happened at playtime - this went in the newsletter.

Learning for peace is on the website, model lesson is TBC.

Sensory trail is in the plan, the playground is still in phase 1 because of staff changes. But we are aiming to move onto phase 2.

Amazon Wish List will be live on World Book Day. Donations towards the event is still ongoing.

Mrs Ponting: Pupil Premium (PP) strategies.

Overview of what it is - it is on the website. PP is extra government funding to help disadvantaged children.

The money you get per child is different, depends on the eligibility. Gloucestershire portal will tell you if you are eligible and how to apply. The guidance is very strict, we need to spend it in a certain way, it is not specifically for individual children. Strategy for our school is on the website.

When reading our strategy, start from the back. It is a review first - and it is just a snapshot in time. There is no difference between SPAG in PP and non PP. There is an improvement with reading and attendance.



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Almost half of our PP are below in their English assessments - this is a focus.

Reading specifically, there has been an improvement. 26% of PP are below. There are 0 PP who are exceeding. This is just a snapshot in time.

39% of our PP children are also identified as having SEN. There are long wait times to access support services so we have to wait for that.

Attendance: we are above average but not for National Average.

84% incidences happen in unstructured time and twice as likely for children with PP.

The strategy document explains the figures and what we are doing. Each section has what we are doing about it, along with evidence and link, and which challenge it is addressing.

For example, every member of staff is trained with phonics, so that is addressing the reading.

Response with wellbeing, we now have wellbeing interventions. At break and lunch we have a wellbeing play lead. We also have support for SEN and academic interventions in school because we recognize these needs need to be met quickly. We have WELCOM which is a speech and language screening process which we can act on quicker before SALT which is a 9 month waiting list. With high quality adaptive teaching, we are constantly trying to improve and strive. But there is so much more on the document, it all links to the challenges and what we are doing about it.

Remember- approach data with caution as it fluctuates with number consistency and cohort dependent. All of the data is on the IDSR which is a data platform which is public. You can google it to find it as it gives more of a context.

"Where can we find the document"- it is on the website under key information and Pupil premium strategy. This strategy will be for 3 years, but we review yearly to make sure that it isn't vastly different. But the data can change.

"Does the document include where the money is being spent?" Yes but it is not broken down into what we actually specifically spend, but you can see where the money is going.

"What qualification does the senior mental health lead have"- She has done DFE Senior Mental Health Training, Mental Health First Aid and growth mindset training.

"Senior implies non senior"- it is what the DFE calls it.

"Is she in every day?"- Yes, hopefully. She has interventions, works with groups and individual. She also is ready for emergency support.

"What is the process?" We identify children in pupil progress. If we have identified things that come up, teachers can ask for support. As ever with parents, it is a conversation, decisions are made on an individual basis taking into account the whole picture at that time and if we have nothing available we will signpost parents to resources. But some children prefer to talk to teachers and TAs.

"When do the parents know?" With growth mindset, we actually get your consent. The class teacher will have that conversation.

"How do the children know"- we have worry boxes and we expect them to speak to their teachers and TAs. All children should know that Mrs Beaven is a senior mental health lead. We always say that the children can directly name a trusted adult, someone they are happy to talk to.

"When are the new TAs coming"- soon. The notice period is very short for support staff. There is not enough time to recruit.

"Home visits - do we have for pupil premium"- It is just for Reception, and we do it for everyone. "Having a home family support worker for the whole school"- we can't do this, the pupil premium money doesn't even come close to covering it. "Local smaller schools had one they shared"- we don't have access to that at the moment. But that is an interesting question because yes, we are in a trust but we manage our own budget. Some things are bought by the trust, but we are not at that stage yet.

The Writing Framework

Writing framework published in 2025. Writing strategy brings it right back to foundational functional skills.

Writing is really hard - children needs to think about letter formation, capital letters, punctuation and spelling. But children really do an amazing job working through the steps.

We are committed to getting it right from the beginning and keeping parents updated along the way.

The DfE published a lot of steps for schools to focus on and work on.

Statement 1: Start with the basics

What we need to do and the skills of writing automatic from the get go. We teach handwriting explicitly and regularly. In EYFS and KS1 it is daily. KS2 it is still regularly. We use a scheme to support this. This has



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agreed font which is used across the school. We talk about pencil grip, sat correctly and this includes modelling with the children as teachers. Even in KS2. We have new Hue visualizers (thank you PTA) to demonstrate this.

Statement 2: Building sentences

We work on accurate transcription skills (ULS scheme) for handwriting and spelling. We teach clear and accurate writing. The children know this really well, as it is the same across the whole process. Starts end of Reception up to Y6. Language rich learning across the school to expand the vocabulary. In Reception they do simple super sentences and we model all the way through all the way up. We use shared writing to model all of this, word banks etc.

Statement 3: Talk before writing

We are building in speaking as part of our curriculum all through. We are rich with discussions - Walk Thru training is really helping with cold calling and think/pair/share. We use storytelling, rehearsing ideas out loud, we encourage children to discuss their writing, and we have our oracy competition. Quality over quantity. We place importance on the transcription early on. Language rich EYFS right from the beginning.

Statement 4: Building foundations with EYFS

Mrs Knight has worked with Mrs Daly over the summer holidays to ensure that this is in place. There is a positive flow of language in the classroom, and the interaction from the adults is all planned and purposeful. There are fine motor skills build in and we embed the talk.

Statement 5: Extra support when needed

We identify this early through either interventions or quality first teaching. We have steps to help us identify them sooner. But they may not start with difficulties and we might need to pick them up later. We monitor handwriting regularly to stop bad habits forming. Interventions to ensure keep up not catch up. Lower down the school this is 1:1 but higher up it is mainly group work. If more is needed, this is discussions with parents and SENDCO.

Statement 6: Well rounded curriculum

We have this. We do retells to build language, we have shared writing for modelling and handwriting teaching. We work with each other to help each other and early support in intervention.

Statement 7: Reduce learning for tests

Meaningful learning that engages the children is on our curriculum. We have very confident children who will give things a go. Strong foundations in EYFS and quick interventions to stop habits.

Statement 8: Positive writing culture

We are working on this. We celebrate reading a lot, but we are making sure we are prioritizing more. Teachers are skilled in spelling, modelling and raising expectations. Our REACH values support this. We do celebrate work with stickers and in displays. We are working to raise the profile of writing across the school. ULS - if you have little children you'll know about the books. It has come from the Mangotsfield training. DFE requirements that we have a triangulated scheme of reading and spelling and phonics. This was to help the lowest 20%. We have followed ULS for years and it was in line with our teaching anyway. They have just brought out KS2 and then we are going to explore that. We also use it for handwriting too.

Discussions for next meeting:

Uniform - quality vs price. One branded jumper is £21 whereas in M&S it is £15 for 3. Branding is now just jumper and polo shirt. Hoodie, not zip up. Batemans don't go up to their size.

World Book Day - Reading ambassadors choose the direction. Some want to dress up, some don't because of the budget. Could we have it less rigorous and could people choose? Nostalgia of dressing up as a character from a book.

Nativity and Christmas jumper donations and costume swaps.



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Is there a move to use AI in learning, do we use AI in learning and are we digitally up to date? We have a MAT policy that is in the process of being written. You need to be careful, it can be used but it must be relevant and up to date.

Other schools use Dojo - can we use it? We've never discussed it. But we will consider the points. It will of course have a cost implication.

Invite Mental Health Lead to next meeting to discuss role and what they do. It is a big ask for Mrs Beaven to do this, but we aren't saying no.

Agreed actions

ACTION	BY WHOM
Set date for parents to join Year 5 for learning for Peace circle.	CH and BC

Date of next meeting: Wednesday 10th June 2pm.