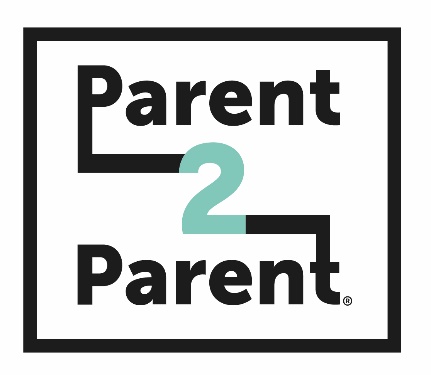
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| **Date** | April 2018 |
| **Key stages** | KS1 and KS2 |
| **School type** | LA maintained, primary |
| **Themes** | Parental engagement |



**Parent2Parent® Programme and PPG Case Study**

**A Hertfordshire Primary School**

**Overview of participants/families**

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| --- | --- |
|  | **Numbers** |
| **Number of participants** | **25** |
| **Number of pupils impacted currently on roll** | **31** |
| **Number of PPG families/children** | **2/4** |
| **Number of EAL families** | **5** |

The \*\*\*\*\*\* Family

All four children from this family are current or past pupils at the school, with three children on roll in the academic year 2016-17 in Year 6, Year 4 and Year 1. The family have been in receipt of Pupil Premium funding from when their eldest daughter, in Year 9, was a pupil here. Whilst the pupils academically always make at least minimum sufficient progress each year, their attainment towards ARE can at times be inconsistent each term. The father works full-time and mum has had a number of few hours, low paid work in the past but is currently unemployed. The family rely on public transport to get the children to and from school, and have at times struggled to maintain financial stability.

How the school has supported them using PPG

**Teaching and Learning**

* Additional adult support in KS1 was employed to provide additional intervention time, particularly in reading and phonics
* Before school and after school boosters for Year 6 were funded and resources
* Extra IPADs were purchased for KS1 and KS2 to use during homework club at lunchtimes

**Extra-curricular support**

* Year 6 residential trip
* Three trips in Year 4
* One trip and one workshop in Year 1

**Home life**

* Food parcels were given to the family at the end of every month
* Uniform was provided for all children

**Emotional support**

* Mum was invited to attend the P2P programme
* Open door policy for mum
* Children participated in the Rainbows Bereavement Scheme in school upon the death of their grandfather

**Impact**

Mum came to see HoS at a particularly low point in the year when the family continued to struggle financially, the child in Year 6 was struggling with SATs preparation, mum felt she had no ‘friends’ on the playground to talk to and the grief at the loss of her father was particularly difficult to manage.

The HoS suggested the ‘Parent2Parent’ programme as a way to meet other parents, find new ways to support the children academically and emotionally at home and to build her own self-confidence which would then be reflected in the children both at home and at school.

Mum really enjoyed the course and was very involved in the sessions. Mum found a small group of parents from the same year group as her daughter in Year 1 who she now regularly meets up with for play dates outside of term time.

Mum put herself forward to chaperone a number of school trips showing increased confidence in her ability to support her own and other children. Attainment and progress for the children was heightened in the summer term moving from all being below ARE and making minimum sufficient progress, to ARE or better in the case of the Year 6 pupil and all three children making expected or better progress.

The children’s class teachers reported through teacher voice that home support was more consistent and more effective, the children were happier and more sociable amongst their peers, and the child in Year 6 has since made a very successful transition to secondary education and is doing very well.

Mum appears to be much happier and engages more positively with the school. Relationships and finances in the home are more stable and the children have settled into their new year groups in the school very well.

Mum is an active figure in the school; attending all information meetings around the curriculum and is keen to obtain as much information as possible to support her children. Mum has also applied for an MSA position in our school which is something she would not have had the confidence to do prior to completion of this course.

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| **Contact:** | Kate.stockdale@hertsforlearning.co.uk |