**Working with parents and pupils**

**Rationale**

* Extend and focus current effective practice in school to further engage key people - pupils and carers.
* Explore different/new approaches to engage pupils in receipt of the pupil premium and their parents/carers in their learning.
* Developing ways in which both pupils and parents can become active participants in their learning.
* Develop an approach in which both pupils and parents feel involved and become co-contributors in terms of outcomes and aspirations.
* Giving more power and responsibility for their learning to the pupils.
* Wanting pupils to be able to talk about their identification and needs - putting people on the front foot, developing culture re. ‘knowing what works for me’.
* Specific self-knowledge that enables pupils and parents to challenge teachers and leaders.

**Potential model**

* Linking some of the effective practice seen with children looked after and using this practice with disadvantaged pupils and their parents/carers. For example, regular dialogue about learning and the impact of additional funding on individual CLA progress.
* A similar approach in the ‘Achievement for all’ research (<https://www.gov.uk/government/publications/achievement-for-all-national-evaluation>) to support both disadvantaged pupils and those who have special educational needs and/or disabilities.

**Potential Pitfalls**

1. For this group, both pupils and parents/carers do not always respond well to identification due to the obvious stigma attached.
2. Schools use PP funding to finance a range of strategies that are not always easy to quantify and link to an individual pupil’s funding.
3. Many schools find it very challenging to engage with some parents/carers in this group due to wider social and community issues.
4. Not all staff are aware of the pupil premium group and the school’s current approaches to support these pupils.

**Possible Solutions**

1. Identify this group in a positive way. Identify the funding as a benefit. For example, ‘**Aspiration Funding’/ ‘Acceleration Funding’/ ‘Futures group’**
2. Review what currently works and where there may be gaps.
3. Research successful practice elsewhere including in local networks.
4. Identify training for key staff, possibly support staff to engage with parents/carers and pupils.
5. Source and train ex-pupils or local young people to facilitate these discussions.
6. Approach local businesses to support staff training on developing a more outward-facing ‘customer culture’.

**Targeted questions for pupils in a structured conversation - some examples**

* In which subjects are you the most successful and why? What strategies do teachers use that help you learn the most?
* How do you learn from your mistakes?
* Who do you talk to when you don’t understand something at school or at home?
* Is there any additional help you receive? What does this help look like?
* Does the additional help you receive make a difference to your learning? If not, why not?

**Targeted questions for parents - some examples**

* Are you aware that there is additional funding?
* Is the additional funding making a difference? What difference is the school making to your child’s experience at school?
* How do you know things are going well?
* How can we make a difference to your child’s learning at school? How can we make it better for your child?
* What further advice or help would you find useful to support your child’s learning at home?

**Further research and information**

* **Rapid review of parental engagement and narrowing the gap in attainment for disadvantaged children Hilary Grayson:** http://assets.oxfordowl.co.uk/2014/10/07/17/52/15/863/bp\_nfer\_parentalengagement.pdf
* **Achievement for all:** <https://www.gov.uk/government/publications/achievement-for-all-national-evaluation>