Name of programme:	Duration programme has been running:	What it is and who is it aimed for?:	Impact:
In EYFS:			
REAL project- Raising Early achievement in Literacy in Nursery and Reception	6 years Home learning. 2 members of staff do 2 home visits and 3 sessions in school per child	Targeted for disadvantaged children and those underachieving or those from vulnerable families in Nursery and Reception	43 /52 children who were underachieving at beginning of year were age related by end of year with an expected GLD (83% success rate) Positive parent evaluations at end of programme. Evidence in folder
Parent curriculum workshops	9 years Curriculum workshops for parents on assessment, EYFS curriculum, Phonics, reading, writing and Maths Workshops at varied times of day to maximise parent attendance	Open to all Reception Parents Past 3 years online. Recent attendance 80/90 parents attended session	Positive parent feedback in evaluations 'I had no idea how important working with young children is. I thought it was ok to let them play'. 'I have learnt a lot about phonics. I did not even know how to say the sounds. Now I can help my child with this at home'. Evidence in folder
Parent volunteers for reading	9 years 4 parents each year trained up by staff to read individually with the children regularly Some parents help with activities such as cooking, sewing.	All chn in Reception 2020/2021 – one volunteer attended throughout year and supported with reading in all classes. Last year 2 volunteers helping in Reception are now employed at the school	Additional individual reading practise for all chn. Disadvantaged chn are read with multiple times. Last 9 years approx. 25 to 30 chn in year group are reading Y1 book level by end of year. 75% - 80% GLD in reading past 6 years
Involving parents in planning in EYFS to ensure curriculum meets chn's and parents interests.2020 – 2021 Parents involved in Assessment for their child	9 years	All parents in Reception All Parents received individual targets as to how they could help their children at home based on the assessments they had seen and were emailed the resources	Involvement engages children and parents commitment to learning. For example, one family wrote they their child to learn about submarines so this was included in the planning, another child interested in Titanic so we included ships, boats and floating and sinking. (sample)

and given individual support as to how they can help their child to 'rise up' from where they are due to missed schooling.	Introduced this year via individual zoom sessions as a way to involve parents more	to support them. This was in addition to parent consultations which occurred soon after.	Parents seen as partners in children's learning. This will be continued in subsequent years due to its success in engaging parents, which also impacted on children's learning. (samples)
Open-door policy. Parents can meet teachers any day after school to discuss childrens' progress and are encouraged to meet regularly if they wish this and it would benefit the family	9 years	Open to all parents in EYFS	Several parents meet staff regularly fortnightly. 1 parent requested to meet end of every half term with AHT and 1 monthly During lockdown, met through zoom Close links with parents resulting in learning being re-inforced and scaffolded leading to accelerated learning for these children.