

St Mary's Catholic Primary School, Poole
Pupil premium strategy statement 2017-18

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	2017/18	Total PP budget (Est)	£37,962	Date of most recent PP Review	
Total number of pupils	393	Number of pupils eligible for PP	34	Date for next internal review of this strategy	

Pupil Numbers for previous year – source SIMS or Jan census data or Key to Success

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
10	11	3+1 (LAC)	9

Current Academic Year source SIMS or Jan census data or Key to Success

(Percentages are for each cohort and the totals across the school)

Year Group	Total <i>In year group or</i>	FSM	Ever 6	Services	Adoption Premium
Year 6	4	2	1	1	
Year 5	10	4	4	1	1
Year 4	7	3	1	3	
Year 3	4	1	3		
Year 2	4	1	1	2	
Year 1	2		1	1	
Reception	3	2			1
Total	34	13	11	8	2

Calculated for financial year not academic year

Primary

Previous Year (FSM + E6) x £1320 + Adoption x £1900 + Services x £300 = Total / 12 x 7 = Total 1

Current year (FSM + E6) x £1320 + Adoption x £1900 + Services x £ 300 = Total / 12 x 5 = Total 2

Predicted budget = Total 1 + total 2

If in current year children leave or arrive before the January Census this will affect Total 2 and adjustments will be made later in the year. (CAST make adjustment in June)

Secondary as for primary but FSM + E6 x £935 (Yr 7 – 11 only)

2. Current achievement			
End of KS1 & 2 Attainment for: 2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	17%	70%	

% achieving expected standard or above in reading	83%	87%	
% achieving expected standard or above in writing	83%	85%	
% achieving expected standard or above in maths	33%	76%	
Progress score in Reading	0.18	- 0.63	
Progress score in Writing	-3.49	-2.07	
Progress score in Mathematics	-5.25	-1.27	
% achieving expected standard or above in reading at KS1	67%	89%	
% achieving expected standard or above in writing at KS1	33%	84%	
% achieving expected standard or above in maths at KS1	33%	75%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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|-----------|---|
| A. | Consistent strategies with regard to reasoning and solving maths problems |
| B. | Feelings about school (identified from PASS survey) |
| C. | Poor test technique including poor attitude to formal testing |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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|-----------|---|
| D. | Completion of quality homework |
| E. | Low attendance rates and poor punctuality |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>KS1 and KS2 results for achievement and progress in Maths will increase.</p> <p>Pupil's ability, confidence and resilience to reason and solve problems will increase.</p>	<p>Maths - No Problem Maths to be introduced across the school to ensure consistency within and between year groups.</p> <p>Scheme of work produced for all year groups.</p> <p>Inset – Training for all staff on how to use Maths - No Problem scheme. Collaboration with high achieving local schools who use the same scheme will provide opportunities for benchmarking of progress for all year groups.</p> <p>Regular PUMA/PIRA testing will provide up to date analysis of core skills and facilitate improved test technique, accountability and accurate sharing of information between year groups.</p> <p>Arithmetic and basic skills lessons timetabled in.</p> <p>Marking PP pupils books first and compare the progress/presentation to non PP pupils.</p> <p>Weekly conferencing – every PP child in the school has a timetabled 1:1 slot with their class teacher or a member of the SLT. This time will be spent working on their targets in their individual action plans.</p>
B.	<p>Improvement in pupil's attitude towards school.</p> <p>PASS survey-increase in positive data collected.</p> <p>Attendance improved.</p>	<p>PCW to conference pupils identified through PASS as needing additional emotional support. PCW will tailor sessions to the individual child's needs. (play sessions, exploratory discussions, ELSA if necessary)</p> <p>Interventions given across reading, writing and maths to build up confidence.</p> <p>Maths interventions KS1 – Numicon (develops conceptual understanding in maths using concrete apparatus, focusing on action, imagery and conversation to improve children's number sense.)</p> <p>First class at number 1 - structured to develop and deepen children's number sense in relation to numbers up to 20. This is activated through these four topic areas:</p> <ul style="list-style-type: none"> • Numbers 1-6

- Numbers 5-10
- Exploring 10
- Numbers 10-20

KS2 – **First class at number 2** (reinforcing work completed in class and building on FCN1)

English interventions

KS1 – **Words first**

Words First is a stand-alone programme specifically designed to teach children to read and write high frequency words.

The scheme takes a carefully structured approach to learning to read and write, by linking word recognition and comprehension skills in a series of graded steps.

The aim is to teach the High Frequency Words both individually and within a reading context, so that the children realise from the very beginning that words join together to convey meaning.

Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children in Year 1 who have difficulties learning to read and write.

ELS (Early literacy support) With this intervention, children will be secure at Phase 2 of Letters and Sounds but have been identified through Foundation Stage Profile data and ongoing Assessment for Learning as needing the additional support of a small-group setting to address the learning involved in Phases 3 and 4 confidently, and to benefit from additional opportunities to practise and apply the skills they have already been taught.

KS2

Hi Five A programme designed to develop independent reading and writing strategies.

Letters and Sounds – recapping the phonics scheme from phase 3

		<p>Parent readers Y1-6 X3 children monitored weekly. PP children are prioritised.</p> <p>Learn to Move aimed at KS1 children to improve their gross and fine motor skills which will impact on their handwriting and presentation skills.</p> <p>ELSA given where appropriate.</p> <p>A review of non-core subjects; how and when they are delivered. (CH monitoring humanities and ensuring a broad and balanced range of lessons and activities)</p> <p>Sports leaders implemented during Aut2 to ensure all children are receiving quality first teaching in their PE lessons.</p>
C.	<p>Pupils consistently complete and hand homework in on time and to a high standard.</p> <p>AMA pupils complete challenges that are more demanding and require greater resilience Greater parental involvement.</p> <p>This will be measured by a greater return of homework and the impact on learning through Pira/Puma tests.</p>	<p>Parents involved in HW consultations.</p> <p>Homework set and due in on the same day across the whole school.</p> <p>Homework books replace loose sheets.</p> <p>KS2 homework club set up and currently running during lunchtimes. Run by SLT.</p> <p>Autumn Term-Spelling/tables/number bonds/reading <u>only</u> for everyone from 1-6 (Foundation to have own input). No topic work or projects in this term. The spellings to be given in a half term block rather than week by week.</p> <p>An extension activity set each week for able children by SLT, via web or email.</p> <p>To be reviewed with parents at the end of the term.</p>
D.	Continue to improve attendance and punctuality.	Action Plan to be reviewed and updated.

5. Planned expenditure				
Academic year		2017/18		
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium to improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Outcomes and progress in all subjects, but particularly maths, improve.	Phase leaders implemented.	Middle Leadership shown to be key driver of whole school performance. Evidence from PASS survey.	SLT will monitor impact. Governors will hold SLT to account.	SLT.
Outcomes of Mid-Year Review: Rigorous and robust monitoring schedule in place to monitor outcomes and progress (includes writing moderation, book scrutiny, pupil progress meetings, learning walks and observations – every half term. PASS survey evidence PUMA and PIRA testing be used and mid-year results being collated. Accountability meetings with SLT. Phase leaders being held to account for their phase’s outcomes and progress, PLs holding teachers accountable. Lines of enquiry, Teaching and Learning reports, data and challenge reports document scrutiny across whole school.				
Total Planned Expenditure:				£3,530
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils make greater progress.	1:1 support provided in class where appropriate.	Outcomes from PIRA and PUMA tests show that 1-1 explanation is most effective way to improve scores.	PP Lead to monitor. SLT/Phase leaders monitor through lesson observation/learning walks.	PP lead.
Outcomes of Mid-Year Review: Accountability meetings being held with staff. Using lines of enquiry/pupil progress meetings to inform the support required to individual children Outcomes of PUMA and PIRA tests being used to identify appropriate support and TAs targeted towards providing support. Pupil conferencing regularly taking place with teacher				
Total Planned Expenditure:				£18,030

c. 1-1 Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils become more confident and independent in class and in unstructured social situations.	PCW to identify needs and chose appropriate methods of support and those best suited to delivering it.	PASS survey results.	Teachers to refer pupils to PCW based on classroom observation and analysis of PASS results.	PCW.
Outcomes of Mid-Year Review: PCW seeing many PP children in the Hub. PASS survey completed by children ELSA interventions being accessed by PP children Subsidised breakfast club accessed by PP children				
Total Planned Expenditure:				£3,610
d. Group Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils make greater progress in identified areas of academic weakness.	Booster interventions and provision teaching throughout the day.	PIRA/PUMA test results.	Trained TAs/teachers to administer intervention programmes/boosters; SENDCO to monitor for impact. SLT/Phase leaders to be aware of these children as a focus in observations and book scrutinies.	SENDCO.
Outcomes of Mid-Year Review: Test outcomes informing interventions. Each child has intervention where required. Looking at enrichment for AMA pupils, e.g. science club, books, music tuition. Each child has their own action plan with personal targets. Barriers to learning questionnaire completed for each individual child, allowing for a more bespoke approach to learning.				
Total Planned Expenditure:				£4,630

e. Group Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils become more confident in social situations. Learning behaviours become stronger.	PCW to identify needs and chose appropriate methods of support e.g. behaviour management, ELSA, specific reward schemes.	PASS survey results. Observations of professional colleagues (external and internal).	Monitoring of PASS results next year. Discussion with pupils involved. Observations.	PCW.
Outcomes of Mid-Year Review: PCW seeing many PP children in the Hub PASS survey completed by children. Outside agencies involved in PP/SEND children.				
Total Planned Expenditure:				£3,610
f. Learning Resources				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupil's ability, confidence and resilience in reasoning and solving problems increases.	Maths No Problem resources purchased for all year groups. Consistent approach to maths implemented across school.	KS2 Maths results are below Reading and Writing.	Book scrutiny. Lessons observed and graded. Analysis of PUMA tests. Pupil voice during conferencing.	Maths Lead.
Outcomes of Mid-Year Review: Resources to support learning made available to parents, e.g. Maths resources. Parental involvement – letters sent out asking for parents to state what kind of support they would like (e.g. training workshops on MNP) MNP staff training Doodle maths staff training				
Total Planned Expenditure:				£2,580

g. Staff Training				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Training for all staff in Maths No Problem methodology.	External trainer from Maths No Problem to lead inset. Joint moderation/CPD with successful local schools who use the same scheme.	Singapore's place in the PISA leagues for global educational results.	Lesson observations. Book scrutiny. Outcomes from PUMA tests.	SLT.
Improve the quality and impact of intelligent actions for PP children.	PP lead presents Teach Meet presentation. for staff and input for PP pupils PP lead attends network meetings	Impact of previous staff training -PASS survey results have significantly improved for PP children	Intelligent actions monitored and lesson observations made	PP Lead
Outcomes of Mid-Year Review: Maths No Problem training undertaken by all staff. Worked with St Joseph's on moderation. Maths Lead undertaken further training. PP Lead attend cluster meetings to share good practice with other PP champions.				
Total Planned Expenditure:				£5,400
h. Enrichment/Raising Aspirations				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils become more engaged and resilient in their learning.	New activities investigated by PP Lead and a programme created and agreed by SLT	PASS survey. Observations of staff. Pupil voice.	PP lead/teachers to report the impact of each activity to SLT.	PP Lead.
Outcomes of Mid-Year Review: Parliament visit Science club Researching (Books Trust) Book club AMA – additional challenges provided by teachers to work on at home Sports Leaders in Y6 Maths booster clubs Subsidised educational visits Researching 'local heroes'				
Total Planned Expenditure:				£500

i. Home Support (e.g. Breakfast Club, PCW, Administration of attendance concerns etc.)				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Attendance to improve Pupils have a positive start to the school day leading to a positive attitude to learning	Breakfast club opened, subsidised and extended due to demand.	Consultation with parents. PASS survey. Attendance figures. Lateness figures. Good practice in other successful schools.	Uptake of places. Parent voice. Pupil voice. Improvement in terms of absence/lates.	SLT. Attendance Lead. PP Lead.
Outcomes of Mid-Year Review: Breakfast Club provided where needed External agencies involved with those with poor attendance – being rigorously monitored.				
Total Planned Expenditure:				£2,800
j. Other, not captured by any of the above				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Excitement and sense of wonder about learning to increase.	Enrichment activities provided. Review of non-core subjects; how and when they are delivered.	PASS survey.	PP Lead/teacher to monitor impact in class after activities have taken place. Phase Leaders to observe and feedback on impact of enrichment activities.	PP Lead.
Outcomes of Mid-Year Review: Curriculum maps have been reviewed to ensure engaging hooks for topics.				
Total Planned Expenditure:				£300

6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.

7. Review of expenditure				
Academic Year		2017-18		
a) Additional Teaching Staff				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Outcomes and progress in all subjects, but particularly maths, improve.	Phase leaders implemented as middle leadership has shown to be a key driver of whole school performance.	<p>Rigorous and regular monitoring of progress and outcomes by phase leaders and SLT (from target tracker and through puma and pira tests) combined with pupil progress meeting, learning walks and observations have ensured that all children are making progress across the school.</p> <p>69% of PP children made 6 or more steps progress (5 for Y1) on target tracker in reading. 72% for writing and 75% in maths. The maths and writing were in line with all pupils whereas reading was slightly lower than all pupils.</p> <p>The KS1 results in maths from 2017-18 showed 78% of children achieved the expected standard whereas 50% of pp children (2 out of 4 children) achieved the expected standard.</p> <p>The KS2 results in maths from 2017-18 showed 74% of children achieved the expected standard in maths whereas 100% of pp children (4 out of 4) achieved the expected standard. In addition, 100% of pp children achieved the expected standard across all three subjects, with 50% of pp children attaining higher in all three subjects.</p>	Phase leaders have been a key driver in ensuring and monitoring progress and outcomes across the school. We will continue to use phase leaders in order to ensure that outcomes and progress continue to improve in all subjects. We will continue to foster a strong culture of accountability.	£3,530

b) 1-1 intervention – Academic				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils make greater progress.	1:1 support provided in class where appropriate.	<p>Through conferencing, children have received 1:1 support throughout the year in addition to support in class. This has allowed for children to have personalised targets and to work 1:1 to ensure they are met. It has improved children’s resilience, learning behaviour and, for some, their participation in class learning.</p> <p>69% of PP children made 6 points progress throughout the year (5 for Y1) in reading, 72% for writing and 75% for maths.</p>	The use of conferencing was of great benefit for PP children. Conferencing only began after Christmas and in that time great improvements have been seen in the children. We will strive to continue conferencing.	£9220
c) intervention – Social				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils become more confident and independent in class and in unstructured social situations.	PCW to identify needs and chose appropriate methods of support and those best suited to delivering it.	<p>PCW saw many PP children in the hub at lunch times for pastoral support. This enabled them to talk about their feelings and to become more confident. 2 children accessed ELSA interventions with the PCW allowing them to develop the management of their emotions and to increase their confidence both in and out of the classroom. 3 children benefited from a subsidised breakfast club, costing £204, which enabled them to start the day positively and not hungry.</p> <p>A multi skills club was offered to pp children. All of the costs were subsidised. This allowed them to develop different sports skills and to develop important skills such as teamwork and resilience.</p>	Having a PCW available at break and lunch times has allowed PP children to access specialized emotional and social support which has been of great benefit for those children. We aim to continue to provide a PCW to further support the children as they move through the school.	£5420

d) Group intervention – Academic				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils make greater progress in identified areas of academic weakness.	Booster interventions and provision teaching throughout the day	<p>10 PP children have had one or more wave three interventions this year to fill gaps in learning, boost confidence and enable them to fully access the curriculum.</p> <p>Personalised targets have allowed all children to make progress and for the children and teachers to be more focused on their areas of weakness.</p> <p>AMA children (including PP) had been invited to enrichment activities such as a book club and science club.</p>	Through booster interventions it has allowed pp children to maintain or accelerate their academic progress. It has provided opportunities to consolidate and to fill gaps in their knowledge. This, combined with 1:1 conferencing and individualized targets, has allowed for the children to become more confident and to be more able to access the curriculum in class. We aim to continue this next year.	£6092
e) Group Intervention – Social				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupils become more confident in social situations.</p> <p>Learning behaviors become stronger.</p>	PCW to identify needs and chose appropriate methods of support e.g. behaviour management, ELSA, specific reward scheme.	<p>PCW has been seeing many PP children in the hub at lunchtime, providing social and emotional support.</p> <p>Results from lesson observations and learning walks have shown that children’s learning behaviours have improved over the year.</p> <p>A member of staff CPD on anti bullying and peer mentoring which has enabled him to focus on learning behaviours and pupils’ social engagement.</p>	Through work (both formal and informal) with the PCW may pp children have developed their social and emotional skills. They return to class more confident, ready to learn and ready to challenge themselves. We will continue to offer support from the PCW to pp children.	£3300

f) Learning Resources				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil's ability, confidence and resilience in reasoning and solving problems increases.	Maths no problem resources purchased for all year groups. Consistent approach to maths implemented across the school.	<p>Consistency in approach across the school has resulted in the standardising of methodology in maths. Children are being exposed to more critical thinking and mastery problems and are more confident in answering and explaining. The evidence of this can be seen in their books.</p> <p>Maths data across the school has shown an improvement in results. At the end of KS1 in 2016-17, 75% of children achieved the expected standard whereas in 2017-18 it was 78%. In addition, 17% achieved greater depth in 2016-17 whereas 23% achieved greater depth in 2017-18. This is an increase of 6%. At the end of KS2 in 2016-17 71% of children achieved the expected standard in maths whereas in 2017-18 74% achieved the expected standard. 31% achieved greater depth in 2016-17 compared to 42% in 2017-18. This was an increase of 11%.</p> <p>Maths resources, such as bags of Numicon, were given to individual PP children to enable them to access learning at home.</p>	We will continue to implement the Maths No Problem scheme across the school as it has shown to improve children's ability to reason and problem solve. The scheme has shown an increase in results and progress for pupils.	£2500

g) Staff Training				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Training for all staff in Maths No Problem.</p> <p>Improve the quality and impact of intelligent actions for PP children.</p>	<p>External trainer from Maths No Problem to lead an inset.</p> <p>Joint moderation/CPD with successful local schools who use the same scheme.</p> <p>PP lead presents Teach Meet presentation for staff and input for pp pupils. PP lead to attend network meetings.</p>	<p>Staff have increased in confidence in teaching maths and following the scheme. This has been seen during learning walks and lesson observations.</p> <p>One member of staff was able to participate in a Maths No Problem research project. Her findings have been implemented across the school and are enabling all groups of children, especially PP children, to fully access the Maths No Problem pedagogy.</p> <p>Moderation with a local cluster and with a local school occurred. This enabled staff to share good practice and to discuss how different schools were approaching certain topics.</p> <p>PP lead attended half termly cluster meetings within the LA where good practise was shared. This resulted in action plans being in place to support all pp children across the school. The actions were implemented by governors, teachers and staff. As a result, it has improved the provision and support for all pp children. (See pp folders).</p>	<p>Through training staff were able to ask questions and further their understanding of the maths no problem rationale and methodology. This resulted in more confident and efficient implementation of the scheme in school. More training will allow staff to develop further.</p> <p>Moderation allowed staff to share good practice and to compare judgement with other schools. In future, moderation with a school using Maths No Problem would greatly benefit staff.</p>	£5,400

h) Enrichment/ Raising Aspirations				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils become more engaged and resilient in their learning.	New activities investigated by PP lead and a programme created and agreed by SLT.	<p>A lunch time science club and a book club were run at school and several pp children participated. This encouraged a thirst for knowledge and raised the children’s engagement and aspirations surrounding education.</p> <p>2 year 6’s PP children were sports leaders with a further 3 year 5 and 6 PP children being trained to lead the ‘Golden Mile’ for the whole school. This enabled them to develop their leadership skills and to be responsible for different areas of the curriculum.</p> <p>Y6 children were invited to a morning maths booster club. The resulted in increased confidence and arithmetic skills for all children involved.</p> <p>1 PP child had music lessons paid for at £65. This enabled him to access an area of the curriculum that he found enjoyable.</p> <p>Four year 6 children were subsidised to attend PGL costing £410. This pushed their boundaries in regards to taking risks and gave them opportunities that they had not previously encountered.</p> <p>Five year 5 children were subsidised to attend Leeson House, costing £669. This allowed them to access outdoor activities that broadened their horizons in regards to environmental issues. It also enabled them to experience life away from home.</p> <p>A further 13 children had subsidised trips, costing £57. Without this, the children could not have afforded for them to attend.</p>	Through enrichment it provided pp children with additional opportunities that they otherwise may not have access to. These opportunities ranged from academic to social to leadership opportunities. PP children were able to become more engaged with the school community and to become more engaged with learning. We will strive to continue to offer enrichment opportunities.	£1400

i) Home Support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance to improve. Pupils to have a positive start to the school day leading to a positive attitude to learning.	Breakfast club opened, subsidised and extended due to demand.	<p>3 PP children attend breakfast club, subsidised by the school. This enabled them to start the day positively and not hungry. Other pp children were provided with food on numerous occasions as they came in to school hungry.</p> <p>Attendance by all pupils was 95.4%. All funded children had an average attendance of 90.97%. However, this figure includes two pp children who were school refusers. Without these children, the percentage for average pp attendance rises to 95.5 which is in line with attendance by all pupils.</p> <p>1 child received a subsidy of £37 for school uniform. This enabled them to come to school feeling confident and that they were wearing the same as all of their peers.</p>	In order to further improve attendance and positive starts, we endeavor to continue to offer subsidized breakfast club for pp children and to also offer a subsidized after school club. We aim to offer a subsidy for uniform for pp children if required.	£400

j) Other, not captured by any of the above PASS

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Excitement and sense of wonder about learning to increase	Enrichment activities provided. Review of non-core subjects; how and when they are delivered.	<p>Year group curriculum maps were updated and standardised. All staff presented their curriculum during an inset day to increase awareness of the curriculum in the school. This ensured a broad coverage of topics, themes, trips and hooks. All year groups went on at least one school trip. There was an increase in outdoor learning across the school.</p> <p>All staff attended an inset day on creating a curriculum which provided support for all children, particularly pp. For example there will be a focus on enriching vocabulary across the school.</p> <p>All year 5 children went to a local secondary school for a day. They were able to experience the teaching and resources of a secondary school. They had access to specialist teachers who inspired them to achieve their best in specialist subjects such as science and maths.</p> <p>All children attended an Inspire to Learn event in school where multiple professionals presented their careers. This enabled all children to ask questions and find out more about the opportunities that exist beyond school. Children were paired across year groups to enable them to access and digest the information, answering questions about their own futures.</p>	<p>We will continue to develop the curriculum to ensure that all children had a rich and balanced curriculum that provides many opportunities, both inside and outside of the classroom.</p> <p>We plan to repeat the careers event biannually in order to continue to inspire children to think about their future careers. We will also enquire about future opportunities for enrichment via a local university in order to increase their aspirations.</p>	£700