



## The Woodlands Community Primary School Pupil Premium Strategy Statement 2019-20

1. Summary Information					
School	The Woodlands Community Primary School				
Academic Year	2019-20	Total PP budget	£75,420 <i>(£2950 contingency)</i>	Date of most recent PP review	April 2019
Total number of pupils	303	Number of pupils eligible for PP	66 (22%) <i>66 pupils (May 19)</i>	Date for next internal review of this strategy	April 2020

2. Current attainment						
	Spring 2019		Summer 2019		Autumn 2019	
	PP	Non PP	PP	Non PP	PP	Non PP
% achieving or exceeding age-related expectations in Reading	64%	84%*	76%	88%*		
% achieving or exceeding age-related expectations in Writing	59%	76%*	65%	74%*		
% achieving or exceeding age-related expectations in Maths	76%	84%*	65%	81%*		
<i>*Average of Non PP % across years 1-6</i>						
% of PP pupils making expected or accelerated progress in Reading	82%		76%			
% of PP pupils making expected or accelerated progress in Writing	82%		65%			
% of PP pupils making expected or accelerated progress in Maths	80%		65%			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A	<i>Lack of self-confidence and independent learning skills</i>
B	<i>Concentration and focus</i>
C	<i>Reading and comprehension skills</i>
External barriers <i>(issues which also require action out of school, such as low attendance rates)</i>	
A	<i>Limited or inconsistent home learning support</i>
B	<i>Financial difficulties within the home environment</i>
C	<i>Attendance</i>



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<b>4. Desired outcomes</b>		
<i>Desired outcomes and how they will be measured</i>		<i>Success Criteria</i>
<b>A</b>	<b>To further increase the percentage of pupils working at or above age-related expectations in Reading, Writing, SPAG and Maths.</b>	Pupil data shows that of the pupils in receipt of PP funding: <ul style="list-style-type: none"> <li>• The majority of pupils make at expected or accelerated progress from their individual starting points</li> <li>• The majority of pupils reach or exceed age-related expectations.</li> </ul>
<b>B</b>	<b>To diminish any differences in the progress and attainment of our pupils eligible for Pupil Premium funding and those of their peers.</b>	Differences between the attainment of PP and Non-PP pupils have been diminished through PP making accelerated progress.
<b>C</b>	<b>To provide the pupils in receipt of Pupil Premium with broad and balanced range of educational, social and cultural experiences.</b>	PP pupils receive quality first teaching in line with their peers. PP pupils have access to additional provision including small group teaching and subsidised/fully-funded activities to broaden experience within and outside the curriculum.

<b>5. Planned Expenditure 2019-20</b>					
<b>i) Quality Teaching and Learning for All</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Evidence / Rationale</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To develop curriculum engagement and enhance pupils' holistic development through outdoor learning activities.	<b>Forest Schools</b>	Exposure to outdoor learning allows for curricular skills to be applied in context and additional opportunities for new skill and confidence development, including team work and communication skills.	<ul style="list-style-type: none"> <li>• Regular reviews of impact including data analysis and pupil voice</li> <li>• Staff CPD and regular updates.</li> </ul>	<b>Forest School Lead</b>	<b>Termly</b>
To ensure the effective monitoring and development of provision for Pupil Premium-eligible pupils including: team-teaching, data, book looks, planning scrutiny, learning walks, lesson observations, interventions and alternative	<b>Deputy Head release time</b>	Coaching and skill development of staff, as well as monitoring of impact, will lead to improved staff confidence and effectiveness in making provision for PP-eligible pupils.	<ul style="list-style-type: none"> <li>• Regular reviews of impact including data analysis and pupil voice</li> <li>• Staff CPD through team planning, team-teaching and observations of best practice.</li> </ul>	<b>DH</b>	<b>Termly</b>



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provision, extra-curricular opportunities.					
To enable the SENDCO to monitor the quality and impact of interventions and provision for vulnerable groups. To allow SENDCO to provide coaching for staff in the delivery of effective interventions.	<b>SENDCO release time</b>	Coaching and skill development of staff, as well as monitoring of impact, will lead to improved staff confidence and effectiveness in making provision for SEN pupils, including PP-eligible pupil with SEN.	<ul style="list-style-type: none"> <li>Regular reviews of impact including data analysis and pupil voice</li> <li>Staff CPD through team planning, team-teaching and observations of best practice.</li> </ul>	<b>SENDCO</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>
To allow pupils in receipt of PP funding to access extra-curricular opportunities.	<b>Sports Coaching</b>	Access to specialist coaching will help to develop talents and skills in sports, boosting confidence and encourage transferrable skills, including practice and perseverance. Up-skilling of the staff to enable them to deliver high-quality PE to all pupils.	<ul style="list-style-type: none"> <li>Regular reviews of impact</li> <li>Pupil voice</li> </ul>	<b>PE Subject Leader</b>	<b>Termly</b>
<b>Total budgeted cost</b>					<b>£14,800</b>
<b>ii) Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To allow more able learners who are eligible for Pupil Premium funding to be deepen and apply their skills through participation in challenge events.	<b>G and T events</b>	All pupils should receive teaching that challenges and extends their learning; more able pupils require continued exposure to greater depth learning	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Staff members to participate in the events so the skills learned can be reinforced in every-day learning, leading to an increasing number of pupils reaching the Greater Depth standard in their learning.</li> </ul>	<b>SLT</b>	<b>Termly</b>
To increase reading skill development, by providing the opportunity to: <ul style="list-style-type: none"> <li>Improve reading.</li> <li>Increase confidence.</li> </ul>	<b>1:1 / small group Support for reading</b>	Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and	<ul style="list-style-type: none"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> </ul>	<b>Teaching Staff</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>



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<ul style="list-style-type: none"> <li>Build a love of reading.</li> </ul>		attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> <li>Regular reviews of impact including data analysis and pupil voice.</li> </ul>		
<p>To enable pupils to :</p> <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core skills.</li> <li>Increase their passion for learning and grow in confidence.</li> </ul>	<b>1:1 / Small group support for core learning skills in English and Maths</b>	Additional and regular 1:1/small group support focusing on specific targets makes a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>Regular reviews of impact including data analysis and pupil voice.</li> </ul>	<b>Teaching Staff</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>
To provide emotional support to identified pupils.	<b>HOPE Project</b>	Identified pupils receive 1:1 support tailored to their emotional needs and as a result are happier, and have an improved self-esteem and confidence.	<ul style="list-style-type: none"> <li>Regular reviews of impact through pupil voice and feedback from their teachers regarding their improved well-being and resilience.</li> </ul>	<b>HSL</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>
<p>To enable pupils to :</p> <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core skills.</li> <li>Develop a love for learning and grow in confidence.</li> </ul>	<b>EYFS – core skills</b>	Additional and regular 1:1/small group support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> <li>Use of assessments and data to establish groups and their specific targets from gap analysis.</li> <li>Regular reviews of impact including data analysis and pupil voice.</li> </ul>	<b>AH</b>	<b>Half-termly</b> <i>(Impact of Accelerate Groups and in-class provision)</i>
To equip pupils with greater access to their learning in Maths through practice of core skills in key contexts.	<b>Precision Teaching (Maths)</b>	Additional and regular 1:1 support focusing on specific targets makes positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.	<ul style="list-style-type: none"> <li>Pupils selected using data and assessments working on specific, incremental targets.</li> <li>Gap analysis completed prior to starting the scheme so targeted support will have maximum impact.</li> <li>Regular reviews of</li> </ul>	<b>TA</b>	<b>Half-termly</b> <i>(Impact of Accelerate Group).</i>



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			impact including data analysis.		
<b>Total budgeted cost</b>					<b>£16,220</b>
<b>iii) Other Approaches</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To facilitate the nurture and guidance of all pupils, particularly those in receipt of pupil premium, through:</p> <ul style="list-style-type: none"> <li>Forging strong links between home and school.</li> <li>Providing support for parents.</li> <li>Facilitating opportunities for PP-eligible pupils to develop core academic and social skills.</li> </ul>	<b>Home-School Link Worker</b>	<p>Pupils learn best when there is effective communication between home and school, maximising support and creating consistency between both learning environments.</p>	<ul style="list-style-type: none"> <li>Ensure the high profile of the HSL worker with parents and carers.</li> <li>Ensure pupils in receipt of PP and their families have access to HSL worker support and services.</li> <li>Regular reviews of impact of support and interventions provided.</li> </ul>	<b>HSL</b>	<b>Termly</b>
<p>To equip pupils with the social and emotional skills and the confidence to engage confidently in all aspects of school life.</p> <p>To provide additional provision and support on when on the playground and break-times.</p>	<b>Nurture</b>	<p>Pupils' social and emotional barriers to learning can be addressed through 1:1 and group nurture sessions, confidence can be built and pupils can enjoy positive play times.</p>	<ul style="list-style-type: none"> <li>Regular reviews of impact of support and interventions provided.</li> <li>Ensure the positive play sessions are focused and progressive.</li> </ul>	<b>SENDCO / DH</b>	<b>Half-termly</b> <i>(Impact of Nurture and Positive Play Groups).</i>
<p>To provide pupils with the opportunity to have a nutritious breakfast at school, socialise with other pupils and take part in a range of activities.</p>	<b>Breakfast Club</b>	<p>All pupils, particularly those who are eligible for pupil premium, will be more equipped to learn if they have had breakfast, and the additional opportunity to spend time partaking in morning activities with their</p>	<ul style="list-style-type: none"> <li>Monitor breakfast club numbers/attendance regularly.</li> <li>Ensure it is well-publicised and those who require it can access it.</li> </ul>	<b>Breakfast Club Manager</b>	<b>Termly</b>



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To allow <u>all</u> pupils the opportunity to learn in a variety of other contexts.	<b>Subsidised Educational Visits</b>	peers. The cost of school trips could prohibit pupils from low-income households from attending. By subsidising the costs, all pupils can access educational visits.	<ul style="list-style-type: none"> <li>Continue good practice of arranging high-quality educational visits which reinforce learning, ensuring all pupils can participate in full.</li> </ul>	<b>HT/DH</b>	<b>Termly</b>
To allow PP pupils the opportunity alongside their peers to participate in a Year 6 residential experience.	<b>Subsidised Y6 Residential</b>	The cost of school trips could prohibit pupils from low-income households from attending. By subsidising the costs, all pupils can access educational visits.	<ul style="list-style-type: none"> <li>Continue good practice of arranging high-quality educational visits which reinforce learning, ensuring all pupils can participate in full.</li> </ul>	<b>HT</b>	<b>Annually</b>
To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.	<b>Wow reading achievements</b>	Raising attainment and progress in Reading is a core, whole-school priority, particularly for those pupils eligible for Pupil Premium.	<ul style="list-style-type: none"> <li>Continue good practice of maintaining the high profile of Reading in the school, celebrating pupils' achievements regularly.</li> </ul>	<b>English Subject Leader</b>	<b>Termly</b>
To broaden pupils' cultural experiences through learning to play a musical instrument.	<b>Subsidised Music tuition</b>	The opportunity to learn to play a musical instrument provides cultural enrichment – these opportunities are not always available to all pupils, particularly those from low-income households.	<ul style="list-style-type: none"> <li>Continue good practice.</li> <li>Pupil Voice.</li> </ul>	<b>Music Subject Leader</b>	<b>Annually</b>
To support children with their understanding of the curriculum and support their revision and test preparation process independently.	<b>Y6 Revision Guides</b>	Resources to support pupils' home learning, particularly ahead of national testing, should be accessible to all pupils.	<ul style="list-style-type: none"> <li>Continue to provide the resources and booster classes to allow all pupils to prepare confidently for SATs.</li> </ul>	<b>DH</b>	<b>Annually</b>
<b>Total budgeted cost</b>					<b>£ 41, 450</b>

### Review of Expenditure from 2018-19

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
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<p>To develop curriculum engagement and enhance pupils' holistic development through outdoor learning activities.</p>	<p><b>Forest Schools</b></p>	<p>All pupils, including those eligible for Pupil Premium funding, access outdoor learning on a regular basis, in regular year-group and whole school forest days and through Forest School club. Pupil voice indicates that this is an extremely popular curriculum provision which engages all pupils in different aspects of learning; it is evident that learning in this way draws out skills and attributes in pupils beyond those displayed in the classroom context.</p>	<p>This approach is already embedded in the ethos of the school and is being continually evolved to make it even more effective. It will be continued due to its wholly positive effects on all pupils.</p>
<p>To ensure the effective monitoring and development of provision for Pupil Premium-eligible pupils including: team-teaching, data, book looks, planning scrutiny, learning walks, lesson observations, interventions and alternative provision, extra-curricular opportunities.</p>	<p><b>Deputy Head release time</b></p>	<p>Embedding of Best Practice Development has led to improved staff confidence and effectiveness in making provision for all pupils, but particularly those from vulnerable groups.</p> <p>PP outcomes (Summer 2019):  Pupil Premium outcomes:  R: 76% ↑  W: 65% ↑  M: 65%</p> <p>The percentage of PP-eligible pupils working at or above ARE has increased in R and W since Summer 2018.</p>	<p>Writing continues to be an area for development, particularly in Years 4 and 5. DH to teach a target group of Year 5 pupils in English in 2019-20 to accelerate attainment and continue to utilise release time for developing staff and improving pupil outcomes.</p>
<p>To enable the SENDCO to monitor the quality and impact of interventions and provision for vulnerable groups. To allow SENDCO to provide coaching for staff in the delivery of effective interventions.</p>	<p><b>SENDCO release time</b></p>	<p>Coaching and skill development of staff, as well as monitoring of impact, has led to improved staff confidence and effectiveness in making provision for SEN pupils, including PP-eligible pupil with SEN.</p> <p>SEN Learning Plans have been reviewed and improved to ensure targets are SMART and addressing the core needs of the SEN pupils. SEN provision has been reviewed and altered so it meets the needs of SEN pupils more comprehensively.</p>	<p>Maximising SEN provision and utilising resources effectively continues to be an ongoing SEN priority, therefore this will continue into 2019-20.</p>
<p>To allow pupils in receipt of PP funding to access extra-curricular opportunities.</p>	<p><b>Sports Coaching</b></p>	<p>Access to specialist coaching for a further year has allowed different pupils (including PP pupils) to develop talents and skills in a variety sports, boosting confidence and encouraging transferrable skills, including practice and perseverance. The rolling programme of up-skilling teaching staff members has enabled them to deliver high-quality PE to all pupils.</p> <p>Pupil Premium pupils continue to be given preference when</p>	<p>Engagement with clubs is continuing to increase. The range of clubs provided has been extended and the school continues to work with the specialist sports provider to offer a variety of activities to enrich the pupils and extend opportunities to those who may otherwise not be able to access this.</p>



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		<p>applying to attend clubs and uptake is positive. External clubs are subsidised by the school to allow greater access for those in receipt of PP.</p> <p>The quality of teaching of PE has improved as a result of coaching, allowing for further engagement.</p>																					
			<b>Total cost: £ (of 2018-19 budget)</b>																				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>																				
To allow more able learners who are eligible for Pupil Premium funding to be deepened and apply their skills through participation in challenge events.	<b>G and T events</b>	<p>Pupil voice indicates that the G and T pupils attending these events continue to find them positive and engaging and welcome the opportunity to deepen and extend their skills.</p> <p>PP pupils continue to attend these regular events with their non-PP peers ensuring there is no gap in provision for our most able pupils.</p> <p><u>Summer Data 2019: % HPA pupils working at GDS:</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>100</td> <td>91</td> <td>82</td> </tr> <tr> <td>Y4</td> <td>100</td> <td>86</td> <td>67</td> </tr> <tr> <td>Y5</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>Y6</td> <td>76</td> <td>78</td> <td>61</td> </tr> </tbody> </table>		R	W	M	Y3	100	91	82	Y4	100	86	67	Y5	100	100	100	Y6	76	78	61	The approach will continue into 2019-20 as it has had a positive impact on the confidence of the most able pupils and the depth of provision.
	R	W	M																				
Y3	100	91	82																				
Y4	100	86	67																				
Y5	100	100	100																				
Y6	76	78	61																				
To increase reading skill development, by providing the opportunity to: <ul style="list-style-type: none"> <li>Improve reading.</li> <li>Increase confidence.</li> <li>Build a love of reading.</li> </ul>	<b>1:1 / small group Support for reading</b>	<p>Additional and regular 1:1/small group support focusing on specific targets is continuing to make a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching. Evidence indicates that the majority of those focus pupils reading 1:1 or in small groups improved their word recognition and comprehension skills as a result of receiving this targeted intervention additional to their GR learning in their class. This is particularly the case in Years 2 and 4 where differences have diminished between PP/Non PP attainment.</p>	This will continue into 2019-20 with a focus on increasing PP attainment in Reading, particularly in Year 6.																				



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		<p><u>PP Reading data: Summer 2019:</u> Y1-Y4: 80-89% ARE or above. Y5-Y6: 70-77% ARE or above.</p>	
<p>To enable pupils to :</p> <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core skills.</li> <li>Increase their passion for learning and grow in confidence.</li> </ul>	<p><b>1:1 / Small group support for core learning skills in English and Maths</b></p>	<p>Additional and regular 1:1/small group support focusing on specific targets is continuing to make a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p> <p><u>PP Writing data: Summer 2019</u> Ranging from 52% ARE (Y4) to 88% (Y1).</p> <p><u>PP Maths data: Summer 2019</u> Ranging from 54% (Y6) to 78% (Y3).</p>	<p>This provision is to be refined and continued in 2019-20 to raise PP Writing attainment (in Years 5 and 6 in particular) and PP Maths attainment in Y5.</p>
<p>To provide emotional support to identified pupils.</p>	<p><b>HOPE Project</b></p>	<p>Feedback from staff and pupils indicates that this project is beneficial to the most vulnerable pupils within the school, including those in receipt of PP funding. Pupils are provided with the setting to receive specific support to meet their emotional needs.</p>	<p>The provision will continue into 2019-20; it is embedded into school ethos and an integral part of the drive to support pupils' mental wellbeing (this continues to be measured through pupil voice and teacher feedback of impact upon pupils' wellbeing and resilience.</p>
<p>To enable pupils to :</p> <ul style="list-style-type: none"> <li>Receive targeted support based upon their specific area of need.</li> <li>Develop a range of core skills.</li> <li>Develop a love for learning and grow in confidence.</li> </ul>	<p><b>EYFS – core skills</b></p>	<p>Additional and regular 1:1/small group support focusing on specific targets continues to have a positive impact on pupil progress and attainment when combined with quality first, whole-class teaching.</p> <p><u>Summer Reception Data (2019):</u> GLD – 75% Reading (80%), Writing (78%), Maths (80%) - all above national figures. The 1 PP pupil in Reception achieved EXC ELG.</p>	<p>The provision will continue in 2019-20 academic year in order to replicate the accelerated progress made during 2018-19.</p>
<p>To equip pupils with greater access to their learning in Maths through practice of core skills in key contexts.</p>	<p><b>Precision Teaching (Maths)</b></p>	<p>Pupils receiving precision teaching for Maths (in particular PP and SEN pupils) have made further progress in Maths through regular practice and mastering incrementally of some basic skills.</p>	<p>The provision will continue in 2019-20 in order to meet the learning needs of our vulnerable group pupils.</p>
			<p><b>Total Cost: £ (of 2018-19 budget)</b></p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if</p>	<p><b>Lessons learned</b> (and whether you will continue with this</p>



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		<b>appropriate.</b>	<b>approach</b>
<p>To facilitate the nurture and guidance of all pupils, particularly those in receipt of pupil premium, through:</p> <ul style="list-style-type: none"> <li>• Forging strong links between home and school.</li> <li>• Providing support for parents.</li> <li>• Facilitating opportunities for PP-eligible pupils to develop core academic and social skills.</li> </ul>	<b>Home-School Link Worker</b>	<p>The Home School Link worker has been invaluable in liaising with parents, engaging with harder-to-reach families and creating opportunities in school for support, such as Community Café and an 'open-door' approach to parents in need of support. Many -but not all - of these families are of pupils who are in receipt of PP. Persistent absence has significantly decreased during the course of this academic year.</p>	<p>The work of the Home School Link Worker will continue and further develop in the 2019-20 academic year.</p>
<p>To equip pupils with the social and emotional skills and the confidence to engage confidently in all aspects of school life.</p> <p>To provide additional provision and support on when on the playground and break-times.</p>	<b>Nurture</b>	<p>Pupils' social and emotional barriers to learning continue to be addressed through 1:1 and group nurture sessions; pupil confidence and wellbeing continue to be addressed through these valuable sessions.</p>	<p>This will continue into 2019-20, as a part of a whole-school drive to meet the emotional and social needs of the most vulnerable pupils.</p>
<p>To provide pupils with the opportunity to have a nutritious breakfast at school, socialise with other pupils and take part in a range of activities.</p>	<b>Breakfast Club</b>	<p>Uptake of the breakfast club continues to be strong, particularly amongst pupils eligible for PP funding.</p>	<p>This essential school provision will continue throughout the 2019-20 academic year; pupils are given a calm, enjoyable start to the day which supports wellbeing and learning.</p>
<p>To allow <u>all</u> pupils the opportunity to learn in a variety of other contexts.</p>	<b>Subsidised Educational Visits</b>	<p>All pupils access educational visits, enhance their learning and enrich their experiences.</p>	<p>This provision will continue, due to its positive impact on the most vulnerable pupils.</p>
<p>To allow PP pupils the opportunity alongside their peers to participate in a Year 6 residential experience.</p>	<b>Subsidised Y6 Residential</b>	<p>All pupils in Y6 have been able to access this important experience, prior to their transition to secondary school, without any financial barriers.</p>	<p>This provision will continue, due to its positive impact on the most vulnerable pupils.</p>
<p>To motivate all pupils, particularly those who are in receipt of PP funding, to engage fully with their reading.</p>	<b>Wow reading achievements</b>	<p>Raising attainment and progress in Reading continues to be a core, whole-school priority, particularly for those pupils eligible for Pupil Premium.</p> <p><u>Summer Data (2019):</u>            Attainment in Reading is 75% or above in all year groups .            Attainment has increased since Summer 2018 in Years 3, 4,5,</p>	<p>This provision will continue into 2019-20, in order to ensure children continue to be motivated to read regularly and progress and reading accelerate further.</p>



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		as a result of its high-profile status and incentives to read, such as this.	
To broaden pupils' cultural experiences through learning to play a musical instrument.	<b>Subsidised Music tuition</b>	The opportunity to learn to play a musical instrument continues to provide cultural enrichment – these opportunities are not always available to all pupils, particularly those from low-income households.	This provision continues to be available in 2019-20, in order to allow for the afore-mentioned cultural enrichment for all pupils, particularly those who may not be able to access this due to a financial barrier. <i>(To be reviewed before the next financial year starting April 2020).</i>
To support children with their understanding of the curriculum and support their revision and test preparation process independently.	<b>Y6 Revision Guides</b>	Resources to support pupils' home learning, particularly ahead of national testing, are accessible to all pupils regardless of their financial background, allowing all pupils to have the same support in preparing for their KS2 SATS.	The school will continue in the next academic year to provide the resources and booster classes to allow all pupils to prepare confidently for SATs.
			<b>Total cost: £34,873 (of 2018-19 budget)</b>