

## New Wave Federation Pupil Premium Strategy Statement

Summary information					
<b>School</b>	Shacklewell Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£228,360	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	461	<b>Number of pupils eligible for PP</b>	142	<b>Date for next internal review of this strategy</b>	Jan 2018

Current Attainment		
<b>KS2 2017 Data</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving the expected standard or above in reading, writing and mathematics</b>	92%	60%
<b>Average progress in reading, writing and mathematics-</b>	Reading: +4.8 Writing: +5.7 Mathematics: +4.1	Reading: -5.0 Writing: -7.0 Mathematics: -5.0
<b>Average scaled score in reading and maths</b>	Reading: 109.2 Mathematics: 107.4 GPS 109.2	Reading: 103.8 Mathematics: 104.1 GPS 106.0
<b>% achieving a high level of attainment in reading, writing and mathematics</b>	RWM: 25%	Reading: 23% Writing: 18%

### In-School Barriers

*Language Acquisition: 15% of those who identified as Pupil Premium are also EAL. The curriculum we provide must be focused around the accurate, effective and timely acquisition of language. The pedagogy of the teachers must showcase best practice for those children with multi language capabilities.*

*Limited Conceptual Understanding: Attainment at Greater depth in Reading, Writing and Mathematics. Although 94% of PP pupils achieve the expected standard in RWM at the end of KS2, only 28% achieved a high standard at the combined measure.*

*Aspirations: A majority of the children who are identified as DA at Shacklewell are not from families which promote high aspirations in academic achievement. The children who come from these backgrounds come from families with either no parent working or working on very low income. As a school we have to address the needs of both the parents and the children.*

*Universal Free School Meals: Low numbers of parents are applying for FSM due to Universal Free School Meals Reception, Year 1 and Year 2. Accordingly, children who would be PP are not identified and therefore the school receives less Pupil Premium funding.*

### External Barriers

*Life Experiences and Enrichment Opportunities: children have less access because of cultural separation, language deprivation and financial constraints, to experiences which would otherwise enrich their language, knowledge and imagination. Consequently these pupils are less likely to use technology to enhance their learning experiences.*

<i>Desired Outcomes</i>	<i>Success criteria</i>
<p><i>To maintain and further enhance an enriching environment at Shacklewell which promotes high aspirations, sense of belonging and academic achievement and understanding for all children.</i></p>	<ul style="list-style-type: none"> <li>- <i>All children access external provision to broaden their horizons, academically, socially and individually. School leaders will develop a programme of activities which will focus on raising the attainment and aspirations of key groups of children, including those whose attendance is below national standards.</i></li> <li>- <i>Children who identify as DA exceed the national and local averages</i></li> <li>- <i>Brilliant club project- raising aspirations and promoting self-motivation and life-long learning.</i></li> <li>- <i>Stretch Academy-run to promote the very highest academic rigor for children unable to access the grammar school education. Pupils who are entitled to PPG can access high-level tutoring regardless of their background.</i></li> </ul>
<p><i>To increase parental influence in their children's education to support them further in developing aspirational goals for themselves and their children .</i></p>	<ul style="list-style-type: none"> <li>- <i>Parents have an increased participation in parental workshops, enrichment celebration and curriculum days.</i></li> <li>- <i>Parents are signposted to external and internal providers to ensure that they receive high quality tuition and support. Those in receipt of support are satisfied with the level of support and accuracy.</i></li> <li>- <i>Parent language classes are promoted robustly and attendance is monitored and specific families are invited to attend.</i></li> <li>- <i>The work of the Parent Council and Parents Association is robustly tied to the school's aims. They both target families to become involved, to build the sense of community and shared participation in their children's success.</i></li> <li>- <i>Families are encouraged and supported to apply for FSM and the significance to their children's learning explained.</i></li> <li>- <i>Signposting early help opportunities such as First Steps, parenting programmes, disabled children's service and family support workers.</i></li> </ul>
<p><i>Shacklewell continue to ensure that a higher percentage of pupils achieve greater depth in</i></p>	<ul style="list-style-type: none"> <li>- <i>SLT to take on coaching role with disadvantaged children identified to achieve GD through weekly check-ins, where pupils have opportunity to share their reading logs, discuss GD-focused home learning tasks and resolve any barriers to learning.</i></li> </ul>

<p><i>English and mathematics at the end of KS1 and 2.</i></p> <p><i>Any gaps in attainment between PP pupils and others are diminished.</i></p>	<ul style="list-style-type: none"> <li>- <i>PP pupils to take part in enrichment opportunities such as Team UP, ACE and Brilliant Club</i></li> <li>- <i>Subject leaders to prepare different types of assessment and guidance for teachers to ensure that pupils have opportunity to develop and hone test skills throughout the year.</i></li> <li>- <i>Design specific interventions which target children who are not on track to achieve greater depth in English and mathematics.</i></li> <li>- <i>Identify the children who are not making progress in line with their ability and who require a further academic boost through home learning, enrichment activities, tailored interventions or by building a stronger relationship with their parents to support learning.</i></li> <li>- <i>Senior leaders will implement a coaching plan with teachers focusing on how best to support identified pupils for GD through planning and in class challenge in order to have a greater impact on pupil progress</i></li> <li>- <i>Robustly monitoring of the progress of the children who are not achieving as they should will allow quick and appropriate actions to improve their attainment</i></li> <li>- <i>Use of Pobble to encourage reluctant writers, giving all children a purpose for writing and increasing their confidence.</i></li> </ul>
<p><i>An increased number of parents apply for pupil premium grant funding across EYFS and KS1.</i></p>	<ul style="list-style-type: none"> <li>- <i>Parents are aware of how to apply for additional funding and are supported to complete the online application.</i></li> <li>- <i>Parents have a clear understanding of how the impact of the PP funding on the school and pupils.</i></li> <li>- <i>Access to 2 Year Old Provision open exclusively to families from disadvantaged backgrounds, the majority of whom are Pupil Premium.</i></li> <li>- <i>Children attend the 2 year Old Provision are prioritised for Nursery places. Tracking pupil progress in the 2 Year Old Provision and as they move through the school.</i></li> <li>- <i>A greater number of PP pupils attend after school club and enrichment academy.</i></li> <li>- <i>Additional resources as well support from external agencies to support pupils with emotional difficulties and mental health needs through planned workshops and sessions such as Educational Psychology and Speech and Language Therapists.</i></li> </ul>
<p><i>Pupils at Shacklewell regardless of their backgrounds, uses technology to enhance their</i></p>	<ul style="list-style-type: none"> <li>- <i>Increased focus on the 'Power of Choice' through access to tablet technology in the classroom.</i></li> <li>- <i>Team teaching by lead Digital Leaders team and champions identified in school.</i></li> </ul>

<p><i>learning which will enable them to become digitally literate and critical learners.</i></p>	<p>- <i>Shacklewell pupils celebrate learning by showcasing their knowledge skills and understanding with pupils and educators locally, nationally and internationally</i></p>
---	--

Planned Expenditure					
Academic Year	2017-2018				
1. Quality of Teaching for All					
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><i>Shacklewell Pupils use technology on a daily basis in all curriculum areas to enhance their learning and promote innovation, curiosity and creativity within lessons.</i></p>	<p><i>1-1 iPads deployed in Year 5 and Year 6 with an additional 10 in each class.</i></p> <p><i>Apple Distinguished Educator and Specialist Consultants to further support staff in using digital technology with greater confidence</i></p> <p><i>Computing Leads support teachers to integrate and embed digital learning across all areas of the curriculum.</i></p>	<p><i>According to research conducted by the EEF and Sutton Trust, studies consistently find that digital technology is associated with learning gains. To target a key cohort for PP we decided to revolutionise the way lessons were being delivered and recorded through regular and consistent use of Ipads. Our aim is that DA pupils become self-sufficient learners with the requisite</i></p>	<p><i>Staff training which includes tailored one to one sessions, demonstration lessons from Apple distinguished educators and Google certified teachers.</i></p> <p><i>Teachers will be mentored by a senior member of the school team to develop their confidence.</i></p> <p><i>By ensuring a systematic approach to monitoring of both the teachers delivery and the children's outcomes.</i></p>	<p><i>NR/RMcG</i></p>	<p><i>Half Termly</i></p>

		<i>skills for the increasingly digital world.</i>			
<i>To raise the attainment of English and Mathematics so that a higher percentage of PP pupils are achieving the highest standard across the school from EYFS to Year 6.</i>	<p><i>Through small group tutorials children are informed and supported to make the next steps in their learning in order to make accelerated progress.</i></p> <p><i>Continue to use Google and Apple classroom as a platform to give personalised feedback to pupils.</i></p> <p><i>Use the Chromebooks to provide a wider range of educational apps children can use.</i></p> <p><i>Use the Virtual Reality Headsets to engage learners in all aspects of learning but particularly contexts for writing</i></p> <p><i>Tailored CPD sessions by skilled practitioners to provide sustained</i></p>	<i>Tracking intervention groups from the 2016-17 academic year showed hugely positive gains made by targeted children including those with DA. As we have hone and refine</i>	<p><i>Identify the children who can obtain combined greater depth through half termly tracking and ensure their sustained progress through regular formative and summative assessment.</i></p> <p><i>Termly cross Federation moderation meetings to improve teachers' subject knowledge and confidence in making effective use of assessment information so that classroom teaching is of the highest standard.</i></p> <p><i>Monitoring to ensure the assessment information is shared termly through pupil progress meetings and is used to inform individualised planning and grouping.</i></p>	<i>CM NR ML</i>	<i>Half termly</i>

	<i>professional development and to refine practitioner's skills.</i>		<i>Through observations and planning scrutiny, ensure the use of marking prompts challenge that higher attainers and questions probe higher critical thinking and encourage a greater depth of understanding.</i>		
<b>Total budgeted cost</b>					95,000

<b>2. 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>
<i>To ensure a higher percentage of PP children achieve the greater depth level in reading, writing and</i>	<i>Promote whole school ethos of attainment for all pupils to ensure that disadvantaged pupils are not stereotyped  Small group interventions such as Team Up to support PP pupils to make accelerated progress.</i>	<i>'Disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low</i>	<i>Regular observations and Learning Walks will ensure that it is implemented well and that the interventions are systematically reviewed and improved.</i>	SLT	Half termly

<p><i>maths at the end of KS1 and 2</i></p>	<p><i>Daily Supported Reading and Booster Classes with an experienced practitioner to accelerate learning.</i></p> <p><i>Ongoing CPD on the Implementation on the English Initiatives such as Pobble.</i></p> <p><i>Teaching and learning is focused on deep, broad learning experiences and that equal value is given to pupils individual progress with regards to, creativity, knowledge and skills.</i></p>	<p><i>attainers to make good progress. This is also particularly important in improving later access to higher education.’ (Sutton Trust, July 2015)</i></p>	<p><i>Ensure that basic knowledge and skills in reading, writing, mathematics and science is the bedrock for improvement through the use of self and peer assessment as well as teacher oral and written feedback.</i></p> <p><i>Subject leaders to prepare assessment materials and guidance for teachers to ensure that pupils have opportunity to develop and hone test skills throughout the year</i></p>		
---	---	--	---	--	--

<p><i>Families who are PP receive advice and effective support related to their child's learning.</i></p>	<p><i>Deliver fortnightly English and Maths Tutorial classes for identified parents through links with local colleges.</i></p> <p><i>Parents of children who are PP receive support through targeted workshops and 1-1 sessions with Senior Leaders and class teachers</i></p>	<p><i>Activities that involve parents in supporting their child's learning can be effective providing there is sufficient monitoring and evaluation in place. (Suffolk Learning, 2014-2015). Workshops are planned and designed with key 'hard to reach' groups in mind including fathers and those who with EAL and/or PP to equip them with strategies to support their children to make accelerated progress.</i></p>	<p><i>Create various positive strategies such as coffee mornings, working with families to promote good behaviour, attendance and enjoyment of school.</i></p> <p><i>Reminders of workshops for all parents and targeted groups through text and face-face messages.</i></p> <p><i>SLT to plan and design workshops that will appeal to key 'hard to reach' groups.</i></p> <p><i>SLT to identify external professionals to support planned workshops and sessions such as Educational Psychology, Clinical Psychology and Speech and Language Therapists.</i></p>	<p><i>SLT CT</i></p>	
<p><i>To increase the proportion of children in receipt of the PPG reading for pleasure.</i></p>	<p><i>Purchasing of books that focus on the Zone of Proximal development tailored to meet the needs of the children.</i></p>	<p><i>A large proportion of the children in receipt of the PPG at Shacklewell are boys. Studies have shown that boys enjoy reading less than girls; and that children from</i></p>	<p><i>Equipping staff with the skills and knowledge they need to teach children to be accomplished and keen readers through targeted, high quality CPD.</i></p>	<p><i>SLT</i></p>	<p><i>Every 8 weeks</i></p>

	<p><i>To enhance the physical environment, including book areas and displays.</i></p> <p><i>To widen the range of different reading materials to teach children to become lifelong readers</i></p>	<p><i>lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes (Clark and Rumbold, 2006; Clark and Douglas 2011).The provision of engaging texts in a variety of formats will enhance opportunities to read for pleasure, thus enhancing their reading ability to reach and surpass age expected outcomes.</i></p>	<p><i>Making use of every opportunity the curriculum offers to facilitate children to become life-long readers, for example, by using high quality texts in all subject areas and providing daily opportunities for children to listen to class texts.</i></p> <p><i>Analysing data information to address gaps in pupils understanding and using subject leaders expertise to equip staff with knowledge of how best to address any areas of weakness.</i></p> <p><i>Involve the school community in special events to raise the profile of reading and engage children,for example inviting parents to participate in special events such as World Book Day.</i></p>		
<b>Total budgeted cost</b>					<b>£55,000</b>

<b>3. Other Approaches</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>
<i>Children who are DA are able to access all learning opportunities including school trips and visits such as museums, theatres and exhibitions as well sporting and competitive events.</i>	<i>School visits are subsidised for children who are PP  Children who are PP are selected to participate in a wide range of visits, trips and competitions.</i>	<i>Children who are PP tend to have limited exposure to cultural, sporting and educational opportunities outside of school relative to their peers. Shacklewell seeks to remove this barrier and to aid social mobility for children who are DA. Giving children access to a rich learning environment beyond the school promotes a culture of curiosity and love of learning</i>	<i>Class trips and/or visitors to be arranged at least one per half term.  Parents of DA pupils to be made aware of the subsidy programme so no child feels unable to attend any event.</i>	<i>BD SLT CT</i>	<i>Half termly</i>

<p><i>To support families who are PP to access funding for FSM and other benefits</i></p>	<p><i>Administrative support for families looking to claim FSM in order to identify them as PP.</i></p> <p><i>Signposting support that is available from other agencies and professionals.</i></p> <p><i>Subsidised school uniform for children who are PP.</i></p>	<p><i>The EEF notes that if schools are reliant on individual parents to apply for free school meals for their child, this means that schools only receive pupil premium funding for those pupils if their parents have been pro-active/understand the implications of the support. Shacklewell are committed to supporting families who are PP and as such, offer confidential advice and signposting for those eligible FSM and other benefits.</i></p>	<p><i>Monitoring of admission process to ensure that families new to Shacklewell who are PP are provided with additional support and advice for claiming FSM and other benefits.</i></p> <p><i>SIMS monitoring to cross check families who are PP with those claiming FSM.</i></p>	<p><i>SLT CT/BM</i></p>	<p><i>For each child admission</i></p> <p><i>SLT</i></p>
<p><i>Children attend school on time and ready to learn</i></p>	<p><i>Subsidise Breakfast club places.</i></p> <p><i>Motiv incentive and reward attendance scheme</i></p> <p><i>Provide Uniforms and subsidise cost to family</i></p>	<p><i>‘Extended schools...help create the conditions under which learning approaches can work’. (Suffolk Learning, 2014-2015). Children who are PP are encourage to attend Breakfast Club to ensure they have a healthy</i></p>	<p><i>Monitor uptake of BC each term. Liaise with attendance officer to identify children who are consistently late to school. Regular reminders to parents.</i></p>	<p><i>SLT EK</i></p>	<p><i>Termly</i></p>

	<i>Provide Counselling and Wellbeing therapist for identified pupils</i>	<i>and settled start to their day. This also provides an opportunity for staff to provide emotional and/or educational support for the children.</i>	<i>Family support worker to liaise with families to ensure children attend school on time.</i>		
<i>Children and families continue to access support after the end of the school day.</i>	<i>Increasing and promoting opportunities in After School Clubs for children who are DA  Signpost and support DA families to access provision beyond the school community, for example local libraries and school holiday play schemes.</i>	<i>Research findings indicate that children who participate in ASC programmes score higher on measures of academic achievement. There is evidence that there are wider benefits for low income students in terms of behaviour and relationships with peers (Sutton Trust, July 2015). Shacklewell has an extensive programme of ASC activities including arts, educational and sporting options. We also have strong links with other provisions that are signposted to</i>	<i>Extended schools and community leader to liaise with families and encourage their participation in ASC programmes.  Monitor uptake of ASC each term-noting activities that are popular/less popular for PP children.  Liaise with parent council and analyse feedback from parents about ASC opportunities.</i>	<i>BD SLT</i>	<i>Termly</i>

		<i>families. These enable parents to attend to their own well-being, education or work.</i>			
					85,000

Review of Expenditure				
Previous Academic Year		2016-2017		
1. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
<i>To improve the vocabulary and language development for all EYFS pupils.</i>	<i>Improve EYFS indoor and outdoor areas by labeling and highlighting key vocabulary associated with current learning themes.</i>	<i>Pupils engaged with their learning environments which provided regular and appropriate opportunities to enhance language opportunities.</i>	<i>The continued need to review all learning areas regularly and monitor progress for key individuals</i>	£20,000
<i>To identify any speech and language concerns in Reception pupils.</i>	<i>Introduce LaunchPad for all Reception pupils</i>	<i>Lesson observations indicated that through monitoring and support teachers planned and delivered better lessons.</i>	<i>Issues identified can be tackled-Pupils receiving additional support progress is tracked and monitored.</i>	£32,000
<i>To ensure that Read Write Inc is having a greater impact on Reception and KS1 pupils</i>	<i>Bespoke and Regular CPD for all staff teaching Read Write Inc</i>	<i>89% of pupils achieved the Phonics screening check and schools results will show the gap between the PP and NON PP continues to narrow.</i>	<i>RWI Development days should continuously be used to refine teaching practice amongst all staff.</i>	

<p><i>To Improve Quality First Teaching for all pupils which is modelled and reinforced at all times by SLT.</i></p>	<p><i>Create smaller class in KS2</i></p>	<p><i>The improved pupil teacher ratio helped to ensure that 80% of PP children achieved expected standard in Reading Writing and Maths in KS1, with 12% achieving greater depth.</i></p> <p><i>At the end of KS2 94% of PP children achieved the expected standard or above, with 28% achieving greater depth</i></p>	<p><i>Continue to monitor class sizes to ensure optimum delivery during lessons.</i></p> <p><i>Continue to supplement the teaching staff from the Pupil Premium budget as well as looking at delivering high quality CPD to increase pupils progress.</i></p> <p><i>Increase challenge for KS1 children to ensure more attainment at greater depth.</i></p>	
<p><i>To improve the punctuality and attendance of all pupils</i></p>	<p><i>Refine the policy on attendance and share any new procedures with families and staff.</i></p> <p><i>Incentivise excellent attendance amongst key families and children</i></p> <p><i>develop close working relationship with Hackney Learning Trust's EWO</i></p>	<p><i>Attendance and punctuality rose above national average and remained consistent across the year.</i></p> <p><i>There was a reduction in unauthorised absences.</i></p>	<p><i>Early intervention at the start of each term works best to ensure that the children in key families improve their attendance.</i></p> <p><i>An increase in home visits makes a positive impact on attendance figures.</i></p>	

## 2. Targeted Support

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
<i>To ensure that in Reading, Pupil Premium pupils achieve the expected and more than the expected standard than previous years.</i>	<i>Additional adults will deliver Daily Supported Reading and Comprehension for children identified as needing further support with reading.</i>	<i>The additional staff members provided excellent standard of provision. The Reading attainment gap between the PP and NPP children is now 7% (2 children) in KS1 and is closed in KS2, at the expected standard. At Greater Depth the gap has remained the same at KS1 and KS2.</i>	<i>Early identification of pupils who are struggling to achieve expected standard in Reading is the key to offer targeted support from well experienced leaders.  Increase challenge for KS1 children to ensure more attainment at greater depth.</i>	£35000
<i>To provide additional support for more able pupils in Year 6</i>	<i>To identify specific gaps and areas of learning in English and Maths and provide regular</i>	<i>The proportion of PP pupils making at least expected progress is above the national average for all pupils in Reading, Writing and Mathematics.  The proportion of PP making rapid progress is above average in each subject.</i>	<i>Further intervention and focus on reading at greater depth is required in order to increase the percentage of Pupil Premium achieving this standard.  Targeting the same children for intervention across the subject will raise the combined scores more effectively.</i>	£35000

<p><i>To raise the Phonics awareness of Reception Pupils</i></p>	<p><i>Trained staff using Read Write Inc materials for Reception and Year 1 pupils</i></p>	<p><i>The proportion of PP pupils who passed the Phonics Screening Check is now above national average</i></p>	<p><i>Utilising existing Read Write Inc materials and targeting staff training benefits younger pupils in particular.</i></p> <p><i>Daily Phonics Meetings and bespoke 1:1 tutoring ensures children make expected progress.</i></p>	
<p><i>To address gaps in learning Maths</i></p>	<p><i>Booster sessions for Year 6 pupils.</i></p> <p><i>Set up maths investigation club and become member of a Maths Hub association.</i></p> <p><i>Use assessment information to effectively identify gaps.</i></p>	<p><i>All pupils made good progress in mathematics and 59% made accelerated progress. 40% of PP pupils achieved greater depth.</i></p>	<p><i>When challenge is provided and more able learners are empowered to take responsibility of their own learning greater depth can be achieved</i></p> <p><i>Further intervention and focus on Maths at greater depth is required in order to increase the percentage of Pupil Premium achieving greater depth.</i></p>	

<i>To provide effective intervention for disadvantaged children across Reading, Writing and Maths.</i>	<i>Small Group monitored intervention programmes in Reading Writing and Maths for pupils in Year 2- Year 6</i>	<i>The attainment levels for PP pupils are in line with national other in all subjects in KS1.  In KS2 the attainment levels for PP pupils is well above the national average for other in all three subjects; Reading (+28%), Writing (+15%) and Mathematics (+24%).</i>	<i>Quality intervention delivered by experienced staff and careful analysis of assessment information is fundamental to achievement and progress.</i>	
<b>3. Other Approaches</b>				
<b><i>Desired outcome</i></b>	<b><i>Chosen action / approach</i></b>	<b><i>Impact</i></b>	<b><i>Lessons learned</i></b>	<b><i>Cost</i></b>
<i>To provide curriculum enrichment activities which enhance the experiences and opportunities for all pupils.</i>	<i>Modify the existing range of curriculum enrichment activities including, ASC provision and cross Federation partnership.</i>	<i>Pupils received medals, trophies and certificates through such activities. This contributes to growing confidence of the children and their self esteem.  Specific enrichment activities are designed to ensure PP children have guaranteed spaces.</i>	<i>The enhanced curriculum activities we provided increased both pupil enjoyment and engagement whilst developing their understanding of the wider curriculum.</i>	<i>£10000</i>

<i>To ensure pupils have access to educational trips and tuition.</i>	<i>Provide funds to support school trips and specialised tuition.</i>	<i>Vulnerable PP pupils were able to access trips. This allowed them to grow in confidence and enhanced their attitudes to learning.</i>	<i>As a result of all pupils having access to wider educational experiences attainment rose, alongside enjoyment.</i>	£20000
<i>To ensure all pupils have access to school uniform to raise self esteem and confidence.</i>	<i>Provide uniform and subsidise costs to families.</i>	<i>All children wear the correct school uniform to school which has encouraged community cohesion and developed a sense of belonging for all pupils.</i>	<i>By reducing the costs and enabling access to uniform for all pupils the ethos and culture of the school becomes much more defined.</i>	£1000



