

## New Wave Federation Pupil Premium Strategy Statement

Summary information					
<b>School</b>	Shacklewell Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£208,560.	<b>Date of most recent PP Review</b>	Jan 2018
<b>Total number of pupils</b>	471	<b>Number of pupils eligible for PP</b>	148	<b>Date for next internal review of this strategy</b>	Jan 2019

Current Attainment		
<b>KS2 2018 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>	59%	60%
<b>Average progress in reading, writing and mathematics-</b>	Reading: -0.5 Writing: +3.5 Mathematics: -3.6	Reading: -5.0 Writing: -7.0 Mathematics: -5.0
<b>Average scaled score in reading and maths</b>	Reading: 106 Mathematics: 103 GSP: 107	Reading: 105 Mathematics: 104 GPS 106

<b>% achieving a high level of attainment in reading, writing and mathematics</b>	Reading: 32% Writing: 49% Maths: 3%	Reading: 28% Writing: 20% Mathematics: 24%
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## In-School Barriers

*Language Acquisition: A significant number of Pupil Premium children also have English as an additional language. 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 49% of Pupil Premium children achieve greater depth standard in writing and 32% in reading. However, 3% of Pupil Premium children achieved the same standard in maths. We must address this conceptual understand of mathematics to ensure that a greater percentage of PP children achieve this greater depth standard.*

*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> <li>- <i>Team Up project develop to ensure Pupil Premium pupils are able to visit institutions and further and higher education to engender an aspirational attitude in these pupils.</i></li> </ul>
<p><i>To continue 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> </ul>

	<ul style="list-style-type: none"> <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 ensures that a higher percentage of pupils achieve greater depth in maths 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>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> <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>To develop our tracking system of Pupil Premium students to ensure that they are receiving the appropriate interventions to achieve their fullest potential.</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.</i></li> <li>- <i>Tracking pupil progress in the 2 Year Old Provision and as they move through the school.</i></li> <li>- <i>Encouraging 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 learning which will enable them to become digitally literate and critical learners.</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> <li>- <i>Shacklewell pupils celebrate learning by showcasing their knowledge skills and understanding with pupils and educators locally, nationally and internationally.</i></li> <li>- <i>To encourage Pupil Premium students to access coding clubs run at the end of the school day.</i></li> </ul>

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>Students use technology with confidence to transform their learning.</i></p>	<p><i>Year 5 and 6 have 1:1 iPad provision, enabling effective use of key learning apps such as Apple Classroom and Google Classroom.</i></p> <p><i>Apple Distinguished Educators and Specialist Consultants deliver outstanding CPD to all staff, including support staff, to ensure every member of staff is equipped to use technology to transform learning for all children.</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 I pads. Our aim is that DA pupils become self-sufficient</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>SLT</i></p>	<p><i>Half Termly</i></p>

	<i>Digital leader will work closely with teachers and students to provide bespoke support to embed technology even further.</i>	<i>learners with the requisite skills for the increasingly digital world. The use of technology can also inspire and encourage more reluctant learners to produce higher quality work.</i>	<i>The digital leader at the school, will monitor the use of technology in school and offer bespoke support and training to those teachers who may need it.</i>		
<i>To raise the attainment of mathematics so that a higher percentage of PP pupils achieve greater depth by the end of KS2.</i>	<i>Small focus groups with key PP children to ensure work is pitched at an appropriate level in order to ensure that the children are challenged to think deeply and critically in maths.</i>  <i>To continue to use technology to personalise feedback, and make it quick and effective for both staff and pupils.</i>  <i>CPD sessions run by experienced mathematics teachers and external organisations, including Mathematics Mastery, to ensure teachers have the requisite skills</i>	<i>Tracking intervention groups from the previous academic years has shown hugely positive gains made by targeted children including those with DA.</i>	<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>  <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>  <i>Monitoring to ensure the assessment information is shared</i>	<i>SLT</i>	<i>Half termly</i>

	<p><i>and pedagogy to deliver high quality teaching and learning in maths.</i></p> <p><i>Ensure all class teachers are aware of disadvantaged pupils in their class and their attainment from previous years. Teachers will use this information to track progress carefully throughout the year, providing interventions to achieve the target of great depth standard if necessary.</i></p>		<p><i>termly through pupil progress meetings and is used to inform individualised planning and grouping.</i></p> <p><i>Through observations and planning scrutiny, ensure the use of marking prompts challenge that higher attainers and questions which will elicit higher-order thinking and encourage a greater depth of understanding.</i></p>		
<b>Total budgeted cost</b>					90,000

**2. Targeted Support**

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>To close the gap between attainment of PP and non PP at greater depth in reading, writing and maths.</i></p>	<p><i>Ensure all staff continue to use a 'growth mindset' approach to feedback. This will ensure that all children develop a positive learning attitude.</i></p> <p><i>Small group interventions such as Team Up to support PP pupils to make accelerated progress.</i></p> <p><i>Daily Supported Reading, Daily Supported Comprehension and Booster sessions with an experienced practitioner to accelerate learning.</i></p> <p><i>The continuation of Pobble to ensure reluctant writers are inspired to produce work reflecting their fullest potential.</i></p>	<p><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 attainers to make good progress. This is also particularly important in improving later access to higher education.'</i> (Sutton Trust, July 2015)</p>	<p><i>Regular observations and Learning Walks will ensure that this is implemented effectively and that the interventions are systematically reviewed and improved.</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</i></p>	<p>SLT</p>	<p>Half termly</p>

			<i>develop and hone test skills throughout the year</i>		
<i>Families of PP children are given open and clear advice on how best to improve their child's learning.</i>	<p><i>To continue to deliver parental workshops for RWI, ILD, SFA, maths, English and IPC.</i></p> <p><i>To continue to provide opportunities for parents to engage in their child's learning, including 'Makedo' and 'Come Learn With Me'.</i></p> <p><i>To ensure PP parents are invited and encouraged to attend workshops and in-school learning opportunities with their children.</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>Ensure teachers form positive relationships with parents and continue to have an open dialogue</i></p>	<i>SLT</i> <i>CT</i>	

			<i>with them to ensure parents are fully aware of any opportunities to help improve their child's learning.</i>		
<i>To promote reading among PP children.</i>	<p><i>To ensure book areas are welcoming, inspiring and well-resourced.</i></p> <p><i>To widen the range of different reading materials including, newspapers and magazines, in order to allow children to find a genre or style of text that most appeals to them.</i></p> <p><i>To continue to use reading journals to allow students to reflect on their reading, and help select books they enjoy reading in the future.</i></p> <p><i>Celebrate reading with class assemblies and whole-school rewards for reading.</i></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 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><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>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>	SLT	Every 8 weeks

			<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>		
<b>Total budgeted cost</b>					£50,000

<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>To ensure all learning opportunities, including education trips</i>	<i>School visits are subsidised for children who are PP.  Children who are PP continue to be selected to participate in a</i>	<i>Children who are PP tend to have limited exposure to cultural, sporting and educational opportunities outside of school relative to</i>	<i>Class trips and/or visitors to be arranged at least one per half term.</i>	<i>BD SLT CT</i>	<i>Half termly</i>

<p><i>and sporting events, at Shacklewell are available and open to all children.</i></p>	<p><i>wide range of visits, trips and competitions.</i></p>	<p><i>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></p>	<p><i>Parents of DA pupils to be made aware of the subsidy programme so no child feels unable to attend any event.</i></p>		
<p><i>To support PP families to access funding for FSM.</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</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>

		<i>signposting for those eligible FSM and other benefits.</i>			
<i>To improve the attendance and punctuality of PP children.</i>	<p><i>Subsidise Breakfast Club places for PP pupils.</i></p> <p><i>'Motiv' incentive and reward attendance scheme, to the best possible attendance for PP children.</i></p> <p><i>Provide Uniforms and subsidise cost to family</i></p> <p><i>Provide counselling and wellbeing therapist for identified pupils.</i></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 and settled start to their day. This also provides an opportunity for staff to provide emotional and/or educational support for the children.</i>	<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>Family support worker to liaise with families to ensure children attend school on time.</i></p>	<p>SLT EK</p>	Termly
<i>Children and families continue to access support after the end of the school day.</i>	<p><i>Increasing and promoting opportunities in After School Clubs for children who are DA</i></p> <p><i>Signpost and support DA families to access provision beyond the school community, for example local libraries and school holiday play schemes.</i></p>	<i>Research findings indicate that children who participate in ASC programmes score higher on measures of academic achievement. There is evidence that there are</i>	<p><i>Extended schools and community leader to liaise with families and encourage their participation in ASC programmes.</i></p> <p><i>Monitor uptake of ASC each term- noting activities that are</i></p>	<p>BD SLT</p>	Termly

		<p><i>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 families. These enable parents to attend to their own well-being, education or work.</i></p>	<p><i>popular/less popular for PP children.</i></p> <p><i>Liaise with parent council and analyse feedback from parents about ASC opportunities.</i></p>		
					<p>£69,000</p>

Review of Expenditure				
Previous Academic Year		2017-2018		
1. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
<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. 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>Children in Year Five and Six now have 1:1 iPad provision. Their use of Google Classroom has allowed them to become more autonomous in their learning.</i></p> <p><i>Digital learning is embedded across all areas of the school, and use of the Chromebooks ensures that the children are exposed to a variety of hardware and software in their learning.</i></p>	<p><i>To continue to develop and use of iPad as a tool for learning.</i></p> <p><i>To ensure CPD sessions relating to the use of technology are pertinent to the needs of the practitioners.</i></p> <p><i>CPD should be bespoke to the individual needs of the teachers.</i></p>	<p>£95,000</p>

<p><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>	<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 professional development</i></p>	<p><i>According to the end of KS2 data, 32% of PP children achieved the higher level standard in reading. In writing 49% of PP achieve this same standard. However, in mathematics 3% of PP children achieved greater depth standard.</i></p>	<p><i>To ensure that tracking systems are robust, to ensure that children not on track to meet their target standard receive interventions and boosters to help them bridge the gap.</i></p> <p><i>To ensure there is a greater focus on mathematics provision over the course of this academic year.</i></p> <p><i>Virtual reality headsets engaged even the most reluctant writers. As such writing during these sessions more accurately reflected the true writing potential of each child.</i></p>	
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	<i>and to refine practitioner's skills.</i>			
<b>2. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<i>To ensure a higher percentage of PP children achieve the greater depth level in reading, writing and maths at the end of KS1 and 2</i>	<p><i>Promote whole school ethos of attainment for all pupils to ensure that disadvantaged pupils are not stereotyped</i></p> <p><i>Small group interventions such as Team Up to support PP pupils to make accelerated progress.</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>	<i>3% of PP children achieved greater depth standard in reading, writing and maths combined in KS2.</i>	<i>According to the end of KS2 data, the number of PP children achieving greater depth in mathematics was significantly lower than those PP children achieving the same standard in reading and writing.</i>	£55,000

	<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>			
<i>Families who are PP receive advice and effective support related to their child's learning.</i>	<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>Parental workshop sessions were generally well-attended over the course of the year. RWI workshops were particularly well-attended.</i></p> <p><i>Feedback from parents regarding these sessions has been generally positive.</i></p>	<i>To ensure class teachers are proactive in helping to communicate to parents and carers the key areas for the key areas of development for their child.</i>	
<i>To increase the proportion of children in receipt of the PPG reading for pleasure.</i>	<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>To enhance the physical environment, including book areas and displays.</i></p>	<p><i>The love of reading has been promoting throughout the academic year.</i></p> <p><i>The celebration of World Book Day at Shacklewell helped to promote the joy</i></p>	<i>To continue to develop the range of texts available, ensuring that child-friendly newspapers are available to all classes in KS2.</i>	

	<i>To widen the range of different reading materials to teach children to become lifelong readers</i>	<i>of reading and was well-received by the school community.  Reading displays are consistently engaging and provide the children a calm and relaxing area in which to read.</i>		
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**3. Other Approaches**

<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>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>Take-up for educational visits has been high from PP children.  Children have been able to explore a range of different events, including trips to the theatre, sporting competitions and educational visits to museums.</i>	<i>To continue to subsidise these educational and cultural opportunities for PP children.  To continue to work closely with enrichment partners to ensure that PP children continue to have the chance to visit a university in order to raise aspirations amongst this groups of students.</i>	<i>£85,000</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>Some progress has been made to ensure that PP families are getting access to FSM funding, there is still a significant proportion of eligible families who have not accessed the funding.</i></p>	<p><i>To ensure that the school communicates clearly with parents about the FSM funding, as well as how to access it.</i></p> <p><i>To ensure office staff and senior leaders are able to direct eligible families to access the funding.</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>Provide Counselling and Wellbeing therapist for identified pupils</i></p>	<p><i>Attendance at the school is above the national average at 96.3%.</i></p> <p><i>PP are able to take advantage of Breakfast Club to ensure they arrive in class ready to learn.</i></p>	<p><i>To continue to promote 'Motiv' incentive scheme to encourage attendance from all pupils.</i></p>	