

St Anselm's pupil premium strategy 2019-2020

SUMMARY INFORMATION

Date of most recent pupil premium review:	November 2019	Date of next pupil premium review:	September 2020
Total number of pupils:	420	Total pupil premium budget:	£39,520
Number of pupils eligible for pupil premium:	27	Amount of pupil premium received per child:	£1,320 for FSM £2,300 for LAC and Adopted £300 for service families

STRATEGY STATEMENT

The Government introduced the Pupil Premium Grant (PPG) in April 2011. This grant is additional to main school funding. The Pupil Premium Grant is perceived by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The PPG allocated to schools is clearly identifiable. Schools decide how the Pupil Premium Grant is spent, since they understand how best to assess what additional provision should be made for the individual pupils within their school. PPG is allocated to schools to support pupils who have been registered for free school meals at any point in the last six years. Schools also receive a Pupil Premium Grant for children who have been looked after continuously for more than six months, and children of service personnel.

At St Anselm's, we believe that children learn best when they feel happy, secure and well cared for, therefore our first priority is the provision of strong pastoral care in a nurturing environment. We aim to develop in our children a passion and love of learning by providing an enriched, broad and balanced curriculum; that delivers a high quality, inclusive education for all, so that each may reach their full potential. Inclusion at St Anselm's ensures that Teaching and Learning meets the needs of all pupils. The needs of socially disadvantaged pupils are effectively assessed and appropriate provision is made for pupils who belong to vulnerable groups. Rigorous tracking and monitoring of pupils' progress identifies the priority for individuals or groups to receive extra provision funded by the pupil premium to help them achieve age related expectations or better. Vulnerable pupils with social and emotional needs are supported to improve their health and wellbeing, thereby removing barriers to learning and consequently fuller access to curriculum provision. It is our aim to ensure that vulnerable pupils similarly have access to a variety of enrichment activities such as the arts and extra physical activities funded from the pupil premium grant so that they too can develop their talents to the full.

Assessment information 2018-2019

EYFS			
	All pupils (60)	PP (1)	National average
Good level of development (GLD)	90%	100%	72%
Reading	93%	100%	77%
Writing	93%	100%	74%
Number	93%	100%	80%
Shape	93%	100%	82%

YEAR 1 PHONICS SCREENING CHECK		
All pupils (60)	PP (1)	National average
97%	100%	82%

END OF KS1			
	All pupils (60)	PP (5)	National average
% achieving expected standard or above in reading, writing and maths	83%	60%	-
% making expected progress in reading	92%	60%	79%
% making above expected in reading	47%	20%	25%
% making expected progress in writing	85%	60%	74%

END OF KS1

% making above expected in writing	27%	20%	15%
% making expected progress in maths	92%	60%	80%
% making above expected in maths	38%	20%	22%

END OF KS2

	All pupils (60)	PP (6)	National average
% achieving expected standard or above in reading, writing and maths	95%	100%	65%
% making expected progress in reading	97%	100%	73%
% making above expected in reading	58%	33%	27%
% making expected progress in writing	97%	100%	78%
% making above expected in writing	48%	17%	20%
% making expected progress in maths	97%	100%	79%
% making above expected in maths	47%	17%	27%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	A lower percentage of pupil premium children are achieving above expected in Reading, Writing and Maths in comparison to the cohort.
B	26% of our children eligible for PP also have SEND needs.
C	In EYFS, the baseline shows that for speaking and listening, 66% of PP pupils are below the expected level.

ADDITIONAL BARRIERS

External barriers:

D	Increased social and emotional needs / home pastoral care for some children eligible for pupil premium- 19% needing additional support from EP, Play Therapist or Wellbeing and Learning mentor.
E	Analysis of attendance data of children who were at the school in the previous academic year shows 36% of PP children had an attendance rate lower than the school average and 18% were late more often than the school average. Poor attendance can affect learning opportunities and progress.
F	Some children eligible for pupil premium may not have the same opportunities for enrichment activities as their cohort.

DESIRED OUTCOMES

Specific outcomes		Success criteria
A	<p>To raise the attainment of PP children gaining greater depth so that it is closer to that of their cohort.</p> <p>In KS1 in 2018-19, 20% PP gained greater depth in comparison to 47% of the cohort in reading, 20% compared to 27% in writing and 20% compared to 38% in maths.</p> <p>In KS2 in 2018-19, 33% PP gained greater depth in comparison to 58% of the cohort in reading, 17% compared to 48% in writing and 17% compared to 47% maths.</p>	<p>To ensure teachers are targeting support for PP children not only to get the expected progress but to gain greater depth if possible.</p> <p>To give additional support to children where it is needed for them to gain greater depth.</p> <p>To track these children as a group during pupil progress meetings.</p>
B	<p>To give targeted support through extra tuition and small group teaching for children who are eligible for PP, looking particularly at those who have additional SEND needs. To increase the number of PP children with SEN meeting the year group expectations.</p>	<p>Plan and detail support given and offered using SEN and PP support plans.</p> <p>Regularly assess the impact of this support and adapt when needed.</p> <p>To close the gap between PP children with SEN and the cohort.</p>
C	<p>To ensure PP children in EYFS and KS1 reach the expected level in speaking and listening.</p> <p>To ensure all children with PP in EYFS and KS1 are supported to ensure they continue to progress in speaking and listening.</p>	<p>To track speaking and listening in KS1 to ensure children are making the expected progress and are on track for meeting expectations.</p> <p>To plan focused small group activities to develop S&L in these classes and excel progress.</p> <p>To focus on speaking and listening during learning walks and in pupil progress meetings.</p>

D	<p>To ensure that all PP children are emotional and socially ready to learn, providing support when this is needed through enhanced PHSE provision, increased in-class support from the Class Teacher and TA, support from the Wellbeing and Learning mentor, the Drama therapist, or EP. To boost children's self-esteem, assigning each child to a learning mentor. To support any families who have difficulties at home in the best interest of the child.</p>	<p>Children are resilient, settled, happy and ready to learn. Teachers, TAs and Learning mentors work closely with targeted PP children to build their self-esteem and inspire them to be the best they can be, through academic, sporting, musical or other personal achievements.</p> <p>All staff to ensure that additional emotional needs of PP children are identified early and that they have access to increased Teacher and TA support, support from the Wellbeing and Learning mentor and the Drama Therapist, and/or EP if required. Plan and detail support given using PP support plans in collaboration with the SENCO.</p>
E	<p>To narrow the attendance difference between PP children and the school average. To work with parents to make sure PP children are meeting at least the school target attendance of 97%</p>	<p>To monitor the attendance of any child eligible of PP and work with parents to ensure they meet the school's attendance target. To raise the attendance of PP children so it is line with their cohort.</p>
F	<p>To ensure PP children have the same opportunities for enrichment activities as their cohort.</p>	<p>To ensure all PP children are offered one or more suitable school enrichment activities.</p>

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Quality First Teaching for all	To have excellent teaching throughout the school where teachers have high expectations and learning is differentiated to support and challenge pupils.	Teachers alongside teaching assistants are able to excel learning for all pupil groups, offering smaller group teaching when needed	<p>Learning walks will ensure teaching and learning is excellent.</p> <p>Staff meetings will offer CPD in areas needing development.</p> <p>Termly pupil progress meetings will ensure pupils are being tracked and monitored.</p> <p>Assessment monitored half termly.</p> <p>Teacher CPD within the school also taking place termly.</p>	<p>HLT</p> <p>MLT</p>	<p>Learning walks monitor teaching and learning every 4 weeks and pupil progress meetings happen termly.</p> <p>Assessment monitored half termly.</p>
Total budgeted cost:					
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Targeted class support for PP children and other groups to progress in speaking and listening, phonics, reading, writing and maths.</p>	<p>CT and support staff provide high quality teaching through in class support- through higher order questioning and differentiated learning activities.</p>	<p>To ensure all children can progress in their learning, CT will identify the children needing more targeted support and offer this during class teaching. Children can then access the learning in a way that is supportive in order to enhance their learning.</p>	<p>Learning walks will look at the different learning needs and ensure they are met.</p> <p>Termly pupil progress meetings will ensure pupils are being tracked and monitored.</p> <p>Assessment monitored half termly.</p> <p>Provision maps completed termly to track provision given.</p> <p>Support Plans prepared termly for children with SEND and shared with parents and children. Support given through interventions monitored and impact assessed through a cycle of Plan, Do, Review each term.</p>	<p>HLT MLT</p>	<p>Learning walks monitor teaching and learning every 4 weeks and pupil progress meetings happen termly.</p> <p>Assessment monitored half termly.</p> <p>Provision maps and Support plans updated termly.</p>
<p>Focused small intervention groups out of class, including: speaking and listening, phonics, reading, writing and maths.</p>	<p>CT and/or support staff provide high quality interventions through smaller, more focused booster groups to progress learning of a focus group.</p>	<p>Small group teaching can enable teachers/ support staff to focus on areas of need to progress learning.</p>	<p>Ensure sessions are well planned and objectives are identified to progress learning.</p> <p>Look at these children in pupil progress meetings and assess the impact it has.</p>	<p>HLT CT</p>	<p>Termly pupil progress meetings.</p> <p>Assessment monitored half termly.</p>

<p>Focused pre-teaching sessions or 1:1 sessions from HLTAs, TAs or SLT, including: reading, writing and maths.</p>	<p>HLTAs and TAs provide high quality, of focused pre-teaching to</p>	<p>Pre-teaching can ensure children who have gaps in their learning, have these areas retaught and recapped and look at the new learning at the pace needed before it is taught in class. This means they are more ready for learning in class.</p>	<p>Ensure sessions are well planned and objectives are identified to progress learning.</p> <p>Look at these children in pupil progress meetings and assess the impact it has.</p>	<p>HLT CT</p>	<p>Termly pupil progress meetings. Assessment monitored half termly.</p>
<p>In school speech and language groups for children with S&L concerns and 1:1 SALT therapy</p>	<p>Improved social communication, improved expressive or receptive language skills</p>	<p>Children with S&L problems are more likely to have poor literacy skills and SEMH (social, emotional mental health) needs, so addressing the S&L difficulties improves outcomes. Improved communication results in better quality of life from improved friendships, relationships and life skills.</p>	<p>School interventions follow approved speech and language programs as recommended by S&L therapist.</p> <p>Work in class done based on recommendations of S&L therapist</p>	<p>JF SENCO SLT</p>	<p>S&L targets are set termly by SALT in collaboration with CT and SENCO and are included on school support plans</p>
<p>In school Drama Therapy for children identified as having significant SEMH (social, emotional and mental health) needs 1:1 with Drama Therapist (CCF)</p>	<p>Improved social, emotional and mental health. Improved resilience, happiness, ability to cope in school and with any difficulties. More appropriate behavior.</p>	<p>Children with Social, Emotional and Mental Health difficulties will not be happy, able to learn or to achieve to their full potential. Sometimes children with SEMH difficulties will struggle with behavior also and there can also be safe-guarding issues.</p>	<p>Appropriate /close contact between therapist, family, CT, SENCO and SLT to ensure that appropriate counselling, strategies and support are given to the child, family and to school staff.</p> <p>Appropriate onward referral if needed e.g. to Harrow Horizons (tier 2 service) and Children and Adolescent mental Health Services (CAMHs – tier 3).</p>	<p>CCF SENCO</p>	<p>Monitored termly and as needed</p>

<p>Reading Recovery intervention for children in Year 1 and/or Yr 2 is an intervention for children with the lowest literacy attainment who are struggling with learning to read and write.</p>	<p>Early reading and writing intervention is necessary and most effective at this age to address potential literacy difficulties and to improve expected outcomes of children with suspected SEND</p>	<p>Lower attainment in literacy reduces ability to access all other parts of school curriculum and leads to reduced life chances and success. The inability to read affects a child's lifetime expectations and those who fail to reach their age-expected attainment early in their schooling will make up the poorest sections of our society in adult life</p>	<p>Reading Recovery taught by a qualified reading Recovery Teacher.</p> <p>Sessions are planned and objectives are identified to progress learning using RR methodology in line with Yr 1 curriculum for reading, writing and phonics.</p> <p>Children monitored in pupil progress meetings and assess the impact it has.</p>	<p>SENCO SLT</p>	<p>Children monitored on an ongoing basis between RR teacher and CT Termly pupil progress meetings. Assessment monitored half termly.</p>
<p>Wellbeing and Learning Mentor -Supporting targeted pupils 1:1 or small group sessions - In-class learning support for targeted groups.</p>	<p>For identified children to have access to our well-being and learning mentor to raise wellbeing self-esteem and resilience. Increased self confidence can lead to improved attainment.</p>	<p>Improved Mental Health and Well-being is focus in the school (inc in SDP) and children work with the Wellbeing and Learning Mentor to raise wellbeing, self-esteem and resilience. Friendships groups help to develop strategies for dealing with behavior, conflict and resilience. In class support helps to improve confidence and attainment.</p>	<p>Children are identified by CT, SENCO and SLT to work with Well-being and Learning Mentor (WLM). SLT and SENCO assesses the children's needs and allocate slots for the children depending on their needs. JM is a trained counsellor with considerable experience with children with SEMH, bereavement and SEND.</p>	<p>JM SENCO SLT</p>	<p>Termly and as needed</p>

Staff have been allocated a focus child to mentor throughout the year	The goal is to ensure the child's overall happiness, and to increase engagement, attendance and achievement and to boost self-esteem and self-confidence so they achieve their full potential.	Children's attainment increases if they have an identified adult to ensure the child feels special and protected as they have an adult to support them and advocate for them. The adult promotes sustained effort, attainment in school and learning as key to achieving lifelong goals	Discussions in staff meetings about how we approach mentoring. Sharing good practice with colleagues. Children monitored in pupil progress meetings and assess the impact it has.	SLT CT and TAs	Termly
Total budgeted cost:					
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide children opportunities for positions of responsibility and increase pupil voice: Green Warriors, GIFT, School council, house captains, Arts council, PE leaders, prefects.	To raise children's self-esteem through positions of responsibility and a chance for them to have their voice heard.	Improved Mental Health and Well-being is focus in the school (inc in SDP) and we know our children like to have positions of responsibility and a chance to have their voice heard. We have increased the opportunities for this within the school, particularly in KS2.	Teachers/SLT to take a lead in positions of responsibility. Children are able to show interest in the positions that interest them and can then be voted in or chosen by staff running them. To give badges etc to make the roles official and feel important. To give opportunities to raise the profile of their role in assemblies, Twitter etc.	CT SLT	Termly

<p>To run a number of physical education clubs, including: girl's football, running club, walking club, boy's football, netball, badminton, A&J football, dance club, ballet club and Irish dancing.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them. For children who find playtime difficult to have alternative activities.</p>	<p>Children do not always want to go outside during lunchtime to play so we want to provide a diverse range of additional activities they can join. We want all children to experience a wider range of skills, not always taught within the classroom.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>CJ RS LR CW SB A&J</p>	<p>Termly</p>
<p>To run a number of music clubs, including: Year 2 choir, recorder club, ukulele club, school band and Year 4/5 choir.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>Children do not always want to go outside during lunchtime to play so we want to provide a diverse range of additional activities they can join. We want all children to experience a wider range of skills, not always taught within the classroom.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>EP</p>	<p>Termly</p>
<p>To run a number of arts clubs, including: KS1 story time, knitting club, lego club, art club, book club, French club, and drama club.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>Children do not always want to go outside during lunchtime to play so we want to provide a diverse range of additional activities they can join. We want all children to experience a wider range of skills, not always taught within the classroom.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>CJ KT / GT GC AC</p>	<p>Termly</p>

To run a computing club and film club.	For all children to have access to a range of extra-curricular activities which may interest them.	We want to ensure that all children, particularly those who do not have access to a computer at home, are able to use one in school within a club. Computing is very popular and this allows children more time to use the computers outside of the curriculum.	To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.	T O'F.	Termly
To provide a meditation club.	To ensure all children have access to a club which may help to improve their mental health and wellbeing.	To improve children's mental health and well-being, we feel some may benefit from a quiet and calm environment for meditation led by a HLTA.	To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.	KT	Termly
To provide music tuition	For all children to have access to a range of extra-curricular activities which may interest them.	We want children to have an opportunity to learn an instrument if this is of interest to them to enable them to learn new skills, enhance self-esteem and allow them to participate additional school activities.	When teachers are completing the pupil premium provision maps, decide on whether this child would benefit or be interested in learning an instrument.	CT SB	Termly when provision maps are completed
Funding for education trips, including School Journey in Year 6.	Pupils have access to school trips to ensure they have an enriched and diverse curriculum.	Pupils are able to fully participate in the wider curriculum, those planned to enhance the school's curriculum. Social skills, independence, perseverance and team work are developed through participation in group activities and on residential trips,	Identify PP children who may need financial support with these trips and ensure this is offered.	C Tomlinson SB	When trips are organised

Monitor attendance and punctuality regularly	To ensure attendance and punctuality is in line with the school target.	Children can miss learning if their attendance/punctuality is poor which will affect the progress they make.	First day absence reports completed daily, messages check and details added to the register. Text or phone call made to follow up on absences. Late letters given out half termly and termly letters of repeated absences sent.	C Tomlinson	Half termly
Additional learning resources purchased if required (e.g. ipads, spell checkers, revision guides, uniform)	To ensure all PP children have access to learning resources they may need to help with their learning in school.	Pupils are fully supported by learning resources being made available to them such as ipads to complete tasks/games that consolidate learning. To enable the wide range of learning styles to be catered for. For children to feel proud of their uniform.	For class teachers to ensure their classroom learning environment is suitable for the needs to their pupils and order any additional resources required to support targeted children.	CT	Half termly
Total budgeted cost:					

ADDITIONAL INFORMATION

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Quality First Teaching for all	To have excellent teaching throughout the school where teachers have high expectations and learning is differentiated to support and challenge pupils.	<p>Observation lessons showed lessons were all good, some with outstanding features.</p> <p>In EYFS 100% of PP children achieved a good level of development compared to 90% of the cohort. Both of these were above the national average of 72%. In Y1 phonics 100% PP passed, compared to 97% cohort and 82% national average.</p> <p>In KS1 60% of PP achieved the expected standard or above in reading, writing and maths. This was a little lower than the cohort 83%. 20% of PP in this cohort also had SEND needs.</p> <p>In KS2 100% of PP achieved the expected standard or above in reading, writing and maths. This was above the cohort 95% and national 65%.</p>	<p>Results show that excellent teaching has led to high results in all key stages.</p> <p>The same approach will be taken next year and continued to support with PP and SEN children to continue to raise their attainment.</p>	

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Targeted class support for PP children and other groups to progress in speaking and listening, phonics, reading, writing and maths.	CT and support staff provide high quality teaching through in class support- through higher order questioning and differentiated learning activities.	Results were high (as noted above). Lesson observations showed that work was differentiated effectively and pupils' needs were met through targeted class support. Phonics scores as well as core subjects show that this support has been successful.	Targeted class support with focus children is effective and will continue next year.	
Focused small intervention groups out of class, including: speaking and listening, phonics, reading, writing and maths.	CT and/or support staff provide high quality interventions through smaller, more focused booster groups to progress learning of a focus group.	Results were high (as noted above). Focused small intervention groups enabled children who were not progressing as quickly to make good development and for many to meet the year group's expectations.	Focused small intervention groups will continue but the focus of these may change slightly depending on the needs to the class and school.	
Focused pre-teaching sessions from HLTAs and TAs, including: reading, writing and maths.	HLTAs and TAs provide high quality, of focused pre-teaching to	Results were high (as noted above). Focused pre-teaching sessions have a large impact on the progress of lower attaining groups. These groups were monitored closely during pupil progress meetings and adapted when necessary.	Focused pre-teaching sessions will continue next year. We found that some children needed more focused sessions to meet their needs and therefore other SLT members ran 1:1 sessions for these children. This is likely to be the case next year as well.	

<p>In school, speech and language groups for children with S&L concerns and 1:1 SALT therapy</p>	<p>Improved social communication, improved expressive or receptive language skills</p>	<p>3 PP children had S&L interventions and/or support from external SALT. A new school wide initiative addressed S&L difficulties in particular in respect of Receptive Language Skills and short term memory difficulties. TAs were trained by the SENCO to deliver the intervention. St Anselm's was recognised as "having excellent practise in supporting students with Speech, Language and Communication needs' by the 'Giving Voice' campaign organised by the Royal College of Speech and Language Therapists. The cooperation between the school and SALT in working with parents was also praised.</p>	<p>S&L groups to continue throughout the school for those children with S&L needs with an emphasis on improving S&L in EYFS, and also on improving social communication in years 5 and 6.</p>	
<p>Wellbeing and Learning Mentor -Supporting targeted pupils 1:1 or small group sessions - In-class learning support for targeted groups.</p>	<p>For identified children to have access to our well-being and learning mentor to raise wellbeing self-esteem and resilience. Increased self-confidence can lead to improved attainment.</p>	<p>CT and parents gave positive feedback. Children who had in-class learning support showed improved confidence and engagement in lessons when children were supported.</p>	<p>Well-being and Learning Mentor is involved in S&L interventions to improve social communication in children with S&L needs in year 5 and 6.</p>	

Other approaches

Action	Intended outcome	Impact	Lessons learned	Cost
To run a number of physical education clubs, including: girl's football, running club, boy's football, netball, A&J football, ballet club and Irish dancing.	For all children to have access to a range of extra-curricular activities which may interest them.	38% of PP children eligible participated in football, 27% in running club, all of which are run during the school day. In additional, in after school activities, 50% of PP eligible took part in netball, 4% in Irish Dancing and 9% in ballet club. PP children are taking part in a range of physical activities, both during and after the school day.	Children enjoyed having a range of clubs to choose from and we will continue to offer these next year. We are hoping to include a walking club (for those not wanting to run) and a dance club alongside the ballet and Irish Dancing clubs. We will continue to promote these clubs.	
To run a number of music clubs, including: Year 2 choir, school band and Year 4/5 choir.	For all children to have access to a range of extra-curricular activities which may interest them.	Analysis shows that many PP children eligible for music clubs took part with 35% joining choir, 18% joining school band as well as 55% taking part in recorder club. PP children have many opportunities to partake in extracurricular music activities, in a range of year groups.	Children enjoyed having a range of clubs to choose from and we will continue to offer these next year. We are hoping to include a ukele club as another opportunity to learn an instrument.	

<p>To run a number of arts clubs, including: KS1 story time, knitting club and art club.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>18% of PP children eligible participated in knitting club and 40% in art club. All KS1 children are also able to join story club at any lunchtime it is running. Children have been able to listen to stories regularly and learn new skills in addition to class in knitting and art clubs.</p>	<p>Children enjoyed having a range of clubs to choose from and we will continue to offer these next year. We are hoping to include a lego and drama club.</p>	
<p>To run a computing club.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>18% of PP children eligible participated in computing club. Children enjoyed having more time alongside computing lessons to access the computers.</p>	<p>Children enjoyed having more time alongside computing lessons to access the computers. We are hoping to introduce a film club as well. More chn signed up but had other clubs that clashed. We look at offering it after school.</p>	
<p>To provide music tuition</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>32% of PP children eligible had music tuition lessons allowing the children to learn a new skill alongside their academic learning.</p>	<p>Children enjoyed being able to learn a new instrument and we will offer this again next year.</p>	

<p>Funding for education trips, including School Journey in Year 6.</p>	<p>Pupils have access to school trips to ensure they have an enriched and diverse curriculum.</p>	<p>All PP Year 6 children were able to participate in the school journey due to funding being allocated to them- a trip that we believe is very important to attend. Funding for other educational trips is offered to all PP children allowing enrichment trips to be fully inclusive.</p>	<p>It is important to ensure all pupils have access to an enriched and diverse curriculum so we will continue this next year.</p>	
<p>Monitor attendance and punctuality regularly</p>	<p>To ensure attendance and punctuality is in line with the school target.</p>	<p>Regular analysis of attendance makes it easy to identify children with repeated absences or lateness. Steps can then be taken to improve this. Letters are sent quickly when absence is high and meetings set up if it is not improved.</p>	<p>Whole school attendance and punctuality is monitored effectively and procedures are in place to ensure if it is lower than the school expectation, steps are taken to improve it. However, it would be useful to have a report to monitor PP children separately from the cohort.</p>	
<p>Additional learning resources purchased if required (e.g. ipads, spell checkers, revision guides, uniform)</p>	<p>To ensure all PP children have access to learning resources they may need to help with their learning in school.</p>			