

# Richard de Clare Pupil Premium Strategy Statement 2020 - 2021

## What is the Pupil Premium?

The government considers the Pupil Premium (PP) to be a key element of their education policy. Introduced in April 2011, the Pupil Premium provides additional funding to schools to target specific groups of children who are vulnerable to underachievement. These include pupils from low income families and children in care. Children eligible for Pupil Premium are classed as 'Ever 6'; those who are, or have been receiving free school meals within the past six years, are entitled to a Pupil Premium Grant (PPG) of £1345. Children in Care (CIC) and those in adoptive families are entitled to a PPG of £2345 and Service Children to a PPG of £310.

## What are the aims of the Pupil Premium?

The purpose of the Pupil Premium is to raise the achievement and aspirations of disadvantaged groups of children.

The link between free school meal eligibility and under-achievement is strong. The Pupil Premium seeks to tackle this inequality in educational outcomes. The Premium is intended to help schools to provide targeted support to improve the life chances of children from lower income families and young people who face additional challenges in their lives, so that they can reach their full potential.

**Who is eligible?** It is important to apply for free school meals if you are eligible, to ensure school receives the Pupil Premium grant, as it should have a positive effect on your child's time in school, for at least the next six years. Your child may be able to get free school meals if you receive any of the following:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on paid for 4 weeks after you stop qualifying for Working Tax Credit → Universal Credit

## How is the Pupil Premium used at Richard de Clare Community Primary School?

The Government has given schools discretion in how to best use the funding to meet the needs of their children. This may include helping towards the cost of trips and residential visits, one to one support, staff professional development, mentoring or purchasing resources and interventions. As a school, we are required to keep track of Pupil Premium spending and its impact. This report details our strategy and the impact it has had on the outcomes for our Pupil Premium children.

1. Summary information							
School	Richard de Clare Community Primary School						
			<b>18/19</b>	<b>19/20</b>	<b>20/21</b>		
Academic Year	2020/2021	<b>Total PP budget</b>	£122,080.00	£117,000	<b>£123,750</b>	<b>Date of most recent PP strategy.</b>	February 2020
Total number of pupils		<b>Number of pupils eligible for PP</b>	91 (23% of the school)	90 (24% of the school.)	<b>92</b> <b>January Census day</b>	<b>Date for next internal review of this strategy</b>	Feb 2021

Prior Attainment at the end of Year Six 2019 Numbers in brackets our % with children we applied to be disqualified taken out. ( Data taken from ASP)								
	National		Richard de Clare all Pupils		Richard de Clare Pupils eligible for PP		Pupils not eligible for PP (national average)	
	2018	2019	2018	2019	2018	2019	2018	2019
% of pupils achieving the expected standards in reading, writing and maths.	64	65	41	59%	15	56%	48	71
% of pupils scoring the higher standard In reading, writing and maths.	10	11	3	10%	0	5.6%	4	
Reading test average scaled score attainment	105.0		102.7	104.2	97.6	105.7	103.8	
Writing (teacher assessment)		79%	98.7	67%	91.3	61%	100.8	
Maths scaled score attainment	104.4		101.0	104.7	99	104.6	101.6	
% working at expected level in GPS. Figures in brackets - GPS scaled score attainment FFT	106.1		104.7	106.4	101.8	106.0	105.5	

<b>2. Attainment at the end of Year Six 2020</b>				
% Based on teacher assessment – Spring 2 2020	National	Richard de Clare <i>all</i> Pupils	<i>Richard de Clare Pupils eligible for PP 24 Pupils</i>	<i>Pupils not eligible for PP (National average)</i>
% of pupils achieving the expected standards in reading, writing and maths.	NA	28%	13%	NA
% of pupils scoring the higher standard In reading, writing and maths.	NA	3%	0%	NA
<b>Reading</b>	NA	50%	33%	NA
<b>Maths</b>	NA	48%	21%	NA
<b>Grammar attainment</b>	NA	not known	Not known	NA
% achieving the expected standard in writing	NA	33%	21%	NA
Reading progress score (confidence interval -4.97 to +1.79 for PP chn)	NA			
Writing progress score (confidence interval -7.24 to -0.91 for PPchn)	NA			
GPS progress score	NA			
Maths progress score (confidence interval – 2.96 to +3.15 for PP chn)	NA			

## **2. Barriers to future attainment (for pupils eligible for Pupil Premium - PP)**

<b>In-school barriers</b>	
<b>A.</b>	Many of our Pupil Premium have poor Communication and Language Skills and this has a direct impact on their reading and writing.
<b>B.</b>	Many of our Pupil Premium children often have additional needs such as SEND. (?% of Pupil Premium children are also SEND – ECHP or One Plan.)
<b>C.</b>	Many of our PP pupils have gaps in their knowledge due to missed time in school due to the Pandemic.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	The impact of the Pandemic has had an economic impact on many of our Pupil Premium families who now find themselves struggling financially.	
<b>E.</b>	Many of our Pupil Premium children lack 'Cultural Capital' and their lack of experiences has a direct impact on their prior knowledge, which has significant impact when it comes to accessing the curriculum.	
<b>F.</b>	Attendance of PP children below expected in all year groups since returning in September.	
<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be</i> )		<b>Success criteria</b>
<b>A/C</b>	Accelerated progress in Reading and Writing and Maths at Key Stage One and Two.	Pupil Premium children will make accelerated progress from their starting points by the end of each year, in order to be in line with the progress of non pupil premium children. This will be measured by the National end of Key Stage tests and end of year teacher assessments. Writing judgements will be moderated internally and externally. Summative Assessments will be used to monitor attainment in Reading.
<b>B/C</b>	We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.	Pupil Premium children identified as being Low Attaining will make as much progress as 'other' children identified as Low Attaining by the end of each Year. This will be measured by the National end of Key Stage test and end of year teacher assessments, as well as the % of specific targets set through ECHP's and One Plans. Writing judgements will be moderated internally and externally. Summative Assessments will be used to monitor attainment in Reading.
<b>D/C</b>	No child will be left behind due to the financial difficulties families may find themselves in.	Pupil Premium children will be equipped with high quality resources to enable them to access the curriculum. They will be provide with school uniforms to ensure they feel a sense of belonging to the school equipment and extra resources will be purchased to ensure any gaps in learning are addressed speedily. Impact will be measured through end of year data and through speaking to the children.
<b>E/C</b>	PP children will have access to a wider range of opportunities, building up their 'Cultural Capital.'	Access to new opportunities will give PP children a broader bank of experiences to draw upon, supporting their access to the curriculum. This will be measured through regular auditing of opportunities the children have access to, through speaking to the children and by monitoring progress across the curriculum through Target Tracker and the use of Summative Assessments.

<b>F</b>	PP attendance will be in line with National expectations.	The pastoral team will work with PP families whose attendance is low to overcome barriers. Impact will be seen through monitoring of attendance data.
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4. Planned expenditure					
Academic year	2020 - 2021				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Teaching - £26,608					
Desired outcome	Chosen action / approach	Rationale and evidence.	Monitoring	Key Leads	Review Dates
Accelerated progress in Reading and Writing and Maths at Key Stage Two.	<ul style="list-style-type: none"> <li>CPD for all teachers and LSA's</li> <li>Effective use of LSA's in class</li> </ul>	<ul style="list-style-type: none"> <li>We want to ensure our LSA's and class teachers have high quality training to enable them to support our children effectively in class. Regular 'Teaching and Learning' briefs will enable all staff to be aware of best practice taking place across the school.</li> </ul> <p><b>Evidence: 'The effects of high quality professional development on teachers and students' EPI – Wellcome2020. Found that high quality CPD has a significant effect on pupils' learning outcomes</b></p> <ul style="list-style-type: none"> <li>We continue to strive to ensure that our LSA's are used effectively in class. Ongoing training for both class teachers and LSA's will help us to achieve this aim. LSA's will be actively encouraged to come to staff meetings and inset days and will be paid for their time.</li> </ul> <p><b>Evidence EEF toolkit. Teaching Assistants. 1 month additional progress</b></p>	Lesson Visits Work scrutinies Discussions with children Lesson Visits Feedback from staff	Claire Jaques	March '21

Targetted Support	Chosen Action/ Approach	Rationale	Monitoring	Key Leads	Review Dates
<p><b>Desired Outcome</b> We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.</p>	<ul style="list-style-type: none"> <li>CPD linked to supporting children with SEND. Resources to support SEND children</li> </ul>	<ul style="list-style-type: none"> <li>We want to ensure all staff have the appropriate skills to support SEND children in class. Therefore a rigorous training programme has been put in place to help teachers and LSA's widen their toolkit for supporting our Low Attaining pupils in reading, writing and maths across all phases.</li> <li>Access to high quality resources will help to ensure children are engaged in their learning and in turn support the children in making accelerated progress from their starting points.</li> </ul> <p><b>Evidence: 'The effects of high quality professional development on teachers and students' EPI – Wellcome2020. Found that high quality CPD has a significant effect on pupils' learning outcomes</b></p>	<p>Lesson Visits</p> <p>Work scrutinies</p> <p>Discussions with children</p> <p>Feedback from staff</p> <p>Audits</p>	<p>Sarah Uden</p>	<p>March'21</p>
<p>Increased progress in reading and writing across the curriculum</p>	<ul style="list-style-type: none"> <li>Every child to have an age appropriate dictionary to support their learning.</li> <li>Additional resources will be provided to support children with Speech and Language difficulties</li> </ul>	<ul style="list-style-type: none"> <li>We believe children developing a rich vocabulary will help to improve outcomes in reading and writing. As a school we have invested in the 'Word Aware' programme and have trained the staff in 'Cued Spelling.' Having access to high quality, age-appropriate dictionaries will complement both of these initiatives</li> <li>As a school we have invested in a Speech and Language Therapist who supports children across the school. In order to complement the work the therapist does with the children we have put aside funding to purchase resources to support Speech and Language Development.</li> </ul> <p><b>Evidence: EEF Toolkit Oral Language Interventions. 5 months additional progress over the course of a year</b></p>	<p>Lesson Visits</p> <p>Speaking to children</p>	<p>Sarah Uden</p> <p>Elizabeth Shaw</p> <p>Kerri Harrison</p>	<p>March'21</p>

Targeted Support	Chosen Action / Approach		Monitoring	Key Leads	Review Dates
<p><b>Desired Outcome</b></p> <p>Accelerated progress in all areas in the Foundation Stage</p> <p>Accelerated progress in reading, writing and maths from the children's starting points</p>	<ul style="list-style-type: none"> <li>Investment in resources for Outdoor Learning</li> <li>Additional CPG books for PP children in specific areas to enable them to 'catch up' on lost learning during the pandemic.</li> <li>Additional Parent Consultations for PP children and progress plans for PP children working below ARE and not making expected progress.</li> </ul>	<p>We know that many of our learners are more highly motivated and engaged when they are learning outside. To provide high quality experiences for the children we plan to invest in the outdoor learning environment.</p> <p>Many of our PP children have gaps in their learning due to time away from school. To address this we will purchase additional CPG books to support the children's learning in reading, writing and maths.</p> <p>Class teacher's will conduct additional parent consultation meetings for all of the PP children and will be expected to provide progress plans for those PP children that are working below ARE and not making expected progress</p> <p><b>Evidence</b>  <b>'Getting it right first time.' Ofsted 2013.</b>  <b>'Foundations for Quality.' Nutbrown review. 2012.</b>  <b>'Improving Quality in The Early Year.' University of Oxford.</b>  <b>EYFS profile 2018. Gov. uk</b></p>	<p>Lesson Visits</p> <p>Speaking to the children</p> <p>Data Analysis</p> <p>Data Analysis</p> <p>Book Scrutinies</p>	<p>Claire Jaques</p> <p>Victoria Wright</p> <p>Kerri Harrison</p> <p>Julie Shelter</p>	<p>March' 21</p> <p>March'21</p>

Targeted Support	Chosen Action / Approach	Rationale	Monitoring	Key Leads	Review Dates
<p><b>Desired Outcome</b></p> <p>We will see accelerated progress for our PP EAL Pupils in Reading, Writing and Maths across all phases.</p>	<ul style="list-style-type: none"> <li>• Dedicated EAL time to develop language and purchase of resources to support this</li> </ul>	<p>We are aware that PP children Nationally perform less than those children that are not PP. EAL children have an additional barrier to overcome and investment in dedicated time and high quality resources will help them to make accelerated progress in order to be in line with non PP children.</p>	<p>Data Analysis Book Scrutinies</p>	<p>Sarah Uden</p>	<p>March '21</p>
<p>Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum</p>	<ul style="list-style-type: none"> <li>• Investment in Pastoral team</li> </ul>	<p>There is a big demand for pastoral support within our community. We know that children's mental health has a direct impact on their learning and we therefore invest in two dedicated family liaison workers who are part of the schools Pastoral team. Our trained Family Liaison Officers work closely with identified children and their families helping them to develop strategies for coping with a whole range of social and emotional issues.</p> <p><b>Evidence</b>  <b>The Bell Foundation</b>  <b>Pastoral Care in the curriculum – Gov.uk 2020</b>  <b>EEF Toolkit, Estyn Reports – ‘Tackling Disadvantage and Child Poverty in Schools’ (Jan 2010)</b>  <b>HMIE Reports – ‘Ready for Life.’</b>  <b>Ofsted Reports – ‘Managing Challenging Behaviour.’</b></p>	<p>Weekly Pastoral meetings to review provision. EFA records.</p>	<p>Karen Riddleston  Sam Couttie  Gill Claridge  Kim Chapman</p>	<p>March'21</p>

Targeted Support	Chosen Action/ Approach	Rationale	Monitoring	Key Leads	Review Dates
<p><b>Desired Outcome</b></p> <p>Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum</p>	<ul style="list-style-type: none"> <li>• Attendance support</li> <li>• Home School Transport</li> <li>• Individual Support</li> <li>• Home Learning Bundle</li> </ul>	<ul style="list-style-type: none"> <li>• It is a fact that children need to be in school in order to learn. Poor attendance leads to gaps in learning which impacts on the children's progress. To address this we will offer home to school transport in the morning, based on individual circumstances. A contract will be drawn up between home and school to ensure attendance improves. The Pastoral Team will work closely with the families to overcome any barriers to attendance.</li> <li>• We understand that the Pandemic has caused financial difficulties for many of our families. Therefore we will offer support for children who have a particular need at a particular time. Class teachers will be asked to identify children who could benefit from support in any way. ie. PE kit or new pair of shoes or a coat that parents can't afford.</li> <li>• We do not want any child to fall behind due to having a lack of resources. We will therefore provide all Pupil Premium children with a high quality home learning pack.</li> </ul> <p><b>Evidence</b>  <b>Absence from school: A Study of its causes and effects in seven LEA's.' H.Malcolm.</b></p>	<p>Feedback from class teachers, children and parents.</p> <p>Attendance Reports</p>	<p>Karen Riddleston</p> <p>Sam Couttie</p> <p>Gill Claridge</p> <p>Kim Chapman</p>	<p>March'21</p>
<b>Targeted Support</b>		<b>Total Cost</b>		<b>£49,800</b>	

Wider Strategies Desired Outcome	Chosen Action / Approach	Rationale and Evidence	Monitoring	Key Leads	Review Date
<p>Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Rewards and incentives for attendance and good behaviour.</li> <li>• Hens for Hire</li> <li>• Milk for children in KS1</li> <li>• Breakfast Club</li> <li>• New Uniform for all PP children</li> <li>• 'Reading Together' Incentives</li> </ul>	<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• We know that our children respond well to rewards and incentives. Attendance and behaviour both impact on children's ability to access the curriculum. We will conduct a review of rewards this year with all our stakeholders and use PP funding to purchase meaningful rewards for positive behaviour. To improve attendance we will introduce an incentive for 100% attendance. At the end of each term all children will be entered into a draw to win £20. At the end of the year all children with 100% attendance will be entered into a draw to win £100. This new incentive will be introduced in September.</li> <li>• Engagement and motivation are key indicators of successful learning. Our 'Hens for Hire' project will promote lots of engaging and motivational cross curricular learning opportunities.</li> <li>• We know that under nourished children will not thrive. Therefore we are offering free milk for all pupil premium children in Key Stage One.</li> <li>• We understand that a sense of belonging is key for children feeling safe, secure and able to learn. Being dressed appropriately is all part of feeling part of the school community. All pupil premium will be provided with a free uniform when they start school with us.</li> </ul> <p><b>Evidence</b>  <b>Education Research: Beyond the school gate</b>  <b>'Good Practice in early education.'</b> Department for Education 2017  <b>EEF Toolkit – Increasing Pupil Motivation</b></p>	<p>Attendance reports</p> <p>Feedback from children and parents</p> <p>Record of children having milk</p>	<p>Karen Riddleston</p> <p>Claire Jaques</p> <p>Julie Shelter</p> <p>Hayley Davey</p>	<p>March 21</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring	Key Leads	When will you review implementation?
<p>Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum.</p>	<ul style="list-style-type: none"> <li>'Reading Together' Incentives</li> </ul>	<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>We know that children who read frequently make more progress with their reading than those who do not. To promote reading we will introduce 'Reading Together' sessions which will take place once a week before school. From 8.20 until 8.45am. Children will be invited to come into school to read with parents/ grandparents or whoever brings them to school. A reward 'bug' will be given to the children who attend and they will be able to collect a different one each week. We will launch this in September and will aim to make it as high profile as possible by asking the class teachers to remind the children on a regular basis that it is taking place.</li> </ul> <p><b>Evidence</b></p> <p><b>EEF toolkit. Parental Engagement. 3 months additional progress.</b></p>	<p>Register of children attending 'Reading Together' mornings.</p> <p>Analysis of data</p> <p>Feedback from parents and children.</p>	<p>Kerry Bickmore</p> <p>Kerri Harrison</p>	<p>March' 21</p>

Desired Outcomes	Chosen Action/ Approach	Rationale and Evidence	Monitoring	Key leads	Review date
PP children will have access to a wider range of opportunities, building up their 'Cultural Capital.'	<ul style="list-style-type: none"> <li>Lunchtime and After School Clubs</li> <li>Music teacher</li> <li>Creative Enrichment</li> <li>School Trips/ Enrichment Activities</li> <li>Contingency Budget</li> </ul>	<ul style="list-style-type: none"> <li>We are keen to widen the experiences our Pupil children have in order to build up their 'Cultural Capital. We are therefore paying LSA's to run lunchtime and after school clubs. We will also offer support for those children who are unable to pay for clubs like dance. This will be negotiated on an individual basis for an agreed period of time. We will also invest in a Music teacher to widen the children's musical experiences and subsidise school trips for PP children needing support. PP funding will also be used to pay for visitors and art and drama workshops linked to the curriculum in order to widen the children's experiences and to provide motivation and engagement.</li> </ul> <p><b>Evidence</b>  <b>EEF: Arts Participation 2 months additional progress</b>  <b>EEF: Sports participation. 2 months additional progress</b>  <a href="https://www.theguardian.com/education/2016/apr/20/after-school-clubs-can-improve-poorer-childrens-education">https://www.theguardian.com/education/2016/apr/20/after-school-clubs-can-improve-poorer-childrens-education</a></p> <ul style="list-style-type: none"> <li>In these unpredictable times a contingency budget has been set aside to enable us to address any unexpected issues that may arise in the future.</li> </ul>	Registers for clubs  Feedback from children and parents  Lesson Visits	Sam Couttie  Arts Team Lynn	March '21

**Wider Strategies: £47, 342**

Teaching	£26,608
Targeted Support	£49,800
Wider Strategies	£47, 342
<b>Total</b>	<b>£123, 750</b>

5. Review of expenditure			
Previous Academic Year		2019 -2020	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)
<p>Accelerated progress in Reading and Writing and Maths across all phases.</p> <p>We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.</p>	<p><b>Teaching Support</b></p> <p><b>Chris Quigley Training</b></p> <p><b>On-going CPD for teacher's and LSA's</b></p>	<p>Long term absences have been covered by qualified teacher's for the majority of the year. HLTA's took 'bubbles' in June when class sizes were limited. This has meant that for the majority of the year pupils have had a qualified teacher teach them.</p> <p>Training took place in June and was very well received. Teacher's then went onto plan long term plans for individual subjects using the Chris Quigley Connected Curriculum. It is early days but initial monitoring by subject leaders has shown that the curriculum is being covered and that pupils are able to build upon previous learning experiences.</p> <p>CPD for teacher's and LSA's took place on a weekly basis until the Pandemic struck. Teacher's and LSA's during lockdown completed a range of professional development courses and since we have returned in September training has been delivered via Teams.</p>	<p>Yes. We have some very highly skilled HLTA's who are able to 'step in' for us but having a qualified teacher cover for long term absences has meant that assessment and planning to meet individual children's needs has taken place.</p>

<b>Desired Outcome</b>	<b>Chosen Action / Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>
<p>Accelerated progress in Reading and Writing and Maths across all phases.</p> <p>We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.</p>	<p><b>Teaching Support</b></p> <p><b>Chris Quigley Training</b></p> <p><b>On-going CPD for teacher's and LSA's</b></p>	<p>Measuring progress this year has been difficult as so many children were not in school from March to July. However, since returning in September -</p> <p>36% of Foundation PP children have made accelerated progress in reading, 43% have made accelerated progress in writing and 29% have made accelerated progress in maths.</p> <p>73% of KS1 PP children have made accelerated progress in reading, 50% have made accelerated progress in writing and 64% have made accelerated progress in maths.</p> <p>In Key Stage 2 31% of PP children have made accelerated progress in reading, 41% have made accelerated progress in writing and 50% have made accelerated progress in maths.</p> <p><b>Low Attainers</b></p> <p>0% of PP/SEND pupils have made accelerated progress in reading, writing and maths since September. However, in Key Stage Two 29% of PP/SEND pupils have made accelerated progress in reading, 43% have made accelerated progress in writing and 57% have made accelerated progress in maths</p>	

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Accelerated progress in Reading and Writing and Maths across all phases.</p> <p>We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.</p>	<p>Reading Gladiators</p> <p>Third Space Maths</p> <p>Maths Resources</p>	<p>Monitoring showed that not all PP children could access the books and that although some children really enjoyed the challenge others' found it demotivating.</p> <p>Children participating in the Third Space Maths scheme did make accelerated progress. However, monitoring found this approach not to be cost effective.</p> <p>All classes now have access to 'hands-on' maths material and monitoring has shown that teachers are using the resources with the children. 29% of PP children in the Foundation Stage have made accelerated progress in maths and in Key Stage One 64% of PP children have made accelerated progress in Maths since returning to school in September and 50% of KS2 PP children have made accelerated progress in maths. 57% of KS2 Low Attaining children have made accelerated progress in maths.</p>	<p>Decision made to not continue as not enough PP children were benefitting from the scheme.</p> <p>Not cost effective therefore decision has been made to dis-continue.</p>





<b>iii. Other approaches</b>	<b>Chosen Action / Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>
<p>Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum</p> <p>PP children will have access to a wider range of opportunities, building up their 'Cultural Capital.'</p>	<p>Hens for Hire</p> <p>School Trips/ Engagement</p> <p>Milk for children in the Foundation Stage</p> <p>New uniform (sweatshirt and jumper/ Cardigan)</p> <p>Music Lessons</p> <p>Sport's Resources and Transport</p> <p>Reading Incentives</p>	<p>Hens for Hire – did not take place this year due to the pandemic.</p> <p>No school trips or visitors due to the pandemic..</p> <p>Foundation and Key Stage One PP children all have the opportunity to have milk. Good uptake in Foundation Stage and Year One.</p> <p>Uniform bought for children entering the Foundation Stage</p> <p>These did not take place this year due to the pandemic.</p> <p>Did not happen this year due to the pandemic</p> <p>These were introduced prior to the lockdown and were very successful. Lots of families attended the 'Reading Together' mornings. We had to stop due to the Pandemic.</p>	<p>Intend to introduce Summer 2020. Year Six to take ownership of project.</p> <p>Money put aside for enrichment activities 2020/2021</p> <p>Continue in 2021.</p> <p>Intention is to purchase school uniform for all PP children in 2021 to create a sense of 'belonging' for all PP children.</p> <p>Music taster sessions to be offered to all PP children in 2021. We will then pay for those children who then wish to take things further with 1:1 music lessons.</p> <p>Sports resources and transport will come out of Sports Premium in the future. PP will pay for any kit needed for PP children or contributions to travel costs.</p> <p>We will re-introduce when it is safe to do so. Budget increased to widen rewards and incentives we can offer to PP children.</p>

