



## Pupil Premium 2020-2021

Pupil premium is additional funding received by schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Findings show that children who are eligible for pupil premium funding generally have lower educational attainment than their peers.

Pupil Premium funding (PPG) is available for any pupil who:

- currently, or at any point in the last six years, has been [eligible for free school meals \(FSM\)](#);
- were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). Known as post-LAC. □ currently, or at any point in the last six years, have had a parent who served in the armed forces.

The level of PPG for 2020-2021 is £1,345 per child from Reception to Year 6 and £2,345 per post-LAC. This money is spent to improve the educational attainment of these children, thus improving their life chances.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

## Accountability

The Headteacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

How has Bredbury Green's Pupil Premium Grant been spent and what impact is expected?

| 1. Summary Information                                       |  |
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| Total number of pupils on roll                               | 215 (Reception to Year 6) 25 (Nursery) |
| Total number of pupils eligible for Pupil Premium Grant      | 62                                     |
| Total amount of Pupil Premium Grant received                 | £83,390                                |
| Total amount of pupils eligible for Early Year Pupil Premium | 3                                      |
| Total amount of Early Years Pupil Premium received           | £1001.70 (£333.90 a term)              |

| 2. 2020-2021 Attainment Data                  |   |  |
|---|---|--|
|   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % Achieving GLD                               | N/A   | 72%  |
| % Phonics Pass Y1                             | 50%   | 82%  |
| % Phonics Pass Y2                             | 33%   |  |
| % KS1 Expected Standard + READING             | 44%   | 75%  |
| % KS1 Expected Standard + WRITING             | 44%   | 69%  |
| % KS1 Expected Standard + MATHS               | 55%   | 76%  |
| % KS1 Expected Standard + RWM                 | 22%   |  |
| % KS1 Expected Standard + RWM (Greater Depth) | 0%  |  |
| % KS2 Expected Standard + READING             | 67%   | 73%  |

|   |     |     |
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| % KS2 Expected Standard + WRITING             | 67% | 78% |
| % KS2 Expected Standard + MATHS               | 67% | 79% |
| % KS2 Expected Standard + GPS                 | 67% | 78% |
| % KS2 Expected Standard + RWM                 | 71% |     |
| % KS2 Expected Standard + RWM (Greater Depth) | 14% |     |

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| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>  |   |
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |
| <b>A.</b>   | Social and emotional wellbeing which can hinder children's progress   |
| <b>B.</b>   | Academic progress due to starting points.   |
| <b>C.</b>   | Collaborative and communication skills, including confidence.   |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>D.</b>   | <p>Attendance :</p> <p>93.6%</p> <p>2019-2020 – 88.7% schools closed on Friday 20<sup>th</sup> March due to COVID-19. School reopened on the 8<sup>th</sup> June to Nursery, Reception, Year 1 and Year 6. It was not compulsory to send children back to school during summer term 2.</p> <p>2018-2019 - 93.6%</p> |

| 4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> ) |  | Success Criteria   |
|---|--|--|
| A.  | Pupil premium performance will be more in line with national performance in key indicators   | Evidenced in whole school data as well as individual class data.   |
| B.  | Children's individual barriers to learning will be continued to be addressed and strategies to support this will be implemented. Strategies will come from external agencies, internal expertise and research. | Each child will have a one- page profile with clear barriers to learning. The profile will cross relate to how the pupil premium strategy is supporting these barriers to learning. Year Group vulnerability circles will be discussed with class teachers, Pastoral Manager and SENCO to what support is being offered to children on the SEN, Vulnerability and PP list. |
|   |  | Assessment data will measure its impact  |
| C.  | Children will gain effective skills to support them to work effectively with others and deal with any challenge that they are faced with.  | PSHE (Jigsaw scheme) to be delivered throughout school to develop these skills. Identified children needing additional sessions to be carried out as part of SEALS.  |

| 5.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.Academic 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?             |
| PPG children receive early screening and a resultant programme of support. Evidence to support EHCP to meet the children's individual needs.  | Educational Psychologist additional visits                                       | A high % of the children on the waiting list for this service are Pupil Premium. The additional sessions will ensure that Pupil Premium Grant children are assessed much sooner than without this intervention, leading to earlier intervention and support being provided for these pupils. | The Inclusion Lead to ensure to EPs recommendations are being implemented by teacher to support children's learning and attainment. Where necessary SEND and other complex issues are documented in EHCs and provision is made to support individuals. | Class teachers<br>AD to oversee | Reviewed throughout the year at planned reviews. |
| To raise children's attainment in line with national age related expectations.  | Provision of targeted academic interventions for reading, writing and maths KS2. | Currently data shows gaps between school outcomes compared with national averages.   | End of key stage results, teacher assessments and regular pupil progress meetings.   | class teachers                  | Reviewed throughout the year at planned reviews. |
| To enable the children to have quality SALT assessment and deliver a  | Speech and Language Therapy buy back (% of PP children have SALT needs)          | There is a high level of need. This has been identified at early years entry and baseline.   | When monitoring review takes place Inclusion Lead to to discuss impact and progress with SALT.   | class teachers<br>AD to oversee | Monitoring visits by SALT                        |

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| programme of intervention sessions. This will enable the children to make increased progress to be measured against their initial assessments. |  |  |   |                                   |  |
| To provide interventions for pupil premium children across Key Stage 1. Phonics scores to increase and meet at least national expectations.    | Provision of a Teaching Assistant in Key Stage 1 to lead targeted interventions for phonics and reading.   | Currently data shows gaps between school outcomes compared with national averages.   | End of key stage results, teacher assessments and regular pupil progress meetings.  | Phase Leaders/<br>Inclusion Lead  | Reviewed throughout the year at planned reviews.             |
| Increase attendance rates  | Pastoral Manager employed to build up relationships with children, provide interventions, breakfast club for persistently late/absent pupils; monitor pupils and follow up quickly on absences . First day response provision. | Attendance register for breakfast club.<br>Currently persistent absence is increasing showing more children are arriving late to school or having more absences. This is impacting children's learning, social skills and their emotional wellbeing. | Children that are persistently absent will be offered breakfast club to help with lateness/attendance. This will impact and support children's progress academically. Children will also be offered breakfast to help start their school day. | SG<br>HM<br>class<br>teachers/TAs | Review with attendance figures at the end of each half term. |

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| To engage with the national tutor programme | Gaps to be identified from baseline testing and closed. | Disadvantaged children were more affected by the global pandemic. | Learning outcomes will be more in line with national expectations. | All staff<br>External tutor | Termly standards reviews and end of year outcomes. |
|   |   |   |  | <b>Total Budgeted cost</b>  | <b>£40,125</b>                                     |

**ii.Targeted support in Social and Emotional Support**

| <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> |
|---|---|--|--|----------------------|---|
| Pupil Premium families will be provided with support from the Pastoral Manager as needs are identified. This support will be tailored to specifically to them and can involve referrals to outside agencies or in-house support all working towards removing some barriers to learning, thereby raising standards. The work of the Pastoral Manager | Provision of a Pastoral Manager to support vulnerable PPG children and their families.<br><br>It is the responsibility of the class teacher to challenge attendance and work with families to encourage and provide regular attendance and remove barriers. | Historically families were reaching crisis and the role of pastoral manager to intervene and support families earlier to avoid escalation. | Children check ins and planned interventions are assessment by southampton to show progress and impact of work.<br>Good relationships with children and families from conversations and support overtime will show impact. | HM<br>SG<br>Teachers | Ongoing                                     |

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| will also prevent families from requiring TAC/CP procedures by signposting and offering support. The removal of these barriers will enable greater progress to be made. |  |   |   |              |   |
| All Pupil Premium children to receive toast at breaktime.   | To provide a slice of toast at morning break for all PP children.            | Children presented hungry and some came without breakfast, therefore leaving them in some cases unable to work and engage in lessons. | Teachers and TAs observations of children's learning through having toast at breaktime.   | All staff    | Daily                                       |
| For children to access outdoor provision in a less formal but safe setting.   | To provide a Forest Lead for 1 days a week.                                  | Children require first hand experiences of outdoor provision.   | Observations to be taken by forest lead to show impact and progress.  | GFS<br>PDHWB | Review observations at the end of a term.   |
| Children will feel supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor.   | Provision of a Counsellor one morning a week (3 hours).                      | High number of children needing support for issues such as; seperation, bereavement, anger management and emotional wellbeing.        | Impact on a short term, medium term and long term basis would be monitored by the counsellor, Pastoral Manager and staff working with children daily. | SG<br>AD     | Reviewed after each child/group or on need. |
| Children have the opportunity to discuss worries or concerns which may be affecting their mental health and wellbeing.  | Drop in sessions once a week offered key stage, progressing to whole school. | Disadvantaged children were more affected by the global pandemic.   | A record of how children attended each will be will kept as evidence. Staff will monitor statements from the wellbeing jars.                          | MS<br>MR     | Review numbers half termly.                 |

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| All PP children regularly receive a daily meal at lunch.   | Free school meals for PP children  | National level, families meeting criteria   | The system shows when children have not ordered lunch in a morning or taken it during the lunchtime period.   | All staff                  | Ongoing                                     |
| To raise children's aspirations and long term goals (careers/skills)   | For children to develop knowledge about a variety of careers and understanding of the skill set and pathways leading to job opportunities. | Children's aspirations raised.  | Having a clear plan/structure for the programme. The programme will be led by the children.   | UKS2 staff                 | Summer term 2021                            |
|  |  |   |   | <b>Total Budgeted Cost</b> | <b>£76,298</b>                              |
| <b>iii.Extra-curricular support</b>  |  |   |   |                            |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>          | <b>When will you review implementation?</b> |
| To ensure that no pupil is prevented from missing out on first hand experiences which are linked to the curriculum or the Year 6 residential trip. | Trip subsidy   | We had children that was so disadvantaged that families were unable to fund first hand experiences and the year 6 residential trip. This impacted the children as they weren't able to share or take part in the experience with friends, discovering skills and talents they didn't know they had. | 2 parents have been into school and agreed PPG to pay for year 6 residential £450. Amanda will keep a record showing which families have accessed this. | HM                         | Summer Term 2021                            |

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| A % of Pupil Premium children have an interest in music and a desire to play an instrument. This will enable that enthusiasm to be followed and provide them with access to a broad and balanced curriculum. | To provide opportunity for an enriched curriculum through the payment of music lessons. | PP children have expressed an interest in music and a desire to play an instrument. Lack of funds within household budgets meant school funded the lessons.                                | Report to be requested from the music teacher to monitor progress and the impact of the lessons. 1 children are accessing this through PPG.  | NW AD/SG to request reports | Termly report from the music teacher |
| Giving PP children access to extracurricular sports club to enhance their physical health and well being.  | Sports after school club  | Giving PP children the opportunity to experience after school club with peers with their key stage. This will improve their physical development and impact on their health and wellbeing. | All pp children were given letter first, with most children signing up to the club. Sports teacher to assess children's development and skills at the end of the block of lessons. | PDHWP Curriculum Team       | After each block of lessons.         |
|  |   |  |  | <b>Total Budgeted Cost</b>  | <b>£9,600</b>                        |
|  |   |  |  |                             |                                      |
|  |   |  |  | <b>Total Budget for PPG</b> | <b>£126,023</b>                      |

| 6. Review of expenditure  |  |  |  |                                     |   |
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| Previous Academic Year  |  |  | 2019-2020  |                                     |   |
| 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 |  |  |  |                                     |   |
| <b>i.Academic Support</b>   |  |  |  |                                     |   |
| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead                          | When will you review implementation?  |
| PPG children receive early screening and a resultant programme of support.<br><br>Evidence to support EHCP to meet the children's individual needs.                                     | Educational Psychologist additional visits                                       | A high % of the children on the waiting list for this service are Pupil Premium. The additional sessions will ensure that Pupil Premium Grant children are assessed much sooner than without this intervention, leading to earlier intervention and support being provided for these pupils. | The Inclusion Lead to ensure to EPs recommendations are being implemented by teacher to support children's learning and attainment. Where necessary SEND and other complex issues are documented in EHCs and provision is made to support individuals. | Class teachers<br><br>AD to oversee | Reviewed throughout the year at planned reviews.<br><br>Inclusion Lead has reviewed SEND Support Plans/TLPs with teachers and signed them for first cycle. March 20 – second cycle to begin – overseen by Inclusion Lead. |
| To raise children's attainment in line with national age related expectations.  | Provision of targeted academic interventions for reading, writing and maths KS2. | Currently data shows gaps between school outcomes compared with national averages.   | End of key stage results, teacher assessments and regular pupil progress meetings.   | class teachers                      | Reviewed throughout the year at planned reviews.<br><br>Standards Reviews have been held by SLT with all members of staff and children's progress mapped, discussed and children not meeting standard have been           |

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|   |  |  |   |                                      | identified and plans for how to address lack of progress shared.  |
| To enable the children to have quality SALT assessment and deliver a programme of intervention sessions. This will enable the children to make increased progress to be measured against their initial assessments. | Speech and Language Therapy buy back<br><br>(% of PP children have SALT needs)                           | There is a high level of need. This has been identified at early years entry and baseline. | When monitoring review takes place Inclusion Lead to discuss impact and progress with SALT. | class teachers<br><br>AD to oversee  | Monitoring visits by SALT<br><br>New 'Buy Back' therapist has started (March 2020) for identified children. She will create plans, these will be delivered in class interventions and monitored by her each half term.  |
| To provide interventions for pupil premium children across Key Stage 1. Phonics scores to increase and meet at least national expectations.   | Provision of a Teaching Assistant in Key Stage 1 to lead targeted interventions for phonics and reading. | Currently data shows gaps between school outcomes compared with national averages.         | End of key stage results, teacher assessments and regular pupil progress meetings.          | Phase Leaders/<br><br>Inclusion Lead | Reviewed throughout the year at planned reviews.<br><br>Phase Leaders and Inclusion Lead have monitored Phonics/some interventions across school.<br><br>Target:<br><br>PP Children to be identified.<br><br>Written reports to be shared with Pastoral Manager/Inclusion Lead. |

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| Increase attendance rates                                  | Pastoral Manager employed to build up relationships with children, provide interventions, breakfast club for persistently late/absent pupils; monitor pupils and follow up quickly on absences . First day response provision. | Attendance register for breakfast club.<br><br>Currently persistent absence is increasing showing more children are arriving late to school or having more absences. This is impacting children's learning, social skills and their emotional wellbeing. | Children that are persistently absent will be offered breakfast club to help with lateness/attendance. This will impact and support children's progress academically. Children will also be offered breakfast to help start their school day. | SG<br><br>HM<br><br>class teachers/TAs | Review with attendance figures at the end of each half term.<br><br>Pastoral Manager has secured one breakfast club place, which has helped to increase attendance.<br><br>Targeted work for these children is ongoing and percentage attendance has increased. (92.6% - 93.6%)<br><br>Pastoral Manager has conducted 3 case studies to identify barriers to attendance, strategies to address issues and results. |
|  |  |  |   | <b>Total Budgeted cost</b>             | <b>£40,125</b>   |
| <b>ii.Targeted support in Social and Emotional Support</b> |  |  |   |  |  |
| <b>Desired outcome</b>                                     | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                      | <b>When will you review implementation?</b>  |

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| <p>Pupil Premium families will be provided with support from the Pastoral Manager as needs are identified. This support will be tailored to specifically to them and can involve referrals to outside agencies or in-house support all working towards removing some barriers to learning, thereby raising standards. The work of the Pastoral Manager will also prevent families from requiring TAC/CP procedures by signposting and offering support. The removal of these barriers will enable greater progress to be made.</p> | <p>Provision of a Pastoral Manager to support vulnerable PPG children and their families</p> | <p>Historically families were reaching crisis and the role of pastoral manager to intervene and support families earlier to avoid escalation.</p> | <p>Children check ins and planned interventions are assessment by southampton to show progress and impact of work.</p> <p>Good relationships with children and families from conversations and support overtime will show impact.</p> | <p>HM</p> <p>SG</p> | <p>Ongoing</p> <p>Weekly check ins with identified children.</p> <p>Southampton Assessment to monitor and show progress/impact of interventions.</p> <p>Drop in sessions each month for parents have school age plus worker, school nurse and linked social worker to signpost for help and support.</p> <p>The link social worker is based here each week for drop in sessions.</p> <p>School nurse is having drop in sessions for Year 5 and 6 pupils each month.</p> |
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| <p>All Pupil Premium children to receive toast at breaktime.</p>  | <p>To provide a slice of toast at morning break for all PP children.</p>                              | <p>Children presented hungry and some came without breakfast, therefore leaving them in some cases unable to work and engage in lessons.</p> | <p>Teachers and TAs observations of children's learning through having toast at breaktime.</p>  | <p>All staff</p>                                       | <p>Daily</p> <p>Toast is having positive impact on learning and SEMH.</p> <p>Also have become involved in Co-op Food Share programme.</p>  |
| <p>A high % of the Pupil Premium Grant children need support with their Social and emotional skills, these interventions enable them to recognise and regulate their emotions and provides techniques to develop their social interactions.</p> <p>This will enable the children to form and develop positive relationships within and outside of school.</p> | <p>Teaching Assistant to lead with Social Skills, SEALS and SALT interventions across the school.</p> | <p>All children throughout school exhibit high level of need with emotional, social and health issues.</p>                                   | <p>Teaching assistant to feedback and gain groups through discussion with class teachers.</p> <p>Overall impact will be monitored by assessment and discussion at meetings.</p> | <p>SG</p> <p>Curriculum Team</p> <p>Inclusion Lead</p> | <p>Reviewed after each programme. is completed with a group.</p> <p>PHSE weekly assemblies.</p> <p>Identified children are receiving SEAL/Social skill interventions.</p> <p>Year 6 pupils (identified group) have received 'Mental Toughness' training – now moved to 1:1 support.</p> <p>Buy-back SALT therapist for identified group of pupils.</p> <p>Target:</p> <p>Ask Curriculum Team to report impact of intervention with these children.</p> |

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| For children to access outdoor provision in a less formal but safe setting.   | To provide a Forest Lead for 2 days a week.             | Children require first hand experiences of outdoor provision.  | Observations to be taken by forest lead to show impact and progress.  | GFS<br>PDHWB | Review observations at the end of a term.<br><br>All children have had half termly Forest sessions. Photos of events and pupil involvement has been on-going and pupil voice response for display.                       |
| Children will feel supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor. | Provision of a Counsellor one morning a week (3 hours). | High number of children needing support for issues such as; seperation, bereavement, anger management and emotional wellbeing.   | Impact on a short term, medium term and long term basis would be monitored by the counsellor, Pastoral Manager and staff working with children daily. | SG<br>AD     | Reviewed after each child/group or on need.<br><br>Target: talk to SLT again to address issues.  |
| Children will gain some techniques to help deal with situations of high anxiety or mental health distress.              | Children's mental health week - yoga teacher (one off)  | Children present with a high level of anxiety and mental health issues. We feel that sessions of yoga will positively impact on the children's ability to learn relaxation techniques. | Planned sessions throughout school during children's mental health week.<br><br>Children's voice to be taken at the end of the week to assess impact. | SG<br>AD     | Reviewed at the end of the week.<br><br>Yoga teacher came in during Mental Health Awareness Week and the feedback from pupils and staff was incredibly positive and showed great impact. Curriculum folder for evidence. |
| For the DSL to be contactable throughout the school day for concerns.   | Mobile phone safeguarding                               | That the DSL need to be contactable at all times during the school day to deal with concerns and safeguarding issues as they arise.  | That all notes of concerns will be dealt with in the correct time scale.  | DSLs         | Ongoing<br><br>In place. New mobile purchased for accessibility.   |

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| All PP children regularly receive a daily meal at lunch.   | Free school meals for PP children   | National level, families meeting criteria  | The system shows when children have not ordered lunch in a morning or taken it during the lunchtime period.  | All staff                  | Ongoing<br><br>Achieved.   |
|  |   |  |  | <b>Total Budgeted Cost</b> | <b>£80,790</b>   |
| <b>iii.Extra-curricular support</b>  |   |  |  |                            |  |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>          | <b>When will you review implementation?</b>  |
| To ensure that no pupil is prevented from missing out on first hand experiences which are linked to the curriculum or the Year 6 residential trip. | Trip subsidy  | We had children that was so disadvantaged that families were unable to fund first hand experiences and the year 6 residential trip . This impacted the children as they weren't able to share or take part in the experience with friends, discovering skills and talents they didn't know they had. | 2 parents have been into school and agreed PPG to pay for year 6 residential £450.<br><br>Amanda will keep a record showing which families have accessed this. | HM                         | Summer Term 2020<br><br>Initial meetings have taken place with staff and parents. Parents were encouraged to speak confidentially to head to address concerns over finance. Two PP families have taken up the offer of help. |
| A % of Pupil Premium children have an interest in music and a desire to play an instrument.  | To provide opportunity for an enriched curriculum through the payment of music lessons. | PP children have expressed an interest in music and a desire to play an instrument. Lack of funds within household budgets meant school funded the lessons.  | Report to be requested from the music teacher to monitor progress and the impact of the lessons.<br><br>2 children are accessing this through PPG.             | BT                         | Termly report from the music teacher<br><br>Pupils continue lessons and teacher has been asked to provide and annual report.   |

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| This will enable that enthusiasm to be followed and provide them with access to a broad and balanced curriculum. |                          |   |   |                             |  |
| Giving PP children access to extracurricular sports club to enhance their physical health and well being.        | Sports after school club | Giving PP children the opportunity to experience after school club with peers with their key stage.<br><br>This will improve their physical development and impact on their health and wellbeing. | All pp children were given letter first, with most children signing up to the club.<br><br>Sports teacher to assess children's development and skills at the end of the block of lessons. | PDHWP Curriculum Team       | After each block of lessons.<br><br>There has been a high uptake of the lessons and this is ongoing. Is having a positive impact and teacher has been asked for each sports cycle. |
|  |                          |   |   | <b>Total Budgeted Cost</b>  | <b>£9,600</b>  |
|  |                          |   |   |                             |  |
|  |                          |   |   | <b>Total Budget for PPG</b> | <b>£130,515</b>  |