



BREDBURY GREEN PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY

2021/22

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM. This Statement outlines how Pupil Premium funding is used to support these pupils in provision and an evaluation on how this grant was spent in the previous year.

Autumn 2021

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
6.10.2019	1	2018/2019 strategy evaluated and 2019-2020 strategy developed.	A.Davies and S. Goodall
07.10.2020	2	2019/20 strategy evaluated and 2020-21 strategy developed.	A.Davies and S. Goodall
14.10.2021	3	2020/21 strategy evaluated and 2021-22 strategy developed	S. Gomersall

Head of School

Helen Mooncroft

Date: 14th October 2021

Governor

E Marsden-Edwards

Date: 14th October 2021



Pupil Premium 2021-2022

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 2021-2022 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. In addition to this, there is a £145 top up as part of the Recovery Premium Funding this year.

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	
Total number of pupils on roll	259 Whole School 229 (Reception to Year 6) 30 (Nursery)
Total number of pupils eligible for Pupil Premium Grant	93 (39%)
Total amount of Pupil Premium Grant received	£125,085 and £13,485
Total amount of pupils eligible for Early Year Pupil Premium	8
Total amount of Early Years Pupil Premium received	£10760

2. 2020-2021 Attainment Data		
	<i>Pupils eligible for PP (your school)</i>	<i>National results for PP</i>
% Achieving GLD	N/a	N/a
% KS1 Expected Standard + READING	44%	49%
% KS1 Expected Standard + WRITING	44%	40%
% KS1 Expected Standard + MATHS	55%	49%
% KS2 Expected Standard + READING	67%	63%

% KS2 Expected Standard + WRITING	67%	56%
% KS2 Expected Standard + MATHS	67%	58%
% KS2 Expected Standard + RWM	71%	48%
% KS2 Expected Standard + RWM (Greater Depth)	14%	6%

3. Barriers to future attainment (for pupils eligible for PP) %		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	Social and emotional wellbeing which can hinder children's progress	
B.	Academic progress due to starting points.	
C.	Collaborative and communication skills, including confidence.	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance : 2020- 2021 September to December 2020 – 93.5% Schools closed Jan 5 th until March 8 th , whole school attendance was 93.2% (93.5% without nursery)	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success Criteria
A	In line with the school priorities, children in receipt of the PPG will meet or exceed national expectations.	Gap between PP and Non-PP children will be identified in each year group and closed.

		Children who receive the PPG will meet or exceed national averages for PP at key assessment milestones.
B.	Children to engage with metacognition throughout the curriculum in order for them to plan, monitor and evaluate their learning which will result in them being more motivated to engage and improve their learning experiences.	Metacognition strategies will be visible on lesson plans, in observations and in discussion with children. An increase in children reaching Greater Depth will provide evidence of metacognition working.
C.	Ensure that the children who are persistently disadvantaged are monitored as a group to ensure that progress is made for them to achieve their potential.	Assessment data for PP will be analysed at standards reviews and interventions implemented.

Academic Year	2021-22				
1. 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/Cost	When will you review implementation?
To raise the attainment of pupil premium at GDS across the school.	Internal CPD Staff plan opportunities and implement in practice SSE Audits to monitor	Staff have the opportunity to think about all the elements of meta-cognition that we want to see in learners at BG and then develop further strategies to develop meta-cognition e.g. think aloud bubbles, monitoring and evaluation questions in the plenary box of planning, a clear	Monitor data at termly Standards Reviews to ensure more PP children are achieving at GDS.	SLT and All teachers £300	Termly in Standards Reviews See SSE schedule

For children to plan, monitor and evaluate their learning in order to develop into life long learners.		indication of modelling, guided practice and reflection on planning.	During SSE processes e.g. English audit evidence of strategies will be monitored and reported on.		
To narrow the gap between writing and maths/reading outcomes for PP children.	CPD sessions for staff to have clarity on cycle of teaching for English and implement strategies to support the development of writing.	Specific strategies used to teach writing e.g. Share writing, think aloud, WAGOLL, WABOLL, WABOLL to WAGOLL, scaffolding, working walls. Scaffolding and following the cycle of English will expose all learners to developed language and texts, as well as grammatical skill, where they may not have seen it before – especially those who are persistently disadvantaged and whom are lacking in cultural capital. By following this cycle, children in receipt of PP will be at less of a disadvantage as they will have continued, higher level exposure to a higher standard of text.	Monitor data at termly Standards Reviews to ensure PP children are achieving outcomes in line with their non-disadvantaged peers across subjects. During SSE processes e.g. English audit evidence of strategies will be monitored and reported on.	English Team £900	Termly in Standards Reviews See SSE schedule
				Total Budgeted cost	£1200.00
2. Targeted Support in Social and Emotional 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?

With additional intervention PP children will have made progress in line with their peers.	Engage with National Tutor Programme. Teacher hired to support academic improvement in core subjects throughout school.	Initiative offered by government as disadvantaged children were more adversely affected by the global pandemic and will need additional support in response. Higher levels of impact should be seen with targeted, specialized intervention and support for those who require it. Regular, consistent monitoring of the process will ensure that all children who attend these interventions are doing so to benefit their academic progress and outcomes.	Class teachers to engage with tutor to ensure progress of children within groups and provide specific concepts that need to be targeted. Monitor groups that are targeted across each key stage and review the cohort and progress that has been made.	Academic Mentor: S. Petzoldt £19,000 Phase Leaders	Termly standards reviews
Targeted PP pupils will have made accelerated progress with additional support in one to one or small group tuition.	Introduce School-Led tutoring so pupils will have one to one or small group tuition to close specific gaps in learning.	Evidence by the EEF shows that small group tuition has good impact data (4months+ to children not receiving this intervention). This is due to the personalized nature of working in such small groups and the specific, targeted and personalised feedback received by the child.	Baseline assessment tasks and these will be repeated after the sessions.	Offered to HLTA/Cover Supervisors in Spring term £13,485	Termly reviews with impact data.
PP pupils receive earlier screening resulting in implementation of strategies to meet need or if necessary evidence to support EHCP application.	An additional Educational Psychologist will provide additional visits to the 6 we have from Stockport buy-in.	A high % of the children on the waiting list for this service are Pupil Premium. The additional sessions will ensure that Pupil Premium 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.	Class teachers AD to oversee Buy-in £1,485 Extra 1 day per term £1,800	Reviewed throughout the year at planned reviews.
PP pupils to make increased progress to be measured against their initial assessments.	Speech and Language Therapy buy back. Programme of intervention sessions to meet SALT needs.	There is a high level of need. This has been identified at early years entry and baseline. By addressing this need earlier in the child's school career, speech and language will become less of a barrier to their learning and progress over time.	When monitoring review takes place Inclusion Lead to discuss impact and progress with SALT.	Class teachers AD to oversee SALT £397 per half term x6 = £2,382	Monitoring visits by SALT

	Talking Mats resources to be implemented starting in KS1 and lower KS2.		Children to be identified at Standards review and intervention groups established.	Resources £500	
All PP pupils regularly receive a daily meal at lunchtime.	Subsidise meals for PP pupils to ensure they have a hot meal in the middle of the day.	Families are even more vulnerable than usual due to Covid and we are being asked for more foodbank vouchers to ensure children have enough to eat.	This will be monitored by our Admin lead using the lunchshop system.	AS to oversee Teacher to order with pupils £27,919.76	Termly reports
				Total Budgeted Cost	£66,571.76

3. Extra-Curricular 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?
Increase attendance rates for PP pupils to be in line with national averages	Pastoral Manager to implement Attendance Policy. Monitor attendance in line with policy and implement strategies to support families in increasing attendance at school.	Persistent absence (arriving late to school or having more absences) has detrimental effect on children's learning. This also impacts on children's social skills and their emotional wellbeing. With regular, accurate monitoring and clear communication with parents, attendance should become less of a barrier to educational progress and the well-being of the children.	Attendance reported to SLT and Academy Governing Body on a termly basis. Children that are persistently absent will be offered breakfast club to help with lateness/attendance. This will impact and support children's progress academically.	SG £29,577	Daily checks and fortnightly analysis of attendance patterns.

			Case studies to be conducted to show impact of measures.		
Limit or remove barriers by involving appropriate outside agencies to support families.	<p>Pastoral Manager to liaise with all the external agencies to ensure that families have the support they need.</p> <p>Leads TAC meetings and will involve other school staff when pertinent.</p> <p>Regular TAS meetings to be held with all agencies so appropriate support can be sought at the most appropriate time.</p> <p>Drop in sessions for parents to meet professionals to be held termly.</p>	Historically families were reaching crisis, so many of our PP children were not receiving the support they needed as soon as they could. Develop role of pastoral manager to intervene and support families earlier to avoid escalation.	<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>SG</p> <p>Cost As above</p> <p>£200 refreshments/housekeeping</p>	<p>Check ins with specific children on a weekly basis</p> <p>Parent drop-ins to support families and link with external agencies</p> <p>Class teachers report on attendance at standards reviews and results of their actions</p>
Enhance the curriculum offer by giving children access to outdoor provision in a less formal but safe setting.	<p>To provide a Forest Lead for KS2 PP children for 1 day a week.</p> <p>To provide a Forest Lead for EY/KS1 PP children for 1 day a week.</p>	Forest School can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. This motivation can have a positive impact on attitude to learning in school, as well as offering our children the chance to take their learning and development outdoors, catering to many different learning needs and styles.	<p>Observations of children to be taken by forest lead to show impact and progress.</p> <p>Formative assessment to be completed during or after sessions leading to summative judgements.</p> <p>PDHWB team to audit Forest School provision as part of SSE process</p>	<p>£172.50 per week (GFS) x39= £6727.50</p> <p>£150.00 per week (KH) x39= £5850.00</p> <p>CT or TA's</p> <p>PDHWB 2x2days £600</p>	Review observations at the end of a term as well as summative judgements at Standards reviews.

Children will feel supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor.	Provision of a Counsellor one day a week for six sessions and drop in during lunchtime.	High number of children needing support for issues such as; separation, bereavement, anger management and emotional wellbeing. By hiring a counsellor who will spend time building trust and relationships with the children, these issues will be addressed and barriers to learning will begin to be overcome. Additionally, useful strategies will be given to the children who need it, allowing them the opportunity to learn how to self-regulate.	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, Counsellor and CT £222 per week x39= £8,658	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 across key stage 2, then progressing to whole school.	Disadvantaged children were more affected by the global pandemic and need extra support systems in school. By holding regular drop ins with trusted members of staff, this allows children to be open and honest about any struggles they may have, allowing us to intervene earlier before the child hits crisis and education is adversely affected.	A record of how many children attended each will be kept as evidence and anonymous case studies to be produced. Staff will monitor statements from the wellbeing jars.	MS and MR Resources £100	Review numbers half termly with SLT and monitor case studies.
A healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.	Up to two terms of healthy free breakfast items e.g. NY bagels, from September 2021 to March 2022. After this, we will contribute 25% towards the supply and delivery of breakfast food from April 2022 to July 2023.	Evidence supports why it is so important for children to have free access to a nutritious breakfast at the start of every schoolday.	Monitor take up of bagels across the school and rates of ordering so we can analyse if children are eating them.	SG and CTs £8.56 x39= £333.84 £4.60 x39= £179.40	Weekly by Pastoral Lead.
PP children have access to extracurricular clubs to enhance their mental and physical health and well-being.	RC to coordinate extra-curricular provision across the school and draw up a menu across the year.	Giving PP children the opportunity to experience an after school club with peers within their key stage. This will improve their physical development and impact positively on their health and wellbeing.	All PP children were given opportunity for all of the clubs. Where places are limited they were offered to these children first. Teachers/TA's to assess children's development and skills at the end of the block of lessons.	Teachers (£850) and TA's (£300)	Pastoral Lead to monitor take up each term and analyse numbers of PP children attending.

Pupil Premium children that have an interest in music and a desire to play an instrument will be able to access lessons.	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 mean families cannot afford lessons; by offering this opportunity, PP children are able to pursue their interests in line with their non-disadvantaged peers.	Report to be requested from the music teacher to monitor progress and the impact of the lessons.	RC to coordinate £6.50 per lesson x39 = £253.50 (5 children £1267.50)	Termly report from the music teacher to monitor progress. SG to request reports
PP children to have access to enrichment experiences on offer.	To provide transport costs to enable children to access experiences e.g. MU foundation offers – Winter Wonderland, Leadership Development days at Old Trafford.	Disadvantaged children do not have the same family experiences that others have and school wishes to ensure that there is equity in experiences for all children.	RC to arrange and monitor experiences provided for PP children to ensure there is equality across the school.	RC and SG to coordinate and monitor £195 per trip x6 = £1,170	Report to SLT and photographs shared with families.
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 for Kingswood – Y6 residential.	Families were unable to fund the year 6 residential trip. This impacted on 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. By providing this opportunity, all children in Year 6 are able to enjoy the residential and the positive impact it has on our children.	All PP children will attend the Y6 residential in the summer term.	SG to offer support to some targeted families. 50% of cost = £187.50 x 8pupils = £1,500	Report to SLT and photographs shared with families.
				Total Budgeted Cost	£57,313.24
				Total Budget for PPG	£125,085.00

6 Review of 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 AD to oversee	Reviewed throughout the year at planned reviews. Consultation with EP, Inclusion Lead has discussed ways in which to use her time effectively to see as many young people as possible. This has resulted in the planning of workshops meetings with parents and teachers to gather information and observe children in school setting, in order to make detailed assessments.
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. Targeted interventions to address gaps in learning and enable children to progress rapidly and be in line with age related outcomes.

					An academic tutor has been employed to teach groups of children and target gaps in learning.
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 (% 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 AD to oversee	Monitoring visits by SALT Teachers have identified growing need since Lockdown. As children have been isolated, they have not had speaking and listening opportunities, which has resulted in an even higher level of need, especially in EYFS.
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/ Inclusion Lead	Reviewed throughout the year at planned reviews. The targeted interventions and deployment of a specialist teacher and key staff has resulted in some children being able to catch up and meet national expectations. (see standards review data)
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. 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 HM class teachers/TAs	Review with attendance figures at the end of each half term. Attendance at the end of Autumn 2 was 95.1%. Spring and Summer term affected by Covid.

					Transition days (2) offered before the reopening post Covid.
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 External tutor	Termly standards reviews and end of year outcomes. Tutor in all Summer term and engaged with all year groups except Rec/nursery. Data produced by SP to support the class teacher.
				Total Budgeted cost	£40,125
ii.Targeted support in Social and Emotional 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?
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	Provision of a Pastoral Manager to support vulnerable PPG children and their families. It is the responsibility of the class teacher to challenge attendance and work with families to	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. Good relationships with children and families from conversations and support overtime will show impact.	HM SG Teachers	Ongoing Check ins offered to vulnerable children weekly.

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.	encourage and provide regular attendance and remove barriers.				<p>Parent drop ins offered.</p> <p>Children drop ins with school nurse.</p> <p>Class teachers are now challenging attendance with children and family (daily and parents evening)</p>
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	<p>Daily</p> <p>Toast offered to KS2 every break time.</p>
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 PDHWB	<p>Review observations at the end of a term.</p> <p>Forest school ongoing – all classes access.</p> <p>PDHWB audit included observation of forest school.</p>
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 AD	<p>Reviewed after each child/group or on need.</p> <p>Due to demand, hours have increased to 6 per week.</p>

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 kept as evidence. Staff will monitor statements from the wellbeing jars.	MS MR	Review numbers half termly. Staff conducted wellbeing drop ins where possible. Impacted due to covid and bubbles.
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 Children eligible for FSM are encouraged to take up the offer, 80% did.
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 AD aspirations project. Autumn and Spring interviews conducted by children.
				Total Budgeted Cost	£76,298
iii.Extra-curricular support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>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.</p>	<p>Trip subsidy</p>	<p>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.</p>	<p>2 parents have been into school and agreed PPG to pay for year 6 residential £450.</p> <p>Amanda will keep a record showing which families have accessed this.</p>	<p>HM</p>	<p>Summer Term 2021</p> <p>Over the last year, school have subsidised funding for families who have not been able to afford the full amount of the residential. During parent transition meetings, it is always made clear to parents that money should not impact on a child not going on the residential. Summer 2021</p> <p>– 100% of the cohort went on the residential.</p> <p>Residential 2022</p> <p>- Contact who has already been made to certain families regarding this for 2022.</p> <p>-Only one child not signed up to residential. This is a family decision.</p> <p>-100% Pupil premium are going on the residential.</p> <p>PTA fund towards trips/experiences.</p>
<p>A % of Pupil Premium children have an interest in music and a desire to play an instrument.</p> <p>This will enable that enthusiasm to be followed and provide them with access to a</p>	<p>To provide opportunity for an enriched curriculum through the payment of music lessons.</p>	<p>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.</p>	<p>Report to be requested from the music teacher to monitor progress and the impact of the lessons.</p> <p>1 children are accessing this through PPG.</p>	<p>NW</p> <p>AD/SG to request reports</p>	<p>Termly report from the music teacher</p> <p>Music assembly to promote guitar and ukulele lessons 38 children have signed up to attend the lessons. 10/38 are pupil premium – 26% Pupil premium families are able to ask for funding for this if need be.</p>

broad and balanced curriculum.					October 2021 leaflet sent to parents to make them aware of this.
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. A new after school timetable with a large variety of activities was sent home at the start of the year. This outlined the activities available across key stages for the year. With a large variety of activities to choose from, this will appeal to more children. They will develop skills and experiences that may not be available for them at home.
				Total Budgeted Cost	£9,600
				Total Budget for PPG	£126,023

