**Pupil premium strategy statement SS John and Monica Catholic Primary School**

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| **1. Summary information** |
| **School** | **SS John and Monica Catholic Primary School** |
| **Financial Year** | Apr 18-Mar- 19  | **Total PP budget**  | £109,560.00 | **Date of most recent PP Review** | Mar 19 |
| **Total number of pupils** | 211 | **Number of pupils eligible for PP** |  | **Date for next internal review of this strategy** | Mar 20 |

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| **2. Current attainment** |
|  | *Pupils eligible for PP (your school)* | *All Pupils (national average)* |
| **% achieving expected or better in reading, writing and maths** | 69% | 70% |
| **% achieving Expected Standard in reading** | 69% | 80% |
| **% making progress in writing**  | 69% | 83% |
| **% making progress in maths**  | 77% | 81% |
| **Average Progress in reading** | -2.55 | 0.31 |
| **Average Progress in writing** | -3.21 | 0.24 |
| **Average Progress in maths** | -0.50 | 0.31 |

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| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
| **A.** | 34% of pupils eligible for Pupil Premium have EAL. This means that many of these pupils need extra support with communication and language, including daily reading to improve comprehension skills and understanding of vocabulary. This also impacts on the children’s writing ability. |
| **B.** | Progress for pupils eligible for PP from KS1-KS2 was below the Nat Ave for pupils in Reading, Writing and Math’s for prior middle and higher attainers |
| **C.** | % of KS2 pupils eligible for PP achieving at least the expected standard in Reading, Writing and Math’s was lower than Nat Ave |
| **D.**  | % of KS1 pupils achieving at least the expected standard and GDS in Reading was lower than Nat Ave |
| **E.** | A third of children eligible PP are on the SEND register requiring additional support and intervention to sustain progress and meet/exceed EXS.  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.** | * Attendance rates for pupils eligible for PP are 95.5% (below the target for all children of 97%). This reduces their school hours and causes them to miss work and fall behind on average
* Higher % of pupils eligible for PP are late before late to school reducing their school hours and causing them to miss work and fall behind on average
* Attitudes to learning are not as positive or strong as other pupils. Pupil’s eligible for PP often lack self-confidence and independence skills and often have a lack of experiences outside of school.
* Lack of Parental support at Meetings/Workshops in order to support children’s learning and with homework
* Large % of pupils eligible for PP have social and emotional needs which involve support from Education Social Worker as these can affect learning capabilities and engagement in the curriculum
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| **4. Desired outcomes** |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
| **A** | Improvement of outcomes in spoken language, reading and writing for pupils eligible for PP across the school | Pupils eligible for PP who have EAL make comparable or better progress that non-EAL pupils and pupils nationally in Reading and Writing across the school  |
| **B** | Improvement in progress for pupils eligible for PP in KS2 for Reading, Writing and Maths | Pupils eligible for PP from KS1-KS2 make comparable or better progress than Nat Ave for PP pupils in Reading, Writing and Maths  |
| **C** | Improvement in progress for prior middle and higher attainers eligible for PP in writing in KS2 | Progress for prior middle and high attainers and Attainment in Writing for pupils eligible for PP in KS2 who achieve the Expected Standard (EXS) and Greater Depth Standard (GDS) is comparable to Nat Ave |
| **D** | Improvement in % of pupils eligible for PP achieving EXS and GDS in KS1 in Reading | Attainment in Reading for pupils eligible for PP in KS1 who achieve the EXS and GDS in reading and GDS is comparable to Nat Ave |
| **E.**  | Improvement in % of SEND pupils eligible for PP achieving EXS and GDS in Reading, writing and Maths at KS1 and KS2 | Attainment and progress for pupils eligible for PP on the SEND in KS1 and KS2 need to be comparable to Nat. Ave in Reading, Writing and Maths |

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| **5. Planned expenditure** |
| **Academic year** | **2018/19** |
| **i. Quality of teaching for all** |
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| **Desired outcome** | **Chosen action / approach/****Cost** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review?** |
| **1)**Children eligible for Pupil Premium in Year 6 make expected and exceeding progress in Year 6 from | Year 6 class split into 2 teaching groups for English and Maths to maximise support and teaching (2xTeachers) | Year 6 pupils are able to have differentiated teaching to meet their potential and maximise their academic achievement and learning opportunities  | Through Y6 teacher planning sessions to ensure continuity and progression across the year band | Year 6 Staff – Mrs Jena | Regular Pupil Progress meetings |
| starting points (KS1) due to additional staffing and intensive support/tuition, (% of disadvantaged pupils to achieve age related expectations and above in Reading 70%, Writing 70%, 75% Maths **2)**Children eligible for PP Year 6 attain expected or exceeding standard in line with non-pupil premium children and Nat Averages, for all groups i.e. boys/girls/EAL, in Reading, Writing, GPS and Maths (see above)**3)**Children eligible for Pupil Premium in Year 6 make expected and exceeded progress in Year 6 from starting points due to additional weekly booster sessions after school and interventions in class (% of disadvantaged pupils to achieve age related expectations and above in Reading 70%, Writing 70%, Maths 75%) | From January 2019- May 19 Staff to provide a SATs Booster after school club (weekly) at no cost to the pupils to support their academic attainment. Salary for out of hours learning for teachersAdditional support for Y6 children eligible for PP through interventions**Cost:****Salary for above vired from the total salary:** **£ 42,257.00** | This method ensures focused, quality teaching with specific curriculum themes for literacy and numeracy in smaller group sizes to maximise impact and attainmentThis method also maximises the quality of curriculum that we can offer to all pupilsPupils work is enhanced and additional opportunities are created by having additional qualified staffYear 6 pupils are able to have additional weekly booster session after school to meet their potential and maximise their academic achievement and learning opportunities This method ensures focused, quality teaching with specific curriculum themes for literacy and numeracy in a smaller differentiated group to maximise impact and attainmentPupils work is enhanced and additional opportunities are created by having additional smaller group weekly session | Through regular Pupil Progress meetings and the monitoring of progress of PP Pupils Through timetabling, lesson observation, learning walks to ensure that high quality teaching and learning is taking place in all sets Through analysing the Y6 SAT’s results (percentages of children eligible for PP in the various groups making expected/exceeding progress) ) and thus seeing the impact of additional support givenThrough Y6 teacher planning sessions to ensure continuity and progression across the year bandThrough regular Pupil Progress meetings and the monitoring of progress of PP Pupils Through timetabling, lesson observation, learning walks to ensure that high quality teaching and learning is taking place in all sets Through analysing the Y6 SAT’s results (percentages of children eligible for PP in the various groups making expected/exceeding progress) ) and thus seeing the impact of additional support given | Year 6 Staff – A.Ullah/C.Jena | Analysis of SAT’s Results July 2019 for further impact)  |

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| **4)**Targeted pupils eligible for PP in KS1 /KS2 make expected and exceeding progress from starting points in reading and achieve/exceed age related expectations at the end of the year (% PP pupils targeted to achieve age related expectations in reading in the following **Rec EXS+** **R – 70% W – 70% M – 75%****Y1 EXS+** **R – 70% W – 70% M – 75%****Y2 EXS+** **R – 75% W – 75% M – 79%****Y3 EXS+** **R – 70% W – 70% M – 75%****Y4 EXS+** **R – 70% W – 70% M – 75%****Y5 EXS+** **R – 75% W – 75% M – 80%****Y6 EXS+** **R –70 % W – 70% M – 75%**Pupils work is enhanced and additional opportunities are created by having additional qualified staff | Learning Support Assistants are employed to work in KS1 and KS2 supporting children eligible for PP in small groups and one-to-one in both core and non-core subjects**Cost:****Salary for above vired from the total salary:** **£ 38,611.11** | Additional Learning Support Assistants provide support to targeted children and groups in KS1/KS2. They provide interventions such as daily one-to-one reading, guided reading, reciprocal reading speech and Language interventions and social skills. They provide additional support to key year groups to ensure that pupils who are not on track to achieve do so | Through tracking progress of children eligible for PP on a half termly basis using O TrackThrough Performance Management Reviews and Pupil Progress meetings to ascertain that the correct interventions are taking place with the right targeted childrenThrough planning and evidence of on-to-one and group interventions | T. Ali/C.McKeown | Regular Pupil Progress Meetings (Progress of children will be tracked each half term for impact up until end of summer term) |
| **Total Budget Cost to Date: £80,868.11** |
| **ii. Targeted support** |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Buying into services of a trained Speech and Language Therapist toIncrease children’s confidence in speech, language and communication. Phonological awareness for the younger pupils. An increase in attainment in writing and reading as a result of increased and accurate speech patterns, increased confidence for pupils who have physical speech and language difficulties, greater levels of participation and success against IEP targetsLSA’s have increased confidence in their support for PP SLT issues and are developing good training so they can apply the strategies in class | Purchase of Speech Link (Speech and Language Resource). Training for staff and LSA to target specific children/groups. Buying in specialist SALT to work with children with specific speech and Language needs **Cost: £ 5,075.00** | Spoken language is a high priority in school due to a large number of pupils who have EAL. Children eligible for PP and who may or may not have EAL are given targeted speech and language support. This will support them in achieving the learning objectives for their year in reading and writing | Through regular meetings between the SENCO and Speech and Lang LSA. Weekly notes are written on each interaction and reports are produced by external SALT that identify progress | SEN-co and SALT | March 19 |
| Targeted Pupil Premium Children (and their families) are receiving a higher level of emotional and pastoral supportTargeted pupils are happier at school and are making progress in their academic and emotional development | Family Support work completed by Senior Education Social Worker and Malachi to support vulnerable pupils and families vulnerable pupils and families**Cost: £6,713.00** | Being aware that the family often needs support in times of difficulty (not just the child) the school ensures that target pupils with a range of external needs are supported so that their learning is not affected or disruption is minimised | Monitor family support work and the impact of this. Regular meetings between HT/ Ed Social Worker and SENcoMonitor the emotional well-being of the children through discussions with the class teacher/TA and look to see if emotional support is having an impact in class | SENco- and FSW | March 19 |

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| Pupils are benefitting from After school provision including catch-up clubs in reading and maths to help them with their progress in these curriculum areasChildren also benefit from therapeutic Art and Crafts After School Club | Provision for some After school clubs – notably Mathletics and Reading Eggs/Eggspress providers continue to be members of staff from SS John & Monica’s (except where a specialism prevents this). In addition, resources to go with these associated clubs**Cost; £8,000.00** | To ensure that children who need extra support with Maths and reading are getting this targeted support during their out of hours learning. To ensure that this support is provided by familiar adults whom the children know and not outside providers. This makes the transfer of information to the class teacher regarding progress easier. | By monitoring the progress of children through the Reading Eggs and Reading Eggspress programme (SEnco /LSA’s/Class Teachers) | C.Morgan/L.Hill/L.Hodges | July 2019 |
| **Total budgeted cost to date**: **£11,788.00** |
| **iii. Other approaches** |
| **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?** |
| All pupils have access to one or more pieces of fruit in their classrooms thus increasing energy and vitamin levels.  | The school purchases fruit for KS2 pupils**Cost: £1,051.61**  | To ensure healthy eating is embedded and pupils have access to one or more of their 5 A Day while they are at school. To boost energy and vitamins midway through sessions to aid concentration | Staff to monitor consumption to ensure that children are eating the fruit provided | M.Elliott/ C.W (Catering Manager) and staff | Mar 19 |
| Pupils benefit from the experiences that can be had from visits beyond their local areaAll pupils had access to wider curriculum opportunities | Each class accesses variety of educational visits in the year including Faith Visits, City Serve Kitchen visits, summer visits (e.g. farm, nature centre, space centre, Historical Places of interest) and the expenses of Pupil Premium Pupils were met through this budget via subsidising costs for the whole class**Cost: £2,696.00** | To ensure equality of access to enrichment activities beyond the school environment and to prevent any non- attendance the school subsidises transport costs the actual visit costs for Pupil Premium Pupils. | Staff to evaluate the benefit of individual class external education visits and how these support the curriculum and teaching and learning | M.Elliott and staff | July 19 |
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| All Year 6 Pupils attend Residential visit and participate in all activities.and social developmentThere has been a positive pupil response in terms of their maturity levels, independence skills | Pupils eligible for pupil premium to attend the annual residential to Bell Heath Activity Centre have their fees paid and any necessary equipment purchased for them – whole class benefit in subsidised rates and transport.**Cost:£850.00** | Costs for residential visits put them outside reasonable expenditure for some of our Pupil Premium families. The educational, social and emotional benefits of attending such a visit are significant | Staff to evaluate the impact of the outdoor adventurous residential and how this has supported and developed children’s physical, social and emotional needs | M.Elliott/Y6 Staff | July 19 |
| Pupils are ready to learn with appropriate energy levelFamilies have a facility to enable them to leave their children at school earlierPupils have appropriate equipment/resources to equip them to be ‘school ready’ | Pupils eligible for Premium Pupils attending Breakfast Club have their fees paid. **Cost : £500.00** | It is well researched that pupils who have a good breakfast are in a better position to access learning. | Breakfast club staff and class teachers monitor the impact of children receiving breakfast daily. M.E to meet with parents who may be struggling to get children to school on time to offer Breakfast Club facility |  M.Elliott and Breakfast Club Staff | July 19 |
| PP Pupils have the opportunity to play a musical instrument e.g., guitar or violin on a weekly basis thus developing their music skills and confidence when performing for various audiences  | PP Pupils benefit from small group elective guitar and violin tuition by having the cost of these weekly lessons covered**Cost:£1,000** | Benefits of being able to play a musical instrument include enhancing co-ordination, improving mathematical ability, developing life skills such as perseverance and responsibility and fostering self-expression | Monitoring Elective guitar and violin list. Talking to music coaches, pupils and parents. Regular whole school performances. | M.Elliott/Music Coaches and Staff | Mar 2019 |
|  **Total Budgeted cost to date: £109,534.94** **Unspent Balance £25.06** |

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| **6. Review of Expenditure 2017-18** |
| 1. **Quality of Teaching For all**
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| **Desired Outcome** | **Chosen action/Approach** | **Estimated Impact** | **Lessons Learned** | **Cost** |
| 1)Children eligible for Pupil Premium in Year 6 make expected and exceeding progress in Year 6 fromstarting points (KS1) due to additional staffing and intensive support/tuition, (% of disadvantaged pupils to achieve age related expectations and above in Reading 69%, Writing -69%, Maths 85%)2)Children eligible for PP Year 6 attain expected or exceeding standard in line with non-pupil premium children and Nat Averages, for all groups i.e. boys/girls/EAL, in Reading, Writing, GPS and Maths (see above) | Year 6 class split into 3 teaching groups for English and Maths to maximise support and teaching (2xTeachers 1x HLTA) | KS2 results show the following:69% of PPG achieved EXS in Reading, Writing Maths Combined (Nat Benchmark 70%) 69% of PPG achieved EXS in Reading (Nat Benchmark80%)69% of PPG achieved EXS in Writing (Nat Benchmark 83%)77% of PPG achieved EXS in Maths (Nat Benchmark 81%)8% of PPG achieved GDS in Reading, Writing Maths Combined (Nat Benchmark 12%) 23% of PPG achieved GDS in Reading (Nat Benchmark 33%)8% of PPG achieved GDS in Writing (Nat Benchmark 24%)15% of PPG achieved GDS in Maths (Nat Benchmark 28%)Increase support and focus on reading resulted in good attainment across the school. Good % children achieving EXS Progress in Reading in KS1/KS2, Phonics and EYFS from. Progress from KS1-2 continues to be an issue | In light of reduced budget and budget deficit the Y6 class will need to be split into 2 teaching groups going forward. At the same times standards need to be kept. | **Cost:****Salary for above vired from the total salary cost centre of** **£ 30,629.00** |
| 3)Targeted Children eligible for PP in KS2 make expected and exceeding progress from starting points and achieve/exceed age related expectations at the end of the year (% of disadvantaged pupils to achieve age related expectations and above in Reading 69%, Writing -69%, Maths 85%)4) Children eligible for PP in Y1 pass the phonics test. (80% of disadvantaged pupils to pass phonics screening test). Those who don’t make sufficient progress from starting points to be able to pass next year. | Children eligible for PP who need support in improving their reading and comprehension skills are targeted by an Assistant headteacher and English Lead including guided and reciprocal readingChildren eligible for PP in Y1 have additional support in phonics from an Assistant Headteacher and English Lead and LSA to ensure that they pass the phonics screening check | KS2 results show the following:69% of PPG achieved EXS in Reading, Writing Maths Combined (Nat Benchmark 70%) 69% of PPG achieved EXS in Reading (Nat Benchmark80%)69% of PPG achieved EXS in Writing (Nat Benchmark 83%)77% of PPG achieved EXS in Maths (Nat Benchmark 81%)8% of PPG achieved GDS in Reading, Writing Maths Combined (Nat Benchmark 12%) 23% of PPG achieved GDS in Reading (Nat Benchmark 33%)8% of PPG achieved GDS in Writing (Nat Benchmark 24%)15% of PPG achieved GDS in Maths (Nat Benchmark 28%)Phonics 100% PPG passed Phonics Screening check | Additional phonics support will need to be reduced somewhat next year. Year 1 class teacher will need to take the lead in the administration of the phonics check | **Cost:****Salary for above vired from the total salary cost centre of** **£22,536.00** |
| **5)**Children eligible for Pupil Premium in Year 6 make expected and exceeded progress in Year 6 from starting points due to additional weekly booster sessions after school and interventions in class (% of disadvantaged pupils to achieve age related expectations and above in Reading 69%, Writing -69%, Maths 73%) | From January 2018- May 18 Staff to provide a SATs Booster after school club (weekly) at no cost to the pupils to support their academic attainment. Salary for out of hours learning for teachersAdditional support for Y6 children eligible for PP through interventions | KS2 Results show:69% of PPG achieved EXS in Reading, Writing Maths Combined (Nat Benchmark 70%) 69% of PPG achieved EXS in Reading (Nat Benchmark80%)69% of PPG achieved EXS in Writing (Nat Benchmark 83%)77% of PPG achieved EXS in Maths (Nat Benchmark 81%)8% of PPG achieved GDS in Reading, Writing Maths Combined (Nat Benchmark 12%) 23% of PPG achieved GDS in Reading (Nat Benchmark 33%)8% of PPG achieved GDS in Writing (Nat Benchmark 24%)15% of PPG achieved GDS in Maths (Nat Benchmark 28%) | SATs Booster club will continue next year A.Ullah/C.Jena to give extra support to prepare Y6 children with their SATs | **Cost: £ 2,237.00** |
| 6)Targeted pupils eligible for PP in KS1 /KS2 make expected and exceeding progress from starting points in reading and achieve/exceed age related expectations at the end of the year (% PP pupils targeted to achieve age related expectations in reading in the following Y1 – 80%, Y2 -67 %, Y3 - 93%%, Y4 -67 %, Y5 -90 %, Y6 - 69 %Pupils work is enhanced and additional opportunities are created by having additional qualified staff | Two Learning Support Assistants are employed to work in KS1 and KS2 supporting children eligible for PP in small groups and one-to-one in both core and non-core subjects | Y1 Phonics 100% PPG passed Phonics Screening check% of pupils eligible for PP who achieved EXS in Reading:Whole School- 75%69% of PPG achieved EXS in Reading (end KS2)64% of PPG achieved EXS in Reading (end KS1)Y2 – 100%Y3- 64%Y4 – 86%Y5 - 83%Y6 – 60% | In light of reduced budget and budget deficit, there will be a reduction from 8 to 5 LSA’s. Careful targeted interventions every afternoon will aim to maintain standards | **Cost:£41,931.00** |
| 1. **Targeted Support**
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| **Desired Outcome** | **Chosen action/Approach** | **Estimated Impact** | **Lessons Learned** | **Cost** |
| Increase in confidence in speech, language and communication. Phonological awareness for the younger pupils. An increase in attainment in writing and reading as a result of increased and accurate speech patterns, increased confidence for pupils who have physical speech and language difficulties, greater levels of participation and success against IEP targetsLSA’s have increased confidence in their support for PP SLT issues and are developing good training so they can apply the strategies in class | Purchase of Speech Link (Speech and Language Resource). Training for staff and LSA to target specific children/groups. Buying in specialist SALT to work with children with specific speech and Language needs  | Y1 Phonics 100% PPG passed Phonics Screening check76% achieved EXS+ in reading64% of PPG achieved EXS in Reading (end KS1)Children with specific language needs have been fully supported in developing their speech, language and communication. | Purchase of speech link helped with generalized speech, language and communication, but is not sufficient for more specialized speech and language needs. As a result a qualified SALT will need to be considered to cover this need | **Cost: £1,180.00** |
| Targeted Pupil Premium Children (and their families) are receiving a higher level of emotional and pastoral supportTargeted pupils are happier at school and are making progress in their academic and emotional development | The school employs a Senior Education Social Worker for one day per week who provides family support and outreach for vulnerable pupils and families. She also works one-to-one counselling children | Family and Pastoral support has benefitted families in need and ensured that those children are in school and emotionally supported. | This intervention has been somewhat successful, particularly with the family support work. However, these families still need on-going support. In light of the Senior Education Social Worker moving on and alternative provider will need to be sourced | **Cost: £7,093.00** |
| Pupils are benefitting from After school provision including catch-up clubs in reading and maths to help them with their progress in these curriculum areas | Provision for some After school clubs – notably Mathletics and Reading Eggs/Eggspress providers continue to be members of staff from SS John & Monica’s (except where a specialism prevents this). In addition, resources to go with these associated clubs | Pupils eligible for PP benefitted from extra Maths and Reading after school. This helped them develop their basic English and Maths skills | ReadingEggs and Mathletics continue to be excellent programmes in developing targeted children’s literacy and numeracy skills. Need to continue to monitor group list to ensure that a maximum number of pupils eligible for PP benefit from tis regular support | **Cost: £6,889.00** |
| More Able PP Pupils achieve GDS in Reading, Writing and Maths and have high aspirations for their secondary education | Targeted More Able PP Pupils (Y4- Y6) have the opportunity to take part in Grammar School Outreach programmes and Other More Able/Gifted and Talented for Core Subjects. This supports achievements in core subjects and raises pupil aspirations | More Able KS2 pupils benefitted from opportunities to visit various schools to take part in Maths and English Workshops, challenging them in the above subjects. | Opportunities have been good, but evaluations have shown that Maths Workshops less effective than English. A reduction in staffing has meant that less G and T opportunities can be taken up next year | **Cost: £830.00** |
| 1. **Other Approaches**
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| **Desired Outcome** | **Chosen action/Approach** | **Estimated Impact** | **Lessons Learned** | **Cost** |
| All pupils have access to one or more pieces of fruit in their classrooms thus increasing energy and vitamin levels.  | The school purchases fruit for KS2 pupils  | All pupils have access to fruit x3 per week, contributing to health and well-being | This to continue. Consumption to be monitored.  | **Cost: £2,239.00** |
| Pupils benefit from the experiences that can be had from visits beyond their local areaAll pupils had access to wider curriculum opportunities | Each class accesses variety of educational visits in the year including Faith Visits, City Serve Kitchen visits, summer visits (e.g. farm, nature centre, space centre, Historical Places of interest) and the expenses of Pupil Premium Pupils were met through this budget via subsidising costs for the whole class | All pupils had experiences of participating in a variety of educational visits, thus broadening experiences and contributing to a broad knowledge of the wider world  | Cost of trips and transport is increasing. This should be monitored to get a balance between schools paying the whole/part cost of the visit. | **Cost:£2,000.00** |
| All Year 6 Pupils attend Residential visit and participate in all activities.There has been a positive pupil response in terms of their maturity levels, independence skills and social development | Pupils eligible for pupil premium to attend the annual residential to Bell Heath Activity Centre have their fees paid and any necessary equipment purchased for them – whole class benefit in subsidised rates and transport. | All Y6 pupils benefitted from the experience of a residential trip and developed physical, social and other important skills as a result | Very pleased with the New Residential Centre. The cost makes it more accessible to all and manageable in supporting those children eligible for PP. | **Cost: £2,490.00** |
| Pupils are ready to learn with appropriate energy levelFamilies have a facility to enable them to leave their children at school earlierPupils have appropriate equipment/resources to equip them to be ‘school ready’ | Pupils eligible for Premium Pupils attending Breakfast Club have their fees paid.  | Provision for Breakfast Club has supported working families and provided children with a nutritional start to the day | To be continued. | **Cost : £,1560.00** |
| Pupils become more enthusiastic about ensuring that their attendance exceeded the 97%+ required to attend the incentive visits.  | Children rewarded for excellent attendance by Attendance Reward Trip. In addition, there was an increase in attendance rewards purchased (stickers, certificates etc.) | Whole School Attendance for July 2018 was 95.8%. This is below the whole school target and due to the increasing number of children with persistent absence and taking holidays in school time  | Attendance Reward Trip to no longer be used as incentive due to spiraling costs. Other incentives including, books certificates, stickers to be used. Developing the use of ‘Fast-track’ approach to managing attendance. | **Cost : £579.00** |
| PP Pupils have the opportunity to play a musical instrument e.g., guitar or violin on a weekly basis thus developing their music skills and confidence when performing for various audiences  | PP Pupils benefit from small group elective guitar and violin tuition by having the cost of these weekly lessons covered | PP pupils greatly benefitted from whole class and individual peripatetic music tuition | To continue.  | **Cost:£1,533** |