

USWORTH COLLIERY PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2021-2022

(To be read in conjunction with UCPS School Improvement Plan 2020-2022)



Summary			
Academic Year:	2021-22	Total PP Budget:	£215,200
Number of children on roll	347	Date written:	July 2021
Number of pupils eligible for PP	160 (46%) increase of 10% since 2019	Date of internal review of this strategy:	December 2021 March 2022 July 2022

LATEST EXTERNAL DATA: Attainment for 2019 Cohort

Key Stage 2 2019 (% in bold refers to comparison between school figures from 2018)

	2019 UCPS PP (National)		2019 UCPS Other (National)	
% working at the expected standard or above in Reading, Writing and Maths	57% (Nat: 51%)	+7%	70% (Nat: 71%)	+20%
% working at the expected standard or above in Reading	61% (Nat: 62%)	-12%	73% (Nat: 78%)	+12%
% working at the expected standard or above in Writing	65% (Nat: 68%)	+1%	77% (Nat: 83%)	+9%
% working at the expected standard or above in Maths	83% (Nat: 67%)	+15%	82% (Nat: 84%)	+21%
% working at the expected standard or above in SPAG	70% (Nat: 67%)	+2%	71% (Nat: 83%)	+2%
Average scaled score Maths	103.2 (Nat: 103)	+6.7	102 (Nat: 106)	+6.3
Average scaled score Reading	100.9 (Nat: 102)	+1.4	101.1 (Nat: 105)	+4.7

COHORT INFORMATION: There were 57 pupils in the cohort (23 PP pupils). 10 PP pupils did not achieve expected in all subjects combined.

- 10 pupils were admits in KS2 (8 of which were PP pupils). 3 pupils were admits in Y6 (2 PP pupils).
- 32 pupils were having or have had recently support from outside agencies, including social care (14 with significant support). 17 of these were PP pupils (11 with significant support).
- 1 PP pupil has been LAC for four years.
- 1 PP pupil accessed the school's ASD Resource Provision with a recent EHCP and was disappled.
- 1 NPP pupil was originally on a managed move in Year 6 and then admitted full-time (achieving an EHCP recently).
- 1 NPP pupil attended the PRU in Year 6 and accessed the Thrive provision.

Progress score PP pupils: reading 0.3, writing -1.4 and maths +2.5

LATEST EXTERNAL DATA: Attainment for 2019 Cohort

Key Stage 1 2019 (% in bold refers to comparison between school figures from 2018)

	2019 UCPS PP (National)	2019 UCPS Other (National)
Phonics Screener – Year 1	76% (71%) -6%	76% (84%) -19%
Phonics Screener – by the end of Year 2	91% (85%) -3%	100% (93%) +6%
% working at the expected standard or above in Reading	64% (62%) +1%	90% (78%) +23%
% working at the expected standard or above in Writing	50% (53%) -19%	87% (72%) +22%
% working at the expected standard or above in Maths	55% (61%) -8%	94% (78%) -%

COHORT INFORMATION: There were 53 pupils in the cohort (22 PP pupils). 11 PP pupils did not achieve expected in all subjects combined.

- 8 pupils were admits in KS1 (4 of whom were PP pupils). 4 pupils were admits in Y2 (2 PP pupils).
- 23 pupils were having or have had recently support from outside agencies, including social care (11 with significant support). 6 of these were PP pupils.
- 1 NPP pupil is part of the school's ASD Resource Provision (EHCP) and was disapplied.

EYFS 2019 (% in bold refers to comparison between school figures from 2018)

	2019 UCPS PP (National 2018)	2019 UCPS Other (National 2018)
Achieving GLD	37% (55%) -28%	70% (73%) -6%

COHORT INFORMATION: There were 58 pupils in the cohort (19 PP pupils). 12 PP pupils did not achieve GLD.

- 23 pupils were having or have had recently support from outside agencies, including social care (11 with significant support). 6 of these were PP pupils.
- 13 pupils were SEN (6 PP pupils), including 3 EHCPs and a further EHCP in the process. 3 pupils with SEN achieved GLD (no PP pupils). 2 pupils with EHCPs (both PP) were awaiting places at a special school. 2 LAC pupils (both PP) – one of whom became LAC during the year.

Pupil premium pupils meeting age related expectations+ at end of key stage compared to prior attainment from previous key stage 2019

NOTE: Reception prior attainment is baseline assessments

Year	Maths				Writing				Reading			
	Expected at previous key stage	Expected at end of key stage	Above expected previous key stage	Above expected at end of key stage	Expected at previous key stage	Expected at end of key stage	Above expected previous key stage	Above expected at end of key stage	Expected at previous key stage	Expected at end of key stage	Above expected previous key stage	Above expected at end of key stage
R (19)	11%	47%	0%	5%	11%	42%	0%	0%	16%	42%	0%	0%
2 (22)	50%	55%	14%	18%	50%	50%	5%	9%	50%	64%	9%	5%
6 (23)	61%	83%	4%	4%	48%	65%	0%	22%	52%	61%	9%	22%

CURRENT TEACHER ASSESSMENT DATA: Attainment for end of Summer 2021

Year	Maths				Writing				Reading			
	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above
1 (14)	64% (9)	57% (8)	0% (0)	7% (1)	50% (7)	50% (7)	0% (0)	14% (2)	50% (7)	43% (6)	0% (0)	29% (4)
2 (24)	75% (18)	58% (14)	13% (3)	4% (1)	58% (14)	29% (7)	0% (0)	0% (0)	67% (16)	42% (10)	4% (1)	29% (7)
3 (27)	67% (18)	74% (20)	11% (3)	19% (5)	44% (12)	70% (19)	8% (2)	15% (4)	63% (17)	82% (22)	4% (1)	15% (4)
4 (25)	60% (15)	60% (15)	24% (6)	12% (3)	56% (14)	36% (9)	12% (3)	4% (1)	72% (18)	68% (17)	8% (2)	4% (2)
5 (23)	65% (17)	65% (15)	17% (4)	13% (3)	65% (15)	52% (12)	4% (1)	9% (2)	61% (14)	74% (17)	13% (3)	13% (3)
6 (27)	59% (16)	56% (15)	11% (3)	15% (4)	52% (14)	56% (15)	11% (3)	4% (1)	63% (17)	63% (17)	11% (3)	22% (6)
	65%	62%	13%	12%	54%	49%	6%	8%	63%	62%	7%	19%

Y1 to Y6 Summer 2021 % difference from last Key Stage

Maths:
 -3% on track+ attainment (-1%)
 -1% exceeding attainment (+3%)

Writing:
 -5% on track+ attainment (+1%)
 +1% exceeding attainment (=%)

Reading:
 -1% on track+ attainment (-5%)
 +12% exceeding attainment (+8%)

Figures in brackets refer to difference to between Autumn 2020 & Summer 2021.

Pupil premium and non-pupil premium children on track+ to meet age related expectations at the end of the key stage. Comparison from end of autumn 2020 to end of summer 2021. *NOTE: increased numbers of pupil premium children due to lockdown.*

Maths	PP		Not PP		Gap PP & Not PP	
	Autumn 20	Summer 21	Autumn 20	Summer 21	Autumn 20	Summer 21
1 (40)	66% 10/15	57% 8/14	63% 17/27	65% 17/26	-3%	-7%
2 (52)	52% 12/22	58% 14/24	87% 26/30	90% 25/28	-35%	-32%
3 (54)	77% 20/26	74% 20/27	67% 20/30	78% 21/27	+10%	-4%
4 (49)	54% 14/26	60% 15/25	92% 23/25	88% 21/24	-38%	-28%
5 (54)	65% 15/23	65% 15/23	67% 22/33	71% 22/31	-2%	-6%
6 (62)	63% 17/27	56% 15/27	71% 25/35	74% 26/35	-8%	-18%

Writing	PP		Not PP		Gap PP & Not PP	
	Autumn 20	Summer 21	Autumn 20	Summer 21	Autumn 20	Summer 21
1 (40)	40% 6/15	50% 7/14	41% 11/27	50% 13/26	-1%	=
2 (52)	35% 8/22	29% 7/24	73% 22/30	64% 18/28	-28%	-35%
3 (54)	65% 17/26	70% 19/27	63% 19/30	67% 18/27	+2%	+3%
4 (49)	46% 12/26	36% 9/25	80% 20/25	75% 18/24	-34%	-39%
5 (54)	52% 12/23	52% 12/23	61% 20/33	71% 22/31	-9%	-19%
6 (62)	67% 18/27	56% 15/27	77% 27/35	58% 21/35	-10%	-2%

Reading	PP		Not PP		Gap PP & Not PP	
	Autumn 20	Summer 21	Autumn 20	Summer 21	Autumn 20	Summer 21
1 (40)	33% 5/15	43% 6/14	30% 8/27	58% 15/26	+3%	-15%
2 (52)	39% 9/22	42% 10/24	77% 23/30	79% 22/28	-38%	-37%
3 (54)	77% 20/26	82% 22/27	80% 24/30	78% 21/27	-2%	+4%
4 (49)	62% 16/26	68% 17/25	92% 23/25	88% 21/24	-30%	-20%
5 (54)	65% 15/23	74% 17/23	73% 24/33	77% 24/31	-8%	-3%
6 (62)	67% 18/27	63% 17/27	77% 27/35	74% 26/35	-10%	-11%

Barriers to Learning

Internal Barriers

A	<p>Social Deprivation: The school location deprivation indicator is within quintile 3 (average), however, the pupils base (pupils who attend the school) places the school within quintile 5, which is the most deprived when compared to all schools. According to IDACI, 53% of our children live in the bottom 10% of the most deprived areas nationally, 70% in the bottom 20%, 75% in the bottom 30%, 82% in the bottom 40% and 94% in the bottom 50%. The majority of our pupils (90%) live in households where no-one has higher education and many parents have low levels of literacy and numeracy.</p>
B	<p>Attainment on Entry: Around 50%+ of our children enter Reception with knowledge and skills that are below those expected for their age. 12.5% of the cohort are significantly below expectations. Each cohort has differing aspects of low on-entry data within the prime areas. In 2020, 30% of reception children entering Reception had been referred to Speech and Language services since entering Nursery. 45% of pupils entered reception with the below expected level of communication and language for their age.</p>
C	<p>SEND: 95 (27%) pupils have been identified as requiring SEN support in school this compares to a national average of 12.6%. Of these pupils, there are 17 (5%) that have a statement or EHCP compared to a national average of 1.6%. This is in part linked to the pupils who access the ASD Base in school but other needs vary across year groups. There are a particularly high number of children who require Speech and Language intervention throughout school.</p>

External Barriers

D	<p>Attendance: The attendance of our PP children in 2018/2019 was 95.2% compared to a national average of 96.4%. It was 0.7% lower than the whole school and 0.9% lower than children who are not entitled to PP funding within school. 13 PP pupils were persistent absentees. Unfortunately, due to the disruption of 2019-2020 & 2020-2021 (including sickness virus, lead up to the initial lockdown and two lockdowns), it is very difficult to compare data with pre-pandemic. PP attendance from September 2020 to July 2021 is 96%</p>
E	<p>Social Care Needs: Our school has a large number of children (38%+) who have been supported historically or currently by outside agencies including social care and family support workers recently. 90% of all pupils have had issues logged on CPOMS. Many of our families require some level of support from school to help them to address their needs and to support their children's learning. Some of our families struggle to support their children with reading, homework and school activities.</p>

Desired Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	To increase attainment in reading, writing and mathematics for PP pupils in all year groups (specific focus on Year 3 and Year 5 in all subjects). Continue to narrow the gap between PP and PP nationally at the end of KS2 when compared to 2019.	The overwhelming majority of PP pupils to make at least expected progress compared to previous key stage results (a minority to make better than expected progress). The percentage of PP pupils who meet age related expectations by the end of KS2 will increase by 5%.
B	To ensure that teaching, learning and assessment across the school is at least good with an increasing proportion outstanding and that this is impacting on PP achievement in all classes (particularly lower and higher achievers). Focusing on an appropriate supportive but challenging curriculum in all subject areas.	Teaching, learning and assessment across the school will be at least good overtime ensuring an increasing number of pupils eligible for PP across the school will meet age related expectations at key benchmarks and overwhelming majority have made at least good progress from their starting points.

Desired Outcomes

C	To support parents to increase attendance and punctuality by increasing engagement with children's learning and relevant support services.	Persistent absenteeism to decrease. Number of minutes late recorded will decrease by 20% and attendance of PP children will rise to 95.8%.
D	To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning, including appropriate provision is made for home learning (if needed).	The vast majority of the most vulnerable pupils are supported to access learning in mainstream classrooms through tailored support and where necessary support from outside agencies. All pupil premium children have access to appropriate home learning (if needed).
E	To financially support curriculum enrichment programmes for PP pupils including intervention groups, letterbox club, home learning, educational visits (where appropriate) and music tuition.	PP pupils access at least two programmes throughout the year, including extra-curricular and intervention.

Actions & Evaluation

Quality Teaching for All

<u>Desired Outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff Lead</u>	<u>When will you review implementation?</u>
A. To continue to increase attainment in reading, writing and mathematics for PP pupils in all year groups (specific focus on Year 3 and Year 5 in all subjects). Continue to narrow the gap between PP and PP nationally at the end of KS2.	Reduce class sizes across KS1 with all classes 20 or under. DHT 0.8 non-class based with focus on teaching and learning across school, including staff CPD, monitoring, etc. Allocate Teaching Assistants across school to support in classes and deliver immediate/planned intervention (one teaching assistant in each reception, Year 2 & Year 6 and one per year group elsewhere).	Over the past few years since implementing a similar system (prior to the pandemic), attainment of pupil premium pupils has improved and the gaps narrowed across all core subjects has generally narrowed. EEF Toolkit recommends that the strategy of reduced class sizes can provide gains in attainment of 3 months and small group tuition also 3 months.	Termly data tracking and pupil progress meetings. Regular monitoring of learning and teaching in a variety of forms. Regular moderation of work both internally and externally at LA and where appropriate with local clusters of schools.	Headteacher Deputy Headteacher SMT Teachers	Termly data input. Termly pupil progress meeting. Termly review of strategy.

Budgeted Cost: Contribution from PP funding £80,000

Actions & Evaluation

<p>B. To ensure that teaching, learning and assessment across the school is at least good with an increasing proportion outstanding and that this is impacting on PP achievement in all classes (particularly lower and higher achievers). Focusing on an appropriate supportive but challenging curriculum in all subject areas.</p>	<p>Ensure that there is focused leadership and management time (all subject leaders and senior leaders) to continue to drive standards across the school through the use of robust monitoring procedures, including 0.8 non-class based Deputy responsible for teaching and learning.</p> <p>Ensure that groups of pupils are planned for effectively to ensure consistent progress for all achievement groups.</p> <p>Internal CPD for all staff to impact on teaching and learning (subject specific).</p> <p>All staff to online training through National College CPD subscription. Some courses signposted to staff as a result of appraisal and staff can access independently.</p> <p>TAs to update training in core subjects where required and access for</p> <p>Review of whole school curriculum content and delivery to ensure skills, knowledge and understanding are taught/learned effectively through collaborative and experiential learning (focused on specific foundation subjects, including music, art, DT, RE and MFL).</p> <p>CPD for all staff on effective feedback. Review feedback policy in light of training and monitor impact of implementation.</p> <p>Within each class, pupils are grouped according to attainment in lessons depending upon learning. These are changed on a lesson by lesson basis depending upon teacher assessments.</p> <p>HT/DHT complete project with Together for Children & EEF in autumn 2021 on using evidence based research to inform support for pupil premium pupils.</p>	<p>Ofsted in January 2020 stated that teaching and learning across school is good but focus needs to be on ensuring all subject areas are equally as strong as others.</p> <p>EEF Toolkit recommends that:</p> <ul style="list-style-type: none"> • effective reading comprehension strategies can provide gains of 6 months • the strategy of reduced class sizes can provide gains in attainment of 3 months • small group tuition also provides gains of 3 months. • Collaborative learning provided 5 months gain and mastery learning also gains 5 months. • Effective feedback provides gains of 8 months. • Within-class attainment grouping provides gains of 3 months. 	<p>Focused leadership and management time for subject leaders to drive standards and impact on teaching and learning across school.</p> <p>Whole school CPD to be provided internally and externally (where appropriate), including online CPD via National College.</p> <p>Rigorous monitoring timetable, including lesson observations, learning walks, work scrutiny, pupil voice, etc. for all leaders focusing on key areas of development and the progress of key vulnerable groups including PP children.</p> <p>Continue to moderate books with LAs and within school as well as at local cluster schools (where appropriate).</p> <p>Targeted CPD linked to individual staff needs, appraisal and whole school development areas.</p>	<p>Headteacher Deputy Headteacher SMT All teachers All teaching assistants</p>	<p>Termly data input.</p> <p>Appraisal Reviews – Mid term (March 2022) and final (July 2022).</p> <p>Termly Pupil Progress Meetings.</p> <p>Analysis of monitoring and termly core subject leader impact statements.</p> <p>Termly review of strategy.</p>
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Budgeted Cost: Contribution from PP funding £30,000

Actions & Evaluation

Targeted Support

<u>Desired Outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff Lead</u>	<u>When will you review implementation?</u>
<p>A. To continue to increase attainment in reading, writing and mathematics for PP pupils in all year groups (specific focus on Year 3 and Year 5 in all subjects). Continue to narrow the gap between PP and PP nationally at the end of KS2.</p>	<p>Implement targeted booster/ intervention sessions led by Level 3 Teaching Assistants for EYFS, KS1 and KS2 for pupil premium pupils, including NELI, BLAST 1 & 2, Phonics, First Class @ number, Numicon, Inference, BRP and Fresh Start.</p> <p>Continue to implement additional individual reading sessions led by Level 2 teaching assistant and teachers for selected pupil premium pupils both during and after school in KS2.</p> <p>Weekly after-school small group 'catch up' tuition (up to 10 pupils in each group) led by teachers. All pupils attend one session each week.</p> <p>Continue the use of online platforms: Lexia (KS1/Lower KS2), Reading Plus (KS2), Letterjoin (All) and Rockstar Times Tables (KS2).</p> <p>Fund two HLTAs to cover classes and lead Forest School to ensure Level 3 teaching assistants are able to focus on support for pupils.</p> <p>All pupils access Forest School for outdoor learning skills - collaborative learning, risk-taking and problem solving.</p>	<p>Attainment in 2019 shows that PP children attain largely in line with national average (see data above).</p> <p>Progress data for the end of KS2 in 2019 for PP children in maths was +0.3, writing -1.4 and reading +2.5.</p> <p>Children who received PP tuition or interventions made accelerated progress and many achieved the expected standard in end of Key Stage assessments.</p> <p>EEF Toolkit recommends that:</p> <ul style="list-style-type: none"> • small group tuition can provide gains in attainment of 4 months. • use of digital technology leads to an average gain of 5 months. • providing individualised instructions can show average gains of 3 months. • outdoor learning can show gains of up to 4 months. • oral language interventions show gains of up to 5 months. 	<p>Termly data capture and analysis.</p> <p>Termly pupil progress Meetings.</p> <p>Learning walks</p> <p>Lesson observations</p> <p>Work and planning scrutiny.</p> <p>TA appraisal.</p> <p>Pupil/parent view and discussion</p> <p>Governor monitoring (termly standards committee and PP link governor)</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>SMT</p> <p>English/Maths subject leaders</p> <p>All teachers</p> <p>All teaching assistants</p>	<p>Termly data input.</p> <p>Termly pupil progress meeting.</p> <p>Intervention notes reviews.</p>

Budgeted Cost: contribution from PP funding £45,000

Actions & Evaluation

<p>D. To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning.</p>	<p>Continue to employ Thrive teacher/behaviour specialist, a part-time teaching assistant and new full-time teaching assistant to support vulnerable pupils through individual and small group interventions and support staff. CPD for lead teacher/teaching assistants and whole staff. The Thrive approach enables staff to identify why a child is displaying specific behaviours and provide focused interventions to support re-engagement.</p> <p>Continue to embed Thrive principles through whole school behaviour policy.</p>	<p>Increasing number of pupils with specific behaviour issues affecting their learning often as a result of external barriers often due to related safeguarding issues.</p> <p>Fixed term exclusion significantly reduced over the last few years (recognised by Ofsted). Any exclusions were from pupils accessing Thrive.</p> <p>EEF Toolkit recommends that the strategy of behaviour support and social emotional learning can provide gains in attainment of 4 months and behaviour interventions gains of 3 months.</p>	<p>Focused time provided for key staff to deliver and monitor appropriate actions.</p> <p>Staff voice and discussions.</p> <p>Termly pupil progress meetings.</p> <p>Learning walks.</p> <p>Lesson observations.</p> <p>Monitoring of behaviour logs.</p>	<p>Headteacher SLT Thrive teacher Thrive staff All teachers All teaching assistants</p>	<p>Regular pastoral meetings</p> <p>Appraisal reviews – mid-term (March 2022) and final (July 2022).</p> <p>Termly Pupil Progress Meeting.</p>
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Budgeted Cost: contribution from PP funding £20,000

Other Approaches

<u>Desired Outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff Lead</u>	<u>When will you review implementation?</u>
<p>C. To support parents to increase attendance and punctuality by increasing engagement with children's learning.</p>	<p>Maintain and fund free breakfast for PP children – proportion of funding used for staffing and food (other pupils funded through main budget). All children access to toast on arrival.</p> <p>Maintain and partially fund the role of Family Liaison Officer to work alongside families with persistent attendance or punctuality concerns.</p> <p>Develop new initiatives to engage pupils/families with attendance and punctuality, particularly those with persistent absence.</p>	<p>We had good attendance at breakfast club (on average 20-25% of the school). 50%+ of pupils registered for breakfast club are PP pupils. However, due to COVID restriction breakfast is now delivered to classes for all pupils.</p> <p>Research shows that pupils are more ready to learn if they have had breakfast.</p> <p>Family Liaison Officer role is invaluable in the running of the school to ensure one point of contact and close monitoring.</p>	<p>HLTA team to monitor implementation of breakfast.</p> <p>Log of actions and case studies on attendance to highlight successes.</p> <p>Weekly attendance monitoring.</p>	<p>HLTA team Family Liaison Officer</p>	<p>Termly</p>

Budgeted Cost: Contribution from PP funding £20,000

Actions & Evaluation

<p>D. To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning.</p>	<p>Continue to fund counsellor within school supporting our most vulnerable children and families (2 days per week).</p> <p>Maintain and partially fund the role of Family Liaison Officer to work alongside families with pastoral, health, safeguarding concerns.</p> <p>Counsellor, Family Liaison Officer, Thrive Teacher and Safeguarding leads form pastoral team to monitor individual pupils, impact of work and plan further actions.</p> <p>Mental Health & Wellbeing team (including a link governor) to promote good health and wellbeing throughout the whole school community through events and newsletters, as well as working alongside other agencies.</p>	<p>EEF Toolkit recommends that the strategy of behaviour support and social emotional learning can provide gains in attainment of 4 months and self-regulation/metacognition increases of 7 months.</p>	<p>Focused time provided for key staff to deliver and monitor appropriate actions.</p> <p>Regular pastoral and supervision meetings to discuss progress.</p>	<p>Safeguarding Lead/AHT</p> <p>Family Liaison Officer</p> <p>Thrive teacher</p> <p>Counsellor</p> <p>Safeguarding deputies</p>	<p>Regular pastoral /supervision meetings</p> <p>If relevant, meetings with social care.</p> <p>Feedback to governors.</p>
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Budgeted Cost: Contribution from PP funding £10,000

<p>E. To financially support curriculum enrichment programmes for PP pupils including after-school provision, educational visits and music tuition.</p>	<p>PP pupils offered financial support to access to overnight educational visits (London & Derwent Hill), music tuition and after-school catch-up sessions.</p> <p>All PP pupils offered subsidised or free cultural and creative experiences throughout the year through work with Sunderland Culture, e.g. theatre visits, visiting artists, etc.</p>	<p>The school is in a significant area of deprivation with many parents who are dependent on low wages or benefits.</p> <p>Many children have limited cultural experience other than what is provided via school. Research shows that taking part in residential builds self-esteem, confidence and team-working skills that help pupils throughout their lives.</p> <p>EEF Toolkit suggests outdoor adventure learning activities could provide a gain of 3 months and arts involvement 2 months.</p>	<p>Tracking pupil progress and attainment of those accessing fund.</p> <p>Monitor attendance at after school tuition.</p> <p>Pupil/parent voice.</p> <p>Feedback from activities.</p>	<p>Office staff</p> <p>SLT</p> <p>Cultural ambassadors</p>	<p>End of academic year</p>
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Budgeted Cost: Contribution from PP funding £10,200