

Pupil premium strategy statement - Northgate Primary School

| 1. Summary information | | | | | |
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| Academic Year | 2018-2019 | Total PP budget | 19,800 | Date of most recent PP Review | Sept 2018 |
| Total number of pupils | 470 | Number of pupils eligible for PP | 18 | Date for next internal review of this strategy | Jan 2019 |
| No of Early Years PP pupils | 6 | No of PP / ever FSM pupils in KS1 | 6 | No of PP/ ever FSM pupils in KS2 | 6 |
| No / % of PP children also SEN | 8 /44% | Budget to be amended in January after census | | Funding for children new to the school in September 2019 are not included in current budget. | |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP End of KS2</i> | <i>All pupils (national average)</i> |
| % achieving ARE in reading, writing and maths | 68% | 83% (64%) |
| % achieving ARE in reading | 83% | 85% (75%) |
| % achieving ARE in writing | 68% | 92% (78%) |
| % achieving ARE in maths | 68% | 86% (76%) |

| 3. Whole school Data | <i>Pupils eligible for PP (Each child – 7%)</i> |
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| % Percentage of Pupils who are Broadly ARE or above in Reading, Writing, Maths | 68% |
| % making good progress in reading | 79% |
| % making good progress in writing | 48% |
| % making good progress in maths | 64% |

| School Aims from SDP 2018/2019: To provide outstanding provision for all Pupil Premium pupils | Expected Impact / Success Criteria |
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| <ul style="list-style-type: none"> To narrow the educational attainment gap in Maths and Writing between pupil groups and other pupils For lower attaining pupils to make more than expected progress To address the personal, social and emotional needs of children to allow learning to take place To ensure enrichment opportunities for all pupil premium pupils To ensure PPG money is well managed and is used to address the needs of all the PP children. | <ul style="list-style-type: none"> ✓ All pupil premium children to meet attainment targets ✓ All pupil premium children to achieve a positive progress score ✓ KS1 and KS2 pupils make similar progress to other pupils nationally ✓ PP children have regular support (where required) to develop their PSE needs ✓ Significant reduction in behaviour incidents related to Pupil premium children ✓ Enrichment register shows that pupil premium children are accessing a range of opportunities ✓ The effective deployment of staff and resources secures excellent outcomes for pupils |

| 4. Planned expenditure | | | | | |
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| Academic year | 2018 – 2019 | | | | |
| 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. Quality of teaching for all | | | | | |
| 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? |
| Improving progress/ attainment for year six pupils in writing and maths so in line with all year 6 pupils | Small classes in both maths and English 4 x per week with DHT. Sats buster books | (NFER) Successful schools have demonstrated that PP children working in smaller groups with Non PP children that is focused on their needs benefits all children especially the PP children. | Classes are taught by experienced year 6 class teacher and the DHT. The group with DHT will change to a class teacher in January 2019. | Year 6 teachers and DHT | Jan 19 £3500 |
| Improved progress/attainment for high ability children in maths in year 6 so in line with all year 6 pupils | High ability pupils in maths are in a more able maths class. CPD on stretching HA pupils | We want to provide extra support to maintain high attainment with qualified staff. The HA children can be taught the expectations of high level maths curriculum and therefore work towards getting above age related expectations. This will mean they will make the progress they should over KS2 | Children are taught by the AHT teacher and the maths coordinator. | Maths coordinator | Jan 19 £2500 |
| Improved progress and attainment for year 2 pupils in writing/maths | In class support from TA 2 x per week | Targeted in class support that is specifically aimed at the children's needs and that is regularly assessed and adapted. Next steps in learning are identified and developed. This is based on NFER evidence in successful schools. | TA is well trained on how to improve progress through effective feedback and provision. Well organised timetable that is regularly updated. | PP Coord/DHT | Jan 19 £900 |
| EYFS – To develop the WELLCOMM programme to identify where specific interventions are needed. Developing and moving on Speech and Language in EYFS | 1 x extra TA trained on the WELLCOMM programme so more children are able to access the intervention programme. | Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (EEF) | TA is trained on the WELLCOMM programme and is able to carry out highly effective interventions based on the programme. Children's progress is regularly assessed and the intervention groups are adjusted as necessary | EYFS lead/PP coord | Jan 19 £100 |

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| Increase teacher and TA knowledge about how to accelerate learning | Regular meetings and training sessions to develop different aspects of the curriculum. | <p>We want to continue to train teachers and TAs in how to support children making accelerated progress. This will be in giving children the help they need to move their learning on independently after support has been given. Carefully targeted and effective training can help educators deliver intervention and support that move children on in their learning. The focus will be on writing scaffolds/maths manipulatives/modelling of learning/questioning skills.</p> <p>The Guardian states that effective and inspiring sessions must be part of the whole school's development so staff can see the long term impact. Training should always link back to the school's aims and values, so people understand the why behind the what. (Oct 13)</p> | <p>. SLT /County Advisors and MLT will carry out training sessions based on the different needs of each key stage.</p> <p>These will include: Developing incisive feedback Identifying misconceptions Inspiring writing through high quality texts. Questioning Subject knowledge</p> | PP coord/SLT | Apr 19 £500 |
| Total budgeted cost | | | | | £7500 |
| 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? |
| Online Maths programme to develop maths at home. | Targeted homework to be set and to be used in home work club for those without home access to the internet | To support children to complete projects, learn spellings and compete in the mathematics competitions. Support children in being able to work alongside peers | <p>PP coordinator to target specific children that would benefit from the homework club.</p> <p>Liaison with the TA running homework club.</p> | PP coordinator | Jan 19 £700 |
| Improve progress in writing and maths for targeted children in KS1 and KS2 | <p>1:2:1 support that focuses on conferencing and editing of writing and follow up of weeks maths lessons to reinforce learning.</p> <p>In class support for writing and maths,</p> <p>CT conferencing to support teachers in developing effective feedback and giving time for regular reviews of data and pupils progress.</p> | <p>Feedback studies tend to show very high effects on learning. (EEF)</p> <p>These sessions will support teachers in giving effective feedback to pupil premium children.</p> <p>NFER – Reviews of progress every few weeks, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching. More successful schools have a consistent marking scheme which recognises pupils' achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers.</p> | <p>Timetable is organised for PP teacher and TA with support and targets indicated for specific children.</p> <p>DHT leads on the conferencing and trains staff who will be carrying out the conferencing.</p> <p>1 x per week for writing (PP TA) 1 x per week for Maths (PP TA)</p> <p>DHT to oversee.</p> | DHT/PP coord. | Jan 19 £4200 |

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| One to one reading and spelling support in KS1 | | <p>NFER - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>This will be an intensive phonics intervention that will be reviewed monthly and adapted according to the needs of the children and their progress.</p> | <p>Well – trained experienced TA to deliver as extra to the class teaching additional phonics to targeted children.</p> <p>Children are assessed monthly on their progress and the provision will be adjusted as necessary.</p> | PP coord | <p>Jan 19</p> <p>£500</p> |
| Arithmetic and writing groups aimed at targeted children PP and Non PP. | Small group focusing on Gaps that have been analysed from assessments | <p>Detailed analysis of the gaps children who are below ARE have been assessed and then this will be used to inform targeted learning.</p> <p>In successful schools, detailed Gap analysis is used to inform learning and targeted support. It is most successful monitored and adapted regularly.</p> | <p>Resources are well organised and updated regularly.</p> <p>Evidence is recorded when any work is completed on the gaps statements</p> <p>TAs well - trained on delivering support sessions Progress of children is analysed every half term and groups are adjusted accordingly.</p> <p>Linked to performance management for teachers and TAs</p> | SLT/CTs | <p>Jan 19</p> <p>£1000</p> |
| EYFS –outdoor learning group outdoor suits and resources | Small group activities focused on developing social and emotional behaviours, encouraging physical play, developing confidence and self-esteem. | <p>Overall, studies of outdoor learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)</p> <p>Outdoor learning is also a priority for the school on the SDP.</p> | <p>Teacher and TA trained on outdoor learning and using this to carry out small group activities on a weekly basis.</p> <p>Timetable activities with different groups of children on a rolling programme.</p> | Outdoor learning lead/ PPcoord | <p>£700</p> <p>Jan 19</p> |
| EYFS - Social and friendship development groups | Small group activities for targeted children to develop social and friendship skills. | Early support of developing social and friendship skills will benefit the children throughout school. | Timetabled for 1-2 afternoons per week. Carried out by PP TA | EYFS lead | <p>£400</p> <p>Jan 19</p> |

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| EYFS Resources Sensory resources Fine motor resources | Resources provided for | Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play. (EEF) | Focused sessions where resources are used explicitly. ALL staff are well-trained on how to use the resources effectively | | £800 Jan 19 |
| Music therapy | A one to one course designed to help develop self-esteem, confidence, social and emotional needs Weekly music therapy will be carried out with specific children by a trained practitioner. The initial course will be 6-8weeks | With children, music therapy provides a unique variety of music experiences in an intentional and developmentally appropriate manner to effect changes in a child's behaviour and facilitate development of his/her communication, social/emotional, sensori-motor, and/or cognitive skills. Music therapy enhances the quality of life. It involves relationships between a qualified therapist and child; between one child and another; between child and family; and between the music and the participants. These relationships are structured and adapted through the elements of music to create a positive environment and set the occasion for successful growth. (music therapy connections) | 6 – 8 weekly course for targeted children. To be reviewed after each course. | SENCo to oversee | £200 Jan 19 |
| EYFS training PP course Early talk boost training Building Self confidence in pupils course. | Staff are trained in different areas of EYFS PP needs and are able to develop children according to their needs | The Guardian states training should always link back to the school's aims and values, so people understand the why behind the what. (Oct 13 | When staff are trained they will set up small group sessions targeting specific children (PP and non PP) according to needs. | EYFS lead | £400 |
| Total budgeted cost | | | | | £8900 |
| 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? |
| Homework support | Homework club | This is to support children and parents who find it difficult to find the time to support the child completing homework activities. Homework can consist of project work and although homework has been found to have limited impact on attainment (EEF) it does mean children will be up to date with the | Regular liaisons with PP TA who runs the club. Monitoring of the children who go and feedback from parents and teachers. To increase the length of time homework club is run – 30 mins being in school time | PP coord | April 2019 £500 |

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| | | work of their peers in activities such as reading whole class books/topic projects and spellings. | | | |
| Behaviour of targeted children is addressed. | Social and behaviour skills Lunch time Chill club | The EEF toolkit suggests that targeted interventions matched to specific students with specific needs or behavioural issues can be effective. | A highly trained pastoral worker will work alongside the PP TA supporting children. This is reviewed half termly. | PP coord/SENco | Jan 19 £430 |
| To prepare children to take their end of KS2 tests. | Yr 6 breakfast provision | To make sure all the children get a good breakfast before their tests. | DHT and year 6 teachers | PP coordinator | Sept 19 £100 |
| Cost of visit to residential centre subsidised | Residential trip subsidised | To make the residential trip accessible to all children. | Year 6 teachers | PP coordinator | Sept 19 £300 |
| Social skills activities for targeted children | Lunchtime skills programme | To support and develop children who find social skills difficult especially during unstructured time such as lunchtime and play time. These children will be monitored and the skills developed are specifically targeted. | TA to be clear on the children and what areas need to be developed. Regular meetings with the SEND co and the PP coordinator | SENDco and PP coordinator. | Jan 19 £500 |
| To maintain the reduction in behaviour incidents at lunch and playtimes | Lunchtime clubs Chill Club | Our lunchtime clubs offer structured playground games which can be enjoyed by children of all ages and abilities. Research proves that children active and with structures at lunchtime behave better during afternoon lessons and are able to concentrate more for the duration of the school day. (ETEACH) Lunchtime sessions usually last around 45 minutes although this is adapted to ensure the children have time to eat their lunch | Lunchtime clubs/activities are conducted by experienced school staff. We have play leaders that run the lunch time activities – encourage PP children to lead these and to take part in them Chill club is run daily for targeted children | AHT PE coordinator | Jul 19 £2200 |
| EYFS – Listening and drama workshops | Outside company to carry out workshops focusing on developing Early Learning Skills | | | EYFS lead | £200 |
| Total budgeted cost | | | | | £4230 |

| 5. Review of expenditure | | | | | | | | | | | | | |
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| Previous Academic Year | | 2017-2018 | | | | | | | | | | | |
| i. Quality of teaching for all | | | | | | | | | | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | | | | | | | | | | |
| Improving progress/ attainment for year six pupils in writing and maths so in line with all year 6 pupils | Small classes in both maths and English 4 x per week with DHT. Year 6 Sats Buster 10 minute test books Booster groups. | Medium – Targeted children made progress over the year but not all made the expected progress over the KS. Attainment <table><tr><td>Subject</td><td>PP</td><td>Non PP</td></tr><tr><td>Maths</td><td>68%</td><td>88%</td></tr><tr><td>Writing</td><td>68%</td><td>94%</td></tr></table> Progress over year 6 Average progress for PP children Writing 3.0 Maths 3.3 Progress over year 6 for non PP children Writing 3.9 Maths 3.5 | Subject | PP | Non PP | Maths | 68% | 88% | Writing | 68% | 94% | To continue with having targeted children in smaller groups. | Year 6 teachers and DHT |
| Subject | PP | Non PP | | | | | | | | | | | |
| Maths | 68% | 88% | | | | | | | | | | | |
| Writing | 68% | 94% | | | | | | | | | | | |
| Improved progress/attainment for high ability children in maths in year 6 so in line with all year 6 pupils | High ability pupils in maths are in a more able maths class. CPD on stretching HA pupils | High 100% of targeted GD children reached the GD level at the end of KS2 SC met | To continue with more able maths class – taught by the AHT/maths coordinator. | Maths coordinator | | | | | | | | | |

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| Improved progress/attainment for year 1 pupils in writing so in line with all year 1 pupils | In class support in writing for 1 x session per week | <p>Medium - Progress was more in line with all year one pupils.</p> <p>Average progress in writing PP – 0 Whole year gp – 1.1 SC partially met</p> | To continue with writing support but to monitor more robustly and to train appropriate staff on how to increase progress for PP children in given sessions. | Pupil premium coordinator |
| Accelerated progress for LA pupils in year 4 in Maths and Writing | Smaller class groups 4 x per week in both subjects. | <p>High Impact In year average progress for whole year group was: Writing 3.2 steps Maths 3.6 steps</p> <p>SC met</p> | This will not continue next year due to availability of teaching staff. | AHT and PP coordinator |
| Improved progress and attainment in Science across KS2 | <p>Extra support 3 x session per half term in science for each KS2 class by science TA. Linked to SDP.</p> <p>CPD on high quality science lessons. This will also focus on cross – curricular science and using technology in science</p> | <p>High Impact</p> <p>As a whole school we received the Primary Science Quality Mark.</p> <p>Classes/teachers were supported by the Science TA</p> <p>Science was developed across the whole school through training and workshops.</p> <p>Parent workshops on the science curriculum took place.</p> <p>A themed Science week was of high quality and increase awareness and expectations of science across the school SC met</p> | This will not need to be continued next year | <p>PP coordinator</p> <p>PP coordinator and Science lead.</p> |
| Increase teacher / TA knowledge about how to accelerate learning | Regular training sessions with TAs and teachers | <p>Medium.</p> <p>Regular training sessions were carried out linking specifically to accelerating learning and closing gaps. Support was given on how to carry out effective intervention sessions.</p> | To continue train through staff meetings on how to support an accelerate learning targeting specific areas of maths and English. Linking this to performance management targets. | |

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| To raise engagement of maths outside the classroom and maths across the school | Mathletics online maths programme. To support children's learning in maths at home and at school. Competitions and rewards (Yr 1- Yr6) | High: There was high participation and engagement in all classes. All pupil premium children used mathletics and alongside Non Pp there was good usage. PP. All achieved bronze certificates. 6 children achieved silver and 2 children received gold. Success Criteria - met | To continue using mathletics – To continue develop as homework and teaching resources. To encourage more class competitions – to continue to develop the amount of children PP and non PP achieving gold and silver certificates. | Maths lead | | | | | | | | | | | | | | | | | | |
| ii. Targeted support | | | | | | | | | | | | | | | | | | | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | | | | | | | | | | | | | | | | | | | |
| Phonics support in year 1 and year 2. (For 83% of PP children to pass phonics screening in year 1 To support the yr2 PP children who did not pass the y1 phonics screening. | | HIGH: 67% of PP children passed the year 1 phonics test. (17% per child) 100% of Yr 2 children who retook the phonics test passed. Success Criteria Met | To continue to develop phonics and spelling intervention programmes. To continue with phonics support with PP children as needed | | | | | | | | | | | | | | | | | | | |
| Online Maths programme to develop maths at home. | Targeted homework to be set and to be used in home work club for those without home access | High impact Mathletics was consistently used by PP children over the course of the year and also through the school holidays | To continue with mathletics as a support programme next year. | | | | | | | | | | | | | | | | | | | |
| Improve progress in writing and maths for targeted children in KS1 and KS2 | 1:2:1 support that focuses on conferencing and editing of writing and follow up of weeks maths lessons to reinforce learning. CT conferencing to support teachers in developing effective feedback and giving time for regular reviews of data and pupils | Impact – Medium. Children made progress but did not make enough accelerated progress. Average progress of targeted PP children in writing and maths <table><tr><td></td><td>Writing</td><td>Maths</td></tr><tr><td>Y1</td><td>2.3</td><td>2.7</td></tr><tr><td>Y2</td><td>3.5</td><td>3.5</td></tr><tr><td>Y3</td><td>3.0</td><td>2.0</td></tr><tr><td>Y5</td><td>3.0</td><td>3.3</td></tr><tr><td>Y6</td><td>3.0</td><td>3.3</td></tr></table> | | Writing | Maths | Y1 | 2.3 | 2.7 | Y2 | 3.5 | 3.5 | Y3 | 3.0 | 2.0 | Y5 | 3.0 | 3.3 | Y6 | 3.0 | 3.3 | To review data and provision and change accordingly | |
| | Writing | Maths | | | | | | | | | | | | | | | | | | | | |
| Y1 | 2.3 | 2.7 | | | | | | | | | | | | | | | | | | | | |
| Y2 | 3.5 | 3.5 | | | | | | | | | | | | | | | | | | | | |
| Y3 | 3.0 | 2.0 | | | | | | | | | | | | | | | | | | | | |
| Y5 | 3.0 | 3.3 | | | | | | | | | | | | | | | | | | | | |
| Y6 | 3.0 | 3.3 | | | | | | | | | | | | | | | | | | | | |

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| Homework support | Homework club | <p>PP and non PP children regularly attended homework club throughout the year. They were able to complete their homework each week to a good standard.</p> <p>Positive feedback from Teachers and parents</p> | This will continue next year | |
| <p>To reduce the gaps of children working below ARE in writing and maths. EYFS – YR6 Increase % Percentage of Pupils who are Broadly ARE or above in Reading, Writing, Maths to 75%</p> | <p>To have a gap analysis of all those children working below ARE.</p> <p>Provision to be made to close gaps</p> <ul style="list-style-type: none"> - In class target work - Resources made and developed - Interventions <p>Robust monitoring of gaps children</p> | <p>Impact – Medium</p> <p>Using gap analysis and basing any provision/intervention programme on this made it a more fluid process. All adults working with children on their gaps were clear on what needed to be focused on and it was easy to change the children as necessary when they had made the progress the needed and the gaps were filled.</p> <p>Measuring the impact was harder as it was based on a red amber green system and this did not lend itself to showing the precise progress of the groups of children.</p> | <p>We will focus the gaps support on arithmetic, spelling and writing. The children will be assessed half termly and progress monitored through assessment scores and targeted level and the progress made over each half term. This will link to performance management.</p> | |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | |
| To continue to improve lunchtime behaviour. | <p>Every lunchtime targeted children attend chill out club to give them a break from the playground. Games and activities are provided to help children develop their emotional well-being and social skills.</p> | <p>There was a continued significant reduction in behaviour incidents at lunchtime. Red and amber incidents were significantly reduced. Positive feedback from parents and children.</p> <p>Success criteria Met</p> | <p>We will continue to develop the chill club – introducing project based activities. We will also review the children that attend half-termly. Encourage children to contribute on what they would like from chill club.</p> | |

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| Behaviour of targeted children is addressed. | <p>Social and behaviour skills</p> <p>Lunch time Chill club</p> | <p>Children were targeted to work with pastoral worker/PP support TA to work on social skills and to develop the activities of the Chill Club</p> <p>Children, parents and staff have given positive feedback from the Chill club</p> <p>Success criteria Met</p> | To have the chill club run by the PP TA for 5 days a week rather than 3. | |
| To improve the quality and amount of home work completed | <p>Homework club</p> <p>Supporting parents and children giving time to complete homework and to have help where needed. Use of laptops and internet is available for those who do not have access at home</p> | <p>HIGH. The PP children that attended the homework club significantly improved the quality and understanding of homework.</p> <p>Class teachers reported that homework was completed consistently and to a good standard. This also benefitted the non PP children who attended.</p> <p>Parent of PP children gave positive feedback</p> <p>Success criteria met</p> | To increase the number of children attending by changing the day and times to in response to parental feedback. | |
| To ensure all Year 6 children are prepared and ready to take their tests. | <p>Breakfast provision before SATs tests.</p> | <p>Positive feedback from parents and children.</p> <p>All year 6 PP children attended every day.</p> | To carry out again next year. | |
| To provide enrichment/development opportunities | <p>Sports competitions</p> <p>Visits to theatre and exhibitions in London</p> <p>Children to run own clubs at lunchtime-hobby and financial clubs</p> <p>Provision of lunchtime clubs (chess, board games, skipping, rounders etc)</p> <p>Range of outdoor play equipment purchased</p> | <p>Provision and encouragement were given for PP to take part in selected activities</p> <p>For all classes that went on trips to London, the PP children were subsidised if needed.</p> <p>Pupil premium children were encouraged to be play leaders.</p> | To develop and continue reviewing next year | |

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| Cost of visit to residential centre subsidised | All children able to attend the residential centre and widen their life experiences, giving them confidence and motivation | £100 subsidy for PP children in year 6 | To continue next year | £300 |
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