

# Central Primary School 2016-2018 Pupil Premium Strategy Statement: Version 1 Sept 17

## APPENDIX B

1. Summary information			
<b>Total number of pupils</b>	664 and 68 in Nursery.	<b>360</b>	360 (54% of total on roll) 18% (65)of pupil premium children are on the SEND register.
<b>Number of pupil premium children in each year group:</b> Nursery=15 of 54 (28%) Reception=41 of 108 (38%) Yr1=54 of 101 (53%) Yr2=48 of 92 (52%) Yr3=50 of 83 (60%) Yr4=42 of 77 (55%) Yr5= 60 of 99 (61%) Yr6=51 of 86 (59%)			
<b>Total pupil premium budget:</b>	£460,140	<b>Amount per pupil:</b> Reception class to Year 6 =£1,320 Early Years(Nursery)= £300 Armed forces =£300 CLA = £1,900	
<b>Date of external pupil premium review:</b> September 2017	<b>Dates of internal half termly reviews:</b> 16/10/2017, 18/12/2017, 5/2/2018, 26/3/2018, 21/5/2018 and 9/7/2018. <b>Green</b> = School above the national attainment figures for pupils that are not disadvantaged. <b>Red</b> = Below		

In October the 2016 national figures will be replaced by the 2017 averages and progress scores added.

2. Early Years: Children achieving a Good Level of Development in 2017 (Reception class)			
	<i>Attainment of our children eligible for the Early Years pupil premium funding. 54 children</i>	<i>National average for others nationally 2016</i>	<i>Difference</i>
<b>% achieving a Good Level of Development (GLD)</b>	59%	72%	<b>-13%</b>

3. Year 1: Attainment in the Phonics Check in 2017			
	<i>Attainment of our children eligible for pupil premium funding. 44 children</i>	<i>National average for others nationally 2016</i>	<i>Difference</i>
<b>% achieving expected standard in 2017</b>	70%	83%	<b>-13%</b>

<b>4. End of Key Stage 1 (Year 2) 2017 Attainment Figures</b>			
	<i>Attainment of our Year 2 pupils eligible for pupil premium funding. 50 pupils.</i>	<i>National average for others (not PP) 2016</i>	<i>Difference</i>
% reaching expected standard in reading tests	<b>67%</b>	<b>78%</b>	<b>-11%</b>
% reaching a high score/working at greater depth in reading tests	<b>10%</b>	<b>27%</b>	<b>-17%</b>
% reaching expected standard in writing	<b>62.5%</b>	<b>70%</b>	<b>-7.5%</b>
% reaching a high score/working at greater depth in writing	<b>6%</b>	<b>15%</b>	<b>-9%</b>
% reaching expected standard in maths tests	<b>71%</b>	<b>77%</b>	<b>-6%</b>
% reaching a high score/working at greater depth in maths tests	<b>12.5%</b>	<b>20%</b>	<b>-7.5%</b>
<b>5. End of Key Stage 2 (Year 6) 2017 Attainment Figures and Progress Key Stage 1 to Key Stage 2</b>			
	<i>Attainment of our Year 6 pupils eligible for pupil premium funding 49 pupils.</i>	<i>National average for others (not PP) 2016</i>	<i>Difference</i>
% reaching expected standard in reading, writing & maths	<b>35%</b>	<b>53%</b>	<b>-18%</b>
% reaching a high score/working at greater depth in reading, writing & maths	<b>5.3%</b>	<b>5%</b>	<b>+0.3%</b>
% reaching expected standard in reading tests	<b>39%</b>	<b>72%</b>	<b>-33%</b>
% reaching a high score/working at greater depth in reading tests	<b>12%</b>	<b>23%</b>	<b>-11%</b>
<b>Progress scores</b>		<b>+ 1.78</b>	
% reaching expected standard in writing	<b>71%</b>	<b>79%</b>	<b>-8%</b>
% reaching a high score/working at greater depth in writing	<b>12%</b>	<b>18%</b>	<b>-6%</b>
<b>Progress scores</b>		<b>+ 1.78</b>	

% reaching expected standard in grammar, punctuation and spelling tests	51%	78%	-27%
% reaching a high score/working at greater depth in grammar, punctuation and spelling tests	26.5%	27%	-0.5%
% reaching expected standard in maths tests	47 %	76%	-29%
% reaching a high score/working at greater depth in maths tests	14%	20%	-6%
Progress scores		+ 1.51	
% reaching expected standard in science	78%	86%	-8%

### Issues from the data

1. **Early Years GLD PP percentage was 61% in 2016; it was only 59% in 2017. The school will aspire to close the gap on national others in 2018.**
2. **The percentage of Year 1 PP pupils passing the phonics check improved from 65% in 2016 to 70% in 2017. Improving the phonics results is a key priority for 2017/18.**
3. **The 2017 KS1 percentages of disadvantaged children reaching the expected standard in writing and maths were significantly below those achieved in 2016. There are significant gaps between the schools disadvantaged and national others and closing these gaps will be a key priority for 2017/18.**
4. **The KS1 percentage of disadvantaged children exceeding the expected standard/working at greater depth in reading, writing and maths declined significantly between 2016 and 2017. Reversing this trend and ensuring the higher attaining disadvantaged children reach their full potential must be a key priority in 2017/18.**
5. **The 2017 KS2 percentage of disadvantaged children reaching the expected standard in reading was 4% below the percentage achieved in 2016, writing was 1% below and maths was 8% above. There are huge gaps between our disadvantaged children and others nationally in reading (-32%) and maths (-32%). In 2017 there was an improvement in the % of pupils reaching the higher threshold for reading, writing and maths. To conclude, there are still significant gaps between the schools disadvantaged and national others re the % achieving the expected standard and the % reaching the higher threshold/working at greater depth. Closing these gaps will be a key priority for 2017/18.**

6. Barriers to future attainment for pupil eligible for pupil premium funding in 2017-2018	
A.	When they join the school, many children are below age-related expectations and have poor language, communication and social skills.
B.	Behaviour in lessons of some pupil premium children is not yet of a high enough standard to support their learning well.
C.	Low self-esteem and low aspirations of some pupils.
D.	Some parents do not support home learning well e.g. do not hear their children read.
E.	Poor attendance of some disadvantaged children.
F.	The need to further increase the percentage of good and outstanding teaching.

7. Outcomes and success criteria for summer 2018	
A.	<b>Early Years:</b> 72% of the cohort to achieve a GLD (Good Level of Development) and 69% of pupil premium children to achieve GLD.
B.	<b>Year 1 phonics screening:</b> 83% of cohort to pass the phonics test and 77% of pupil premium children. (2017 pass rate for others nationally = XX%.)
C.	<b>End of KS1(Year 2) % of pupil premium pupils to achieve expected standard:</b> Reading 75%, Writing 70%, Maths 75%. The gap between our disadvantaged pupils and others nationally to close significantly.
D.	<b>End of KS2 (Year 6) % of pupil premium children to achieve expected standard:</b> Reading 71%, Writing 76%, Maths 76%. The gap between our disadvantaged pupils and others nationally to close significantly.
E.	<b>To diminish the differences in progress and attainment between our most able pupil premium children and high attaining national others, (pupils who are not in receipt of pupil premium funding).</b>

**8. Planned expenditure 2017-2018 = £460,140**

**i. Strengthen the quality of teaching.**

**Total budgeted cost = £28,004**

Desired outcome	Actions	What is the evidence and	How will you ensure it is	Staff lead	Impact
<p><b>1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.</b></p>	<ol style="list-style-type: none"> <li>1. Deploy coaches to work with individual teachers' areas for development as identified through our teaching over time policy.</li> <li>2. CPD on what good/outstanding maths and reading teaching looks like, challenging the most able/helping them to reach their full potential.</li> <li>3. Personalised CPD for school leaders to increase their effectiveness. Will also include interrogation of progress data to inform targeted teaching and interventions.</li> <li>4. SLT/subject leaders to QA lesson planning to make sure tasks are matched to ability and are challenging, particularly for the most able.</li> <li>5. Teachers to communicate well with TA's and ensure they are aware of gaps in learning so focused interventions take place.</li> <li>6. Introduce collaborative learning, metacognition and self-regulation techniques and mastery learning.</li> </ol>	<p>The differences in our disadvantaged pupils' progress and attainment and that of others nationally are not diminishing.</p> <p>Sig- on RAISEonline for KS2 writing and maths in 2016. In 2017 huge</p>	<ul style="list-style-type: none"> <li>• QA planning records</li> <li>• Book scrutinies</li> <li>• Learning walks to focus on stretch and challenge for all pupils.</li> </ul>	<p>HT (AR)</p>	
<p><b>2) All teachers and to have a performance management target linked to pupil premium or SEND outcomes.</b></p>	<p>Performance management targets linked to pupil premium / SEND outcomes agreed by end of October for teachers.</p>	<p>Pupil premium outcomes were too low in 2017 and not all staff felt accountable for raising the attainment and</p>	<p>HT and performance management governors to QA.</p>	<p>HT (AR) &amp; SLT</p>	
<p><b>3) To ensure all teachers provide high quality accurate assessment, feedback and marking which impacts strongly on the attainment and progress of pupil</b></p>	<ol style="list-style-type: none"> <li>1. INSET for teachers on the new tracking and assessment system.</li> <li>2. Teachers to mark the work of pupil premium/SEND children 1<sup>st</sup> and in greater detail so the children know how to improve their work.</li> <li>3. All challenges/next steps to be clearly worded. SLT to check that pupils have responded to teacher feedback and that the improvements are correct.</li> </ol>	<p>Ofsted stated that the assessment information in the school's tracking system is not always accurate.</p>	<p>Learning walks and lesson observations to QA questioning.</p>	<p>DH of School (AH)</p>	

ii. Targeted support for pupil premium children.			Total budgeted cost = £255,666			
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	
<p><b>EARLY YEARS</b> 69% of pupil premium children to achieve GLD.</p> <p>Gap between our pupil premium children and others nationally to reduce to 10% or less.</p>	<ol style="list-style-type: none"> <li>Employ 2 speech and learning teaching assistants to work with the nursery and reception class children.</li> <li>Deploy a Parental Support Assistant to work with parents in nursery to promote setting boundaries for children, toilet training and good parenting habits.</li> <li>Early Years Review September 2017 by the new EYFS Leader to identify what needs to be improved. Will consider replacing Jolly Phonics with Read Write Inc and re-training all staff, so a consistent approach to phonics teaching.</li> <li>Introduce new EYFS progress/target tracking system to enable staff to closely monitor progress and identify individuals who are at risk of not achieving a good level of development.</li> <li>From January organise a breakfast reading club for PP Reception children who need extra support.</li> <li>Deliver "Early Talk Boost" to targeted groups of PP children.</li> <li>Further improve the reading areas.</li> <li>Liz Bailey (Maths consultant) to spend a full day (27/9) with Reception classes to assess early counting skills and provide INSET for staff on counting and problem solving.</li> <li>Introduce precision teaching to address gaps in maths knowledge/skills.</li> <li>"Stay and Learn" sessions for parents of PP children at risk of not achieving GLD. Free resources/guidance provided.</li> <li>Consider introducing attendance rewards for nursery and reception children. (Prizes from treasure box and certificate awarded.)</li> </ol>	<p>A large % have poor speech, language and communication skills when they start nursery.</p> <p>Ofsted stated that "not enough children reach a good level of development by the end of the early years."</p>	<p>Learning walks, lesson observations and workbook scrutinies.</p>	<p>Early Years Leader (AP)</p>		
<p><b>PHONICS</b> 77% of Year 1 pupil premium children to pass the phonics test in 2017.</p>	<ol style="list-style-type: none"> <li>Intensive daily phonics for this group from Year 1 teachers and TA's.</li> <li>Phonics workshops held in September and March to help parents feel confident to help their children with their phonics homework. Also provide free resources they can use at home.</li> <li>Phonics tests every half term and afternoon interventions at least twice a week.</li> </ol>	<p>Need to continue to close the gap between our disadvantaged children and national others.</p>	<p>Check that pupil premium children know their phase 1/2/3/4 phonics and can apply them confidently.</p>	<p>KS1 Leader (KT)</p>		

<p><b><u>MATHS</u></b></p> <p><b>End of KS1</b> <b>75% of pupil premium children to achieve the expected standard.</b></p> <p><b>End of KS2</b> <b>76% of pupil premium children to achieve expected standard.</b></p>	<ol style="list-style-type: none"> <li>1. New scheme of work introduced to ensure effective stretch/challenge for all abilities.</li> <li>2. Maths pupil progress meetings take place where staff are asked to talk about the progress of their PP children and what they are doing to address gaps in learning.</li> <li>3. Liz Baily (maths consultant) to spend 6 days providing in class support and INSET for teachers/TA's to improve their subject knowledge and teaching skills.</li> <li>4. INSET by Maths Leader on stretch/challenge, problem solving and reasoning.</li> <li>5. Introduce Inspire Maths into Y1. This will then filter up through school with the pupils.</li> <li>6. Inspire Maths training (5-day course) in order to develop problem solving, fluency with number and reasoning</li> <li>7. Targeted support for PP children from HLTA and maths intervention TA; White Rose maths resources purchased.</li> <li>8. Break-time and lunchtime numeracy clubs for Years 1 to 6.</li> <li>9. Maths leader to QA stretch/challenge for all abilities.</li> <li>10. Half termly maths assessments to demonstrate progress over time.</li> <li>11. Maths workshops for parents on the schools' calculation policy and how to support</li> </ol>	<p>Pupil premium maths outcomes are too low at KS1 and KS2 and well below the average for national others.</p> <p>KS2 maths progress was sig – on RAISEonline in 2016</p>	<p>Challenging performance management targets, learning walks and book scrutinies.</p> <p>All teachers and TA's made accountable for raising PP outcomes via pupil progress meetings</p>	<p>Maths Leader (AH)</p>	
--	--	---	--	--------------------------	--

<p><b>READING</b></p> <p><b>End of KS1</b></p> <p><b>75% of pupil premium children to achieve expected standard.</b></p> <p><b>End of KS2</b></p> <p><b>71% of pupil premium children to achieve expected standard</b></p>	<ol style="list-style-type: none"> <li>1. Read Write Inc training for new staff to be considered. CPD on whole class reading techniques and differentiation.</li> <li>2. Targeted reading support for PP children from HLTA and literacy intervention TA to address gaps in learning.</li> <li>3. Breakfast reading club established for PP children who need extra support to enhance their reading skills.</li> <li>4. Reading champion (qualified teacher) employed to develop and teach reading comprehension strategies.</li> <li>5. Reading apprentice employed from September to further improve reading fluency and comprehension of PP children.</li> <li>6. First 30 mins of 3 morning each week to be spent reading; teachers, TA's and reading champions to support PP children who need extra help.</li> <li>7. Investigate benefits of "Cracking Comprehension "for KS2.</li> <li>8. Investigate the benefits of Lexia to support 5 PP children in each year group. r</li> <li>9. Rising stars reading test every half term to identify weaknesses and Salford reading test for SEND PP students.</li> <li>10. Exciting new reading displays created in corridors and new library to encourage/increase reading frequency.</li> <li>11. The Hundred Book Challenge for KS2 and the Great North Reading Challenge for KS1 to improve reading skills and reading frequency. Linked to reading reward scheme; pupils select appropriate reading books as their prizes.</li> </ol>	<p>Ofsted stated that "leaders and teachers have not engendered a love of reading in their pupils." They also said that pupils do not develop reading comprehensive skills as fast as they should.</p> <p>Pupil premium reading outcomes are too low at KS1 and KS2 and well below the</p>	<p>Lesson observations and learning walks.</p> <p>Pupil voice</p> <p>"Reading Champion" to train TA's so they provide high quality reading support.</p>	<p>English Leader (EP)</p> <p>Reading Champion</p>	
--	--	--	---	--	--



<p><b><u>WRITING</u></b>  <b>End of KS1</b>  <b>70% of pupil premium children to achieve expected standard.</b></p> <p><b>End of KS2</b>  <b>76% of pupil premium children to achieve expected standard.</b></p>	<ol style="list-style-type: none"> <li>1. Provide additional TA support to help less able PP children improve their writing skills.</li> <li>2. Continue to provide and monitor extended writing opportunities across the curriculum and in English.</li> <li>3. Arrange for 2 guest authors to visit in September and March to develop extended writing. One author to be selected on the grounds that their books appeal to boys.</li> <li>4. Attractive displays in every classroom to celebrate improved writing standards.</li> <li>5. Pie Corbet "Talk for Writing" programme and training to continue.</li> <li>6. New writing pencils purchased for younger children to improve their writing grip.</li> <li>7. Introduce Nelson Handwriting Scheme to further improve writing and presentation skills.</li> <li>8. Mini weekly SPAG boosters for all abilities for Years 5 and 6.</li> </ol>	<p>Writing outcomes need to improve, so the gap between our disadvantaged children and national others closes.</p>	<p>English lead to quality assure for maximum impact.</p> <p>All teachers made accountable for raising attainment in writing via pupil progress meetings.</p>	<p>English leader (EP)</p>	
<p><b><u>MOST ABLE</u></b>  <b>To diminish the differences in progress and attainment between our most able pupil premium children and high attaining national others.</b></p>	<ol style="list-style-type: none"> <li>1. Close monitoring of progress/attainment of high attaining PP children.</li> <li>2. Planned intervention sessions in math, English and the rest of the curriculum for most able Years 2, 5 and 6.</li> <li>3. Outdoor "Learning Skills for Life" programme to develop their problem-solving skills and higher order thinking approach.</li> </ol>	<p>High attaining PP children do not achieve as well as their peers and others nationally.</p>	<p>Book scrutinies, learning walks and lesson observations.</p> <p>Termly Executive Principal reports for governors.</p>	<p>English Leader (EP)</p> <p>Maths Leader (AH)</p> <p>Curriculum Leader (PM)</p>	

iii. Other approaches to raise the attainment and progress of pupil premium children.			Total budgeted cost = £176,470		
<p><b><u>ATTENDANCE</u></b> Lower absence rates to improve attainment.</p>	<ol style="list-style-type: none"> <li>Attendance Officer supported by EWO to closely monitor attendance and respond swiftly to absence. Letters /action taken when attendance drops to 96%, 93% and when 90% referral made to EWO.</li> <li>Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM.</li> <li>Continue with current attendance reward system and introduce improved attendance rewards (certificate &amp; prize from treasure box) for pupils who manage to improve their attendance by at least 4%. Improved attendance awards presented every half term.</li> <li>Holidays taken in term time not authorised. Penalty fines to be considered by SLT.</li> </ol>	<p>Some PP children have high absence rates which is affecting their progress and attainment.</p>	<p>Close monitoring of attendance and absences.</p> <p>Will require medical evidence for pupils at risk of becoming PA.</p>	<p>PP Deputy Head (JR)</p> <p>New Attendance Officer</p>	
<p><b><u>FURTHER IMPROVE BEHAVIOUR FOR LEARNING</u></b></p>	<ol style="list-style-type: none"> <li>Review and update the behaviour policy</li> <li>Monthly welfare meetings to monitor behaviour records, identify vulnerable pupils and create a personalised behaviour plan the support them</li> <li>Use play therapy to support &amp; develop the emotional wellbeing of target children as identified through behaviour trackers and red card slips.</li> <li>Run BU project led by external providers, Children North East, for half a term to work with targeted children to provide strategies to enable them to recognise and deal with emotions</li> <li>Use Art therapy to work with targeted groups to develop social and emotional skills.</li> </ol>	<p>Pupils behaviour is improving but is not yet of a high enough standard to support their learning well.</p>	<p>Learning walks</p>	<p>PP Deputy Head (JR)</p>	
<p><b><u>ENGAGING PARENTS</u></b></p>	<ol style="list-style-type: none"> <li>Maths, reading and writing workshops to show parents how to support home learning effectively. Personal invitations for hard to reach parents. Free learning resources provided to use at home.</li> <li>“Stay and Learn” sessions for parents of Nursery, Reception and Year 1 children.</li> </ol>	<p>Increased parental support will lead to better progress and higher attainment.</p>	<p>Frequency that parents/carers hear their children read evidenced in homework diaries. Records kept of parents’ events.</p>	<p>PP Deputy Head (JR)</p>	

<p><b><u>ENRICHMENT AND RAISING ASPIRATIONS</u></b></p>	<ol style="list-style-type: none"> <li>1. The school will continue to pay for or subsidise enrichment activities, educational visits and residential.</li> <li>2. Employ an external provider to work with PP children in an outdoor setting to develop their problem-solving skills in a practical way.</li> <li>3. Continue to subsidise breakfast club for some PP children.</li> <li>4. Organise STEM challenges to further raise aspirations.</li> <li>5. Inspirational guest authors, athletes and people from local companies to provide exciting learning experiences to encourage our children to aim high.</li> </ol>	<p>Many of our PP children have low aspirations.</p>	<p>Track enrichment activities.</p> <p>Pupil voice surveys in September and July to see if aspirations have been raised.</p>	<p>PP Deputy Head (JR)</p> <p>STEM Co-ordinator (PW)</p>	
---	---	--	--	--	--

9. Review of expenditure for previous academic year 2016-2017		Total budget = £439,030	Amount spent = £315,621
i. Strengthen the quality of teaching and learning for Nursery and Reception children.		Total cost = £53,983	
Desired outcomes	Actions	Estimated impact: Did you meet the success criteria?	Lessons learned and whether you will continue with this approach.
<p>Improve the language, communication and social skills of our nursery children.</p> <p>Increase the percentage of our pupil premium children that achieve a good level of development.</p>	<ol style="list-style-type: none"> <li>1. Deliver Early Talk Boost and speech and language support.</li> <li>2. Teaching assistant support for an identified group who need additional emotional support.</li> <li>3. CPD training on pupil premium data and support for more able.</li> <li>4. Outdoor learning provision developed to engage boys.</li> <li>5. Breakfast reading club.</li> <li>6. Parental engagement workshops and support packs.</li> </ol>	<p>59% of PP children achieved GLD; 3% less than in 2016. There is still a significant gap (-13%) between our disadvantaged children and others nationally.</p>	<p>Teacher and TA expectations need to be higher and new strategies will be introduced.</p>

<b>ii. Targeted support for pupil premium children. Total cost = £180,615</b>			
<b>Desired outcome</b>	<b>Actions</b>	<b>Estimated impact:</b> Did you meet the success criteria?	<b>Lessons learned</b> and whether you will continue with this approach.
<b>To accelerate progress in Key Stage 1 and ensure children reach or exceed age related expectations.</b>	<p>Additional teacher employed to reduce class sizes. CPD for TA's and teachers eg Mastery in Maths.</p> <p>HLTA and TA support for small groups and individuals. Also provide targeted support via the following interventions: Read Write Inc, Reading Champion Scheme, Breakfast Reading Club and Mathletics Homework Club.</p> <p>Literacy and numeracy workshops for parents and home resources.</p>	The %'s of disadvantaged children achieving the expected standard and those working at greater depth in reading and maths declined between 2016 and 2017.	We need to raise the bar again. Teacher and TA expectations need to be higher and new strategies will be introduced.
<b>To accelerate progress in Key Stage 2 and ensure children reach or exceed age related expectations.</b>	<p>Additional teacher employed to reduce class sizes. CPD for TA's and teachers eg Mastery in Maths.</p> <p>HLTA and TA support for small groups and individuals. Also provide targeted support via the following interventions: Reading Champion Scheme, More Able After School Club and Mathletics Homework Club.</p> <p>Literacy and numeracy workshops for parents and home resources.</p>	The percentage of disadvantaged children reaching the expected standard in reading was 4% below the percentage achieved in 2016, writing was 1% below and maths was 8% above. There are huge gaps between our disadvantaged children and others nationally in reading and maths (-32%). In 2017 there was <b>an improvement in the % of pupils reaching the higher threshold for reading, writing and maths.</b>	Additional high quality CPD for teachers and TA's is essential if we are to raise maths and reading standards.
<b>iii. Other approaches to improve the attainment and progress of pupil premium children. Total cost = £81,023</b>			
<b><u>IMPROVE CONFIDENCE &amp; EMOTIONAL WELL-BEING</u></b>	<p>Family support to remove specific barriers to learning.</p> <p>Play Therapy to enhance the physical development of identified pupils.</p>	Strategies impacted well; confidence of parents and pupils improved.	Strategies to continue in 2017/18.
<b><u>ATTENDANCE</u></b>	Attendance support and prizes.	<p>Attendance improved by over 1% from 93.7% in 2015/16 to 94.85% in 2016/17.</p> <p>The persistent absence rate was reduced from 23.6% to 12.8%.</p>	Strategies were successful and will continue. We will also pilot some additional strategies to further improve our attendance rates.

<p><b><u>REMOVE FINANCIAL BARRIERS TO LEARNING</u></b></p>	<p>The school subsidised or financed school visits, residentials and extra-curricular instrument lessons for 50 pupils.</p> <p>Wider life experience afternoons in the school allotment area and most able after school club.</p>	<p>Financial barriers to learning were removed.</p>	<p>We need to do pupil voice surveys to help us measure the impact of key enrichments on learning and aspirations.</p> <p>We also need to track/record the PP pupils that attend, residentials, extra-curricular activities and music lessons.</p>
--	---	---	--

<p><b>9. Additional detail</b></p>
<p>For additional information and evidence relating to this strategy statement please see our pupil premium policy, information leaflet for parents and our School Development plan for 2017-2018.</p>