**Pupil Premium Strategy Self Evaluation 2021-22**

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| 1. **Summary information** | | | | | |
| **Academic year** | 2021-22 | **EYPP grant**  **Total PP budget** | 20/49 41% projected: £6042  £215,200 (projection from 2020 census) | **Date of most recent PP review** | September 2021 |
| **Total number of pupils** | N1-6: 439  R-6: 382 | **Number of pupils eligible for PP** | 166  36.4% | **Date for next internal review of this strategy** | Dec 2021  April 2022  July 2022 |
| **Number of SEND children eligible for PP R-6** | 49 | **Number of PP children with EHCP support** | 5 |  |  |

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| 1. **Identified barriers to future attainment (for pupils eligible for PP)** | |
| **Academic barriers** (issues to be addressed in school, such as insecure use of the phonic code) | |
| A. | Low starting points at entry to school in early years |
| B. | Poor oral language skills and limited vocabulary which will lead to lower outcomes in reading and writing |
| C. | High pupil mobility results in a significant number of PP children arriving after EYFS (and missing the essential foundations) |
| D. | Range of additional needs that impact on children’s concentration, metacognition and self-regulated learning in school: including attachment, learning difficulties, childhood trauma |
| E. | Impact of 2 periods of school closure (March-Sept 20-21) (Jan-March 21) |
| **Additional barriers** (including issues which also require action outside school) | |
| A. | Impact of Covid 19 : SEMH : wider social issues |
| B. | Families live in an area of high deprivation and some children have a narrow sphere of experience (which impacts on attainment across curriculum) |
| C. | Lower attendance and more particularly punctuality rates for some pupils |

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| 1. **Key Strategies** | | | | |
| **EYFS strategies**  Evidence demonstrates high quality intervention in early years delivers on average +5 months progress - particularly for chn from low income families (EEF)  **Open access for 2 year old provision**  **Communication Speech and Language** (+6 months benefit - EEF)  -further embed Wellcomm intervention  - Embed interaction  **Early Reading**  Continue high quality internal and external support in phonics (particularly phase 1) and guided reading. Nursery children  **Early Maths**  Mastering number intervention R,1,2 | **CPD: Strategy 1**  *What is happening in the classroom makes the most difference*  High quality CPD (bespoke to needs) enables teachers and teaching assistants to provide excellent education  CPD strategies based on:  7 domains of school improvement  Teachers’ Continuous Professional Development research EEF  Equivalent of 1 AHT out of class to support teachers 0.8  DHT 0.4  TLR holder EYFS 0.2 | **Additional Teaching Assistants: Strategy 2**  TAs (when used effectively following the right intervention and support) can add + 3 months progress (EEF)   * TAs used in delivering structured (proven)interventions out of class | **Supporting children and families with barriers to learning (many exasperated by Covid19): Strategy 3**  Pastoral team including Senior and Deputy DSL; Attendance Lead; in addition to class teachers  Mobility tracked and more intensive/bespoke support provided when necessary to support a child  Prioritise therapeutic intervention, | **Enrichment Offer: Strategy 4**  SLT monitor impact of strategies to enrich the curriculum offer  Core museums and galleries offer widened. Year group ‘entitlements’ created  Termly monitoring of breadth of extended day offer and who is accessing |

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| 1. **Intended Outcomes** (specific outcomes and how they will be measured) | | Success Criteria |
| i. | Raise the attainment of eligible pupils, reducing and ultimately eliminating the gaps in attainment and ensuring identified pupils make rapid progress | **PP Children are Year 1 ready**  60% of disadvantaged learners achieve GLD by end of Reception  At least 6% of disadvantaged learners achieve greater depth in reading, writing and maths combined scores at the end of KS2.  **PP children are secondary ready and meet age related expectations unless there is a specific barrier to this**  R/W/M combined figure for PP children end of KS2 to be better than National PP figures and gap between PP/All at school diminished  >20% PP children to achieve GDS in reading  Any interventions across school demonstrate better progress than chronological age |
| ii. | Promotion of social and emotional well-being of eligible pupils supports them in making rapid progress | All PP children have access to after school pastoral/ arts and sports club offer. At least 80% of PP children attend across a year.  PSHE, Circle time, storytime and Philosophy sessions are protected on the school timetable. All children have a space to talk and share.  All PP children requiring additional therapeutic support are offered it across the year |
| iii. | Strong links and collaboration with families and access to experiences beyond school supports identified pupils in making rapid progress (particularly in Early Reading) | All families attend parent teacher meetings either in person or virtually  Something for the weekend reaches all families through Seesaw  Home reading habits are improved supporting pupil progress across school |

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| **5. Planned expenditure** | | | | |
| **Academic year** | **2021-22** | | | |
| We have based our actions for planned expenditure of the EEF best practice guidance: To improve classroom pedagogy; provide targeted support and to support implementation of whole school wider strategies. | | | | |
| **I.EYFS Strategies - Early Intervention**  **How will we use the EYFS PPG and PP for reception children to ensure that barriers on entry are overcome and pupils are ready for Year 1?** | | | | |
| **Intended outcome** | **Action** | **What is the evidence and rationale for this choice?** | **How will leaders ensure it is implemented well?** | **Staff accountable** |
| Early entry in our 2 year old provision ensures PP children are better prepared for entry to school | Ensure primary access for 2 year old provision is for disadvantaged families | Early access to families means that support can be given sooner, particularly identifying SEND, speech and language needs; better liaising with Health Workers/NHS  Higher-level language acquisition  EEF evidence - Early Starting age on average contributes to +6 months progress | * High quality CPD and support from SEND/SALT team for all 2 year old provision staff * Robust systems for allocation of places/ promotion to/ targeting of key families * Curiosity Approach supports development of imaginative play and problem solving | **AB (EYFS lead)**  **RNJ (DHT)** |
| All PP children make better than typical progress in CLL from whatever their starting point. | Further develop communication and language approaches across Early Years through explicitly planned talking, verbal expression, modelling language and reasoning through guided interaction. | * 60% of nursery PP children are EAL * 17 children in nursery have identified Speech, Language and Communication needs * 8 children in Reception have identified Speech, Language and Communication needs * Impact of 2 school closures on some children due to lockdowns * Education Endowment Fund * Communication and Language Approaches +5 months | **High quality adult-child interactions at all opportunities**   * All practitioners given regular high-quality CPD around effective interactions and adult modelling with EYFS children; including SALT intervention: ‘Interaction Challenge’ * WellComm interventions are consistent and constantly reviewed * All staff have additional CPD and support from SALT practitioner in school 0.1 a week. * Wide range of approaches for explicit extension of children’s vocabulary used including: Philosophy, shared reading, storytelling, helicopter stories | AB (EYFS lead) |
| * Ensure no gap between PP children and non PP children in reading * PP children are Key stage 1 ready * Ensure >60% of PP children meet their specific learning goal in reading | Ensure supporting home reading behaviours is prioritised  SLs use incremental coaching to ensure teachers and TAs are focused on closing gaps for disadvantaged students | * 2020-21 EYFS internal data PP children 10% above All in word reading in N and R continue to maintain no gap   EEF - Early Years interventions = + 5months | * Environment, interactions and home school links clearly demonstrate early reading as priority * Ensure Early Reading (inc phonics) is underpinned by excellent practitioner subject knowledge; responsive teacher observations and formative assessment practices * All adults receive at least termly CPD specifically upon Early Reading * Incremental progress in phonics and early reading is robustly tracked and all adults understand what a child’s next step would be * All PP children have access to at least 2 1-1 precision reads | LM (Reading lead)  AB (EYFS lead) |
| * PP chn enter R/KS1 with security in foundations of number * >70% achieve specific learning goal | Implement PA maths principles and mastering number across EYFS through high quality CPD | Although PP children perform in line with non PP across EYFS this is not always the case in KS1/2 which could suggest prioritising number security and fluency is vital to maintain no gap.  EEF report Early Numeracy Interventions + 6 months | * Observations, and end of year moderated judgements demonstrate children show greater security in particular in number and are R/Year 1 ready * Children make rapid progress due to teachers’ deep understanding of how children develop number fluency * All adults understand how to support children to develop mastery, ensuring currently higher attaining PP pupils are appropriately stretched and challenged * Resources are carefully selected the environment offers plentiful opportunities for children to demonstrate their developing knowledge and understanding | AB (EYFS lead)  CW/AM (Maths team) |
| Total Budgeted Cost: | £25,000 (Inc c£6000 monies allocated from Nursery PP) | | | |
| **December implementation review:**  **SALT support + adult interaction training taken place N1 and N2 - impact of interaction wheel - seen in high quality of adult interactions observed**  Currently 50% children on track in word read - 50% PP children on track. Gap is closed. Target additional 3-5 pupils for PP Word reading which would mean: 71-86% ARE (above nonPP/national)  Actions - additional phonics intervention and 1-1 reading pickups for identified children. New Phonics scheme to be sourced. Additional Early Reading intervention lead to be sourced for EYFS-Y2  Actions - AB track progress of children without SEND in nursery/reception who have been in school since N1.  MATHS - all adults have received high quality training and support through PA maths. Learning walk showed the impact of approaches within the environment - particularly outdoors. Currently 43% pupils on track in number - 7% off NPP and 27% off target.  Maths team to look at impact of training and support needed to improve fluency. | | | | |
| **April implementation review:**  EYFS lead to further support Nursery 1 with meaningful interaction to support low levels of language acquisition on entry to school. Ensure that intervention is swift and focused on developing language.  Additional 2 PP chn on track for word reading/ phonics - increase to 62%. No gap remains.  All EYFS staff trained in use of ‘Little Wandle’ Phonics scheme. Intervention for all children not secure with blending means all but 3 PP children are now blending in Reception and all have made good progress from their individual starting points. 1-1 reading pick-up 2 x weekly for all PP children.  Additional maths training and support in the environment from EYFS maths lead including modelling best practice in Nursery 1.  Fluency sessions taking place 4 x weekly focusing on security and mastery of number in Reception - being led by maths lead. | | | | |
| **July implementation review including impact and lessons learned:**  Paired observations with SALT specialist and EYFS lead showed positive impact upon interactions for our youngest children as well as the enhancements made to the environment and to prompts for adults.  Word reading for core pupils increased to 64% (overall PP figures for phonics/word reading fell as a result of the influx of new children in the spring and summer term. 16 new arrivals since January.  Lesson for 22-23 Phonics and Reading Practice from the start. Additional staffing of specialists for reading and phonics QFT and intervention. :  MATHS 64% of PP children achieved maths prime area. 82% of PP children (who had been with us since nursery). Children are more secure in number and fluency is seen as a strength of the majority of children.  Lesson for 22-23: more immediate and responsive intervention to support as soon as misconception is spotted. EYFS maths lead to be given further time to support all practitioners through additional training, modelling and team-teaching | | | | |
| **Strategy 1 CPD/Teaching: How will we use PPG to improve classroom pedagogy and support whole school strategies?** | | | | |
| **Intended outcome** | **Action** | **What is the evidence and rationale for this choice?** | **How will leaders ensure it is implemented well?** | **Staff accountable** |
| To improve attainment of PP children in Reading, Writing and Maths. Ensure that RWM combined at the end of KS2 is closer to national  To close progress gap exacerbated by lockdowns | Senior and middle leaders provide pedagogical training underpinned by our teaching principles  With a focus on:  -Challenge (including appropriate scaffold)  -Dialogic teaching  -Sequencing learning  - Commitment  - Metacognition | 36.4% of pupils are eligible for PP  Significant language barriers  Last published figures (2019) showed PP children meeting expected standard well below national  % achieving higher standards below national.  2019 KS2 Progress figures for R/W/M were also negative and must be improved  EEF metacognition and self regulation when implemented + 7 months  EEF feedback + 8 months | **TDT 7 domains of school improvement followed:**   1. Culture and wellbeing 2. Focus on Improving teaching and learning 3. Needs analysis and evaluation 4. Internal support and challenge 5. Use of expert knowledge 6. Clear processes and structures for CPD 7. Use of research and evidence | DHT/Senior leaders |
| As above | -Targeted coaching and mentoring based on needs analysis identified in appraisal cycle alongside cycle of monitoring and support | As above  Analysis shows that there is no pattern or trend for underperformance in a specific subject, year group or gender for children who qualify for Pupil Premium. And transient numbers mean there is no clear pattern of what works as each year group is different with many with PP cohort performing better than non PP  Effective support needs to be planned according to the specific needs of the children in each cohort that qualify for Pupil Premium. As well as improvement needs of individual teachers  Research for disadvantaged children individual teacher performance can make a real difference +/- | * Regular monitoring of books (mainly alongside class teacher/pupils); learning in lessons; pupil/staff voice * Regular tracking using teacher judgement/NFER used to support PPMs * Sample of PP children to be tracked throughout the year and used to inform SLT decisions about staff deployment, additional intervention * Analysis of QFT and intervention demonstrates that PP children working at the higher standard have the support at the point of need * Mutually agreed support to improve teacher performance | SLT (Core subject leaders) |
| Children can articulate evidence that they have applied self regulation and metacognitive learning skills. | Developing metacognition and self-regulation approaches to develop children’s ability to think about their learning.   * Embedding learning skills/common language * Zones of regulation | School identified correlation between children who failed to secure managing feelings and emotions in EYFS but had secured specific areas related to literacy with poor progress in R/W across KS2  EEF evidence suggests the use of ​‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well | * Through the cycle of CPD teachers’ professional knowledge about metacognition and self regulation improved. * It is clear in lessons observed/pupil interviews that children are scaffolded to think about metacognition * Impact on those few children struggling to self-regulate has improved through reduction of behavioural incidents | DHT/AHTs |
| Total budgeted cost: | £48,000 (AHT/DHT release time) | | | |
| **December implementation review:**  Targeted coaching and mentoring in specific year groups/subjects - improvements clear. **Reach of this strategy has been significantly impacted upon by further Covid disruptions and staff absences.**  SLT to further review impact of metacognitive training and strategies implemented as of Dec 21.  Teachers embedding clear systems for reflecting upon successes within key subjects/ particularly maths/ writing - further pupil voice review needed. Priorities as a result of Ofsted have impacted upon the success of this.  Zones of regulation training and implementation for key SEND pupils has had very positive results; to be rolled out in one key year group in spring term; across the school in summer. | | | | |
| **April implementation review:**  Focused classes showed positive impact of additional support. | | | | |
| **July implementation review including impact and lessons learned:**  KS2 combined figures for PP 65% - above National and above school NPP (60%)  Partnering SLT with key year groups supported close analysis of and attention to strategies to support key pupils.  Lessons - embedding metacognitive strategies to continue to be a strand (across 3 year PP strategy). Focus for 2022-23 on teacher modelling and scaffolding.  Further targeted team teaching and reflective triads to focus on implementation of the teaching principles - particularly ‘challenge’ | | | | |
| **Strategy 2 - Teaching Assistants**  How will we use the PPG (alongside Catch-up fund) to deploy teaching assistants to enhance teachers’ classroom delivery and to deliver evidence based, targeted interventions to improve outcomes for eligible pupils? | | | | |
| **Intended outcome** | **Action** | **What is the evidence and rationale for this choice?** | **How will leaders ensure it is implemented well?** | **Staff accountable** |
| Gap closed or no gap maintained between PP/Non pp children across years 1-6  % of children working in each year at the higher standard is increased | Additional classroom TAs (beyond those attached to children with EHCP) employed to enable flexible ‘split-provision’ model of teaching in R/W/M and in particular with guided reading sessions | Using TAs appropriately ensures challenge for all - our primary ‘teaching principle’  EEF research suggests correct TA deployment can add + 3 months to disadvantaged pupils | * Ensure TAs are used effectively to add value to what the teacher does, not replace them * Ensure pre and post teach are being deployed * Provide high quality CPD so that TAs are clear when and how to intervene with children and when to encourage pupil independence * Ensure TAs have enough time to be prepared for sessions and provide feedback and that they are given time to co-plan where possible * Ensure all classrooms/corridors have clear teaching spaces | AHTs  Maths/English Leads |
| * All PP children enter KS2 able to decode and read fluently (unless identified need) * Children identified as working in bottom 20% (or 30% due to Covid) make accelerated progress | -Initially 5 members of staff trained to lead ‘Switch on’ intervention across 2-6  - All TAs access diagnostic reading training from BH | EEF Switch On +10 months word reading age progress   * 9 months word spelling age progress; increased pupil confidence; upskilling of TAs | Ensure TA are used only to deliver high quality 1-1 and small group structured interventions  Careful analysis of a range of quantitative and qualitative data enables children to be accurately targeted for the right intervention at the right time  TAs are given regular, high quality training/coaching and mentoring internal and external (through work with Barlow Hall + English/maths Hub) | AHTs / Reading lead |
| Total Budgeted Cost: | £66,080 (equivalent to 3 x TA3) | | | |
| **December implementation review:** All switch on Pupils have made 3 x expected progress across autumn term (initial 5 pupils)  New group of 5 pupils to begin Jan 2022  Diagnostic reading training has had a positive impact on quality of 1-1 reading - all adults can confidently support children with next steps using our praise and prompt system - roll out to support teachers also.  Phonics training in spring using new scheme will further support TAs in the quality and delivery of 1-1 reading | | | | |
| **April implementation review:**  Further 10 pupils took part in ‘Switch On’ intervention across spring term. All but 2 made accelerated progress and 1 pupil is now reading at the age appropriate level. | | | | |
| **July implementation review including impact and lessons learned:**  KS1 and KS2 PP attainment and progress higher than NPP (KS2 above national)  [Summer End 2022 Data MTA/NFER](https://docs.google.com/document/d/19ZqSSOJUOnFzs2jFwwIPT1M6ZP2tQu2_Cbg1oITdD1E/edit)Years 1-5 PP in line or outperformed NPP in all put 2 classes.  LESSONS: Ensuring intervention(s) used are well proven (EEF) as in Switch On and that TA/teacher time is protected to carry them out.  Support for children who have been through ‘Switch On’ - how can we ensure that the progress is consolidated so that children do not just close the gaps but ‘catch-up’ with peers? | | | | |
| **Strategy 3: Supporting children and families with barriers to learning (many exacerbated by Covid19)** | | | | |
| **Intended outcome** | **Action** | **What is the evidence and rationale for this choice?** | **How will leaders ensure it is implemented well?** | **Staff accountable** |
| * PP attendance figures continue to be better than National PP * PA is further reduced | Monitor and analyse punctuality and absence trends, offer support and follow action required in order to ensure all children attend regularly and on time | Approaches of the team are working and are to be continued.   * Some previous Early Help plans absence was targeted as a key issue (support from school has been crucial) * A minority of families have needed and will need further support with re-establishing ‘school habits’ after lockdowns | * Attendance lead as member of DSL team provides at least monthly updates to Safeguarding meetings inc lead governor * All class teachers are aware of key children and work alongside attendance team to support families | JH/ PO’D |
| Improve attainment scores  Decrease SDQ scores (or show improvements in Boxall profile) for identified pupils | Target intervention for those identified as having SEMH or behavioural difficulties | Accessing therapeutic intervention and tracking the impact gives staff further information and best strategies to support vulnerable children  If children are not ready to learn they won’t learn | * SEND/DSL leads monitor all interventions and who has accessed them * Further support provided for children once intervention has finished | PO’D ABr |
| To better engage and serve parents to ensure that opportunities to support pupils are utilised | Ensure Seesaw/ Google Classroom are used to promote learning and as the first point of communication. Build on success of ‘something for the weekend’ initiative  All subject leaders/pupil leads model how cultural capital/ specific subject knowledge can be increased in homes through conversation  Senior/subject leaders lead range of parent workshops and support all teachers to  Build regular opportunities for parents to visit school and share in pupil learning as well as their own ‘funds of knowledge’ | Evidence shows that children who have support with their learning at home show greater cognitive gains. | Continue to record Seesaw visits, website visits. Ensure all parents/carers are enabled to access Seesaw app and encouraged to do so.  Regular monitoring of reading records/homework and support additional clubs set up for families who are struggling to engage  DHT/subject leads monitor parental workshop offers and uptake. Key parents specifically encouraged/targeted to attend  Extra individual meetings with parents to support their child’s learning at home offered  Parents invited to share in some of after school offer, particularly around reading | Class teachers  AHTs  Core subject leads |
| For higher attaining children eligible for PPG to achieve accelerated progress. | Booster groups for higher attaining pupils will receive additional intervention to ensure that they are on track to achieve greater depth. Use of fischer family trust target setting provides the context around high expectations. Evidence from previous years’ achievements show that high attaining pupils eligible for PP are achieving equally to non PP children. Pupil progress meetings to ensure | Use of fischer family trust target setting/Insight provides the context around high expectations.  Evidence from previous years’ published achievements show that high attaining pupils eligible for PP should achieve better when compared to No PP pupils and  PP money must not be used only for those children who need to catch up with peers. All PP pupils are entitled to support that will help them flourish/ improve life opportunities | * Rigorous identification of previous milestones (particularly for year groups without published data) * PPMs key PP children are focus of conversation - same children are focus of bi-weekly ‘book bazaar’ monitoring/ half-termly pupil interviews - acting as case studies for wider PP population * Senior Leaders ensure that all adults understand who PP children are and can justify the support they have been given | RNJ  maths/english leads |
| Total Budgeted Cost: | £55,000 | | | |
| **December implementation review:**  Pastoral interventions prioritised in key year groups.  Additional Place to be Sessions offered for identified pupils (NOTE: this is at no additional cost - so not accessing PP funds)  Play Therapy sessions for 4 identified children (on-going support)  PP attendance 94.4% across autumn term - just off whole school figures. The Safeguarding/Pastoral team supported identified families. A number of families returned to school late (returning to their home country) - their attendance should now improve quickly.  **PP PA 13.2%**  PPM meetings (DEC) showed previously higher attaining PP children were making better progress across all year groups.  Children identified as ‘vulnerable’ because of slow progress to be further targeted in bi-weekly catch up meetings between SLT/class teachers. (Some of these were impacted upon by staff absence) | | | | |
| **April implementation review:**  94.9% Spring term (up to end of spring 1) 95.01% non PP (nominal gap between disadvantaged and non-disadvantaged) - sickness amongst whole school population still an issue although attendance remains above city and national  95.4% from September to now  PA is 12% - 0.5% above the whole school PA. Key families are being closely supported 2 families now working on Early Help Plan - reduction from autumn term of around 1%.  Further parental voice to be carried out about uptake of subject specific Seesaw interaction. How could the questions/ activities better reach families? Are families using/responding without commenting on the app? Parent Workshops to be held around interacting through Seesaw summer term | | | | |
| **July implementation review including impact and lessons learned:**  Wider data - see other strands  Higher standard reading - improved on 2019 (23%) and 19% maths  Attendance: 95.15% (FSM - 94.96%) above school NPP and above National  Disadvantaged PA reduced across summer term due to targeted support for key families. 10.26% nearly 2% below whole school figure and stronger than national. | | | | |
| **Strategy 4: Enrichment Offer -** How will we use the PPG to further enrich the curriculum and address some of the wider needs of those pupils eligible (as well as our whole school community)? | | | | |
| **Intended outcome** | **Action** | **What is the evidence and rationale for this choice?** | **How will leaders ensure it is implemented well?** | **Staff accountable** |
| % of PP children reading at or beyond ARE increases across each year in KS2  Children leave Medlock at National Expectation but more importantly, as confident and enthusiastic readers. Life long love | Further improve and diversify range and quantity of reading material for pupils with secure reading code in KS2   * Provide richer opportunities for children to | Higher level language acquisition (required to fully access KS2 NC) for some pupils can be affected by a paucity of peer/family role models  Reading fluency and deeper comprehension have been identified as barriers to success in school across KS2 | Regular reading tracking inc tracking of reading preferences using accelerated reader  CPD and training for teachers and TAs on reading for pleasure  Teachers continue link with Open University Reading Rich Pedagogies  Displays and classrooms are rich with conversation and celebration of reading, much of which is pupil led | RNJ/ Reading lead |
| All PP children experience ensemble instrumental or singing instruction across KS2 (with the opportunity to continue beyond the classroom) for each of the 4 years (significantly more than requirement of 1 term) and experience live music in venues across the city/within school | * Ensure all children in KS2 take part in wider opportunities sessions * - Music lead to ensure each year group experiences at least 1 live music experience across the year * - subsidised or free instrumental sessions available to PP children | EEF arts participation + 2 months  Instrumental take up across the school beyond wider opportunities is currently too low, particularly amongst PP children | * Questionnaire to discover instrumentalists across school * PP children access additional recorder club * PP take up of subsidised ‘rocksteady’ places * Record pupils responses to experiencing live music | RNJ |
| All PP children have access to before and after school enrichment through clubs, visitors, trips and visits | * All children will have experienced a trip beyond school each half term * Expectation of one visit to each of local museums/galleries/library across the year | Many of our PP children (and wider school community) do not have the opportunity to explore their interests and talents/ particularly when that means bearing a financial burden or to visit cultural places of interest/ even geographically close  EEF extending school day + 2 months  EEF arts participation + 2 months | * Registers kept for all additional lunchtime/after school clubs. Senior Leaders ensure that clubs are equitable * Ensure GD children have experiences beyond classroom: STEM (Man Uni); Reading Gladiators yrs 4, 5 and 6 * AHTs support with organising and budgeting for trips * Trips organised in advance with time to budget + additional funding and fundraising allocated accordingly to support families | RB  BF (PE lead) |
| Total budgeted Cost: | £20,000 | | | |
| **December implementation review:**  Reading Gladiators intervention runs in year 5 and 6 for 12 identified PP children. 5/6 PP children in Y6 on track to achieve a higher standard in reading.  Shakespeare Festival in year 4 and Wizard of Oz performance in years 5 and 6 offer children opportunities beyond the classroom to perform.  All children receive additional instrumental sessions in year 4 and 5. Additional recorder club for identified children 4/8 PP children. | | | | |
| **April implementation review:**  Recorder instrumental sessions numbers increased to 16. Further opportunities created to perform in front of peers. | | | | |
| **July implementation review including impact and lessons learned:**  LESSONS - include opportunities for ‘reading club’ style groups as well as additional teaching for all ‘higher attaining’ KS2 PP children  Increase access to music teaching 22/23 PP money to be used to supplement the music grant to allow more classes to be taught by teachers alongside music specialists. Children to be supported to take examinations where appropriate  A wide number of pupils offered group and individual recorder, voice and woodwind lessons. 3-6 choir. | | | | |