



## Southville Primary School

### Pupil Premium Strategy

Summary information					
School	Southville Primary School				
Academic year:	2019—2020	Total Pupil Premium budget	£67,145	Date of most recent PP review	July 2019
Total number of pupils	535 (including under 5s)	Number of pupils eligible for PP	52 children	Date for next internal review of this strategy	Term 3 2020

### Comparative attainment at statutory assessment points

#### KS2 SATs 2019

	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above grammar, punctuation and spelling	60%	91%	78%
% achieving expected standard or above reading	60%	89%	73%
% achieving expected standard or above writing	20%	82%	78%
% achieving expected standard or above maths	60%	89%	79%

**KS1 SATs 2019**

	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average 2018
% achieving expected standard or above reading	57%	75%	75%
% achieving expected standard or above writing	43%	75%	70%
% achieving expected standard or above maths	71%	83%	76%

**Phonics Test 2019**

	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average 2018
% passing the year phonics test in year 1	<u>12 children eligible</u> 5 / 12 passed – 41.6%	89%	82%
% passing the year phonics test including retakes in year 2	<u>11 children eligible</u> 10 / 11 children passed – 90.9%	97%	92%

**Reception GLD 2019**

	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average 2018
% achieving a Good Level of Development			71.5

**Barriers to future attainment (for pupils eligible for Pupil Premium)**

**Academic barriers**

A	<p><b>Low attainment in core subjects</b> Some children entitled to Pupil Premium are not yet at the expected standard for their age and need to make rapid progress in English and maths to achieve well by the next statutory assessment point.</p>
B	<p><b>Vocabulary gap</b> Some children entitled to Pupil Premium have a smaller vocabulary to some of their peers, which displays as a barrier to achievement in reading, writing and foundation subject lessons</p>
C	<p><b>EAL</b> A number of children entitled to Pupil Premium also speak English as an Additional Language, which presents its own set of challenges for children.</p>

**Additional barriers (including issues which also require action outside school)**

D	<p><b>Attendance</b> A number of children entitled to Pupil Premium have poor attendance or punctuality, which directly affects their attainment and progress.</p>
E	<p><b>Wellbeing</b> A number of children entitled to Pupil Premium require additional emotional and/or social support in school and with external agencies to enable them to settle and focus on their learning.</p>
F	<p><b>Opportunities and enrichment</b> A number of children entitled to Pupil Premium have fewer life experiences than their peers, including access to a range of workplaces and environments.</p>

<b>Intended outcomes (Specific outcomes and how they will be measured)</b>		<b>Success criteria</b>
A	<p><b>Low attainment in core subjects</b> A higher percentage of children eligible for Pupil Premium will achieve age-related expectations in English and maths during statutory assessments.</p>	<p>Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS and the gap closes as the children move up through the school. Analyse School Performance data reflects an increasing number of children entitled to Pupil Premium leaving Year 6 at age-related expectations in English and Maths in line with their peers. Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school. Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school.</p>
B	<p><b>Vocabulary gap</b> Children entitled to Pupil Premium will achieve in line with their peers in reading and writing in all year groups.</p>	<p>Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS through to year 6 in reading and writing. Book monitoring of cross-curricular writing by children entitled to Pupil Premium will demonstrate an increased ability to use and apply complex and specialist vocabulary. Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school. Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school.</p>
C	<p><b>EAL</b> Children who speak English as an</p>	<p>Data tracking demonstrates a higher percentage of children who speak English as an Additional Language and are eligible for Pupil Premium achieve at age-related expectation or above from EYFS through to year 6 in core subjects.</p>

	Additional Language and are entitled to Pupil Premium will achieve in line with their peers.	Clear analysis of small group teaching impact for children who speak English as an Additional Language and are eligible for Pupil Premium across the school. Clear analysis of 1:1 teaching impact for children who speak English as an Additional Language and are eligible for Pupil Premium across the school.
D	<b>Attendance</b> Improvements of punctuality and attendance of a group of targeted individuals through setting clear parental expectations and implementation of the school's Attendance Policy.	Attendance of children entitled to Pupil Premium will improve from xx% to the school expectation of 96% or above. Punctuality of children entitled to Pupil Premium will improve from xx% to the school expectation of 96% or above.
E	<b>Wellbeing</b> Children entitled to Pupil Premium who require emotional and/or social support will have received interventions either 1-to-1 or in small groups.	Targeted support for some individual children entitled to Pupil Premium will have been put in place and these children will be more settled in school and able to focus on their learning. Interventions include: <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Play therapy</li> <li>• Art therapy</li> <li>• Music therapy</li> </ul> Referrals to outside agencies such as CAMHS will have been made for some individual children entitled to Pupil Premium. Parents of some children entitled to Pupil Premium will have attended ParentGym to support with parenting and the social and emotional support that they can offer their children.
F	<b>Opportunities and enrichment</b> All children to have experienced a range of curriculum enrichment to broaden their learning experiences and understanding of the world.	Higher percentage of children eligible for Pupil Premium engage fully within the Immersive Curriculum feeling confident to share their learning experiences with those around them. Parents visit when an opportunity is given to understand the curriculum and the expectations on the children. Evidence in books, lesson observations and pupil interviews demonstrates the impact of these enrichment opportunities on pupil outcomes and engagement.

# Review of expenditure

Previous academic year

2018 / 2019

Quality teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (whether you will continue with the approach)	Cost
Well-being				
Play Therapy	On-going To work on bespoke therapeutic intervention with 4 Pupil Premium children	<u>Medium impact</u>  The therapy has been positive for all children taking part. Some children still have play therapy requirements  It has been more successful where there has been full family engagement.  The therapy sessions have been reviewed by the SENCO and the provider every 10 weeks in order to assess impact.	<ul style="list-style-type: none"> <li>• Full engagement from all parties is essential to ensure success.</li> <li>• School requiring regular written feedback from the sessions</li> <li>• Potential 360 degree feedback from all the adults involved in a constructive format</li> </ul>	£4601.50
ELSA Support	Supporting individual children's emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. The aim being that children learn better and are happier in school if their emotional needs are also addressed.	<u>Medium impact</u>  Targeted children supported through the year.	<ul style="list-style-type: none"> <li>• How many children will we have next year and is this going to be possible to carry out effectively in the future.</li> <li>• How and who do we targeted. How is success and impact measured?</li> </ul>	£2250.00
HSLW to support Parents and children. Daily check-in with identified Children/Parents/Carers	Pupils with additional needs supported through Early Help support. Increased confidence and self-esteem. Pupils happier at school and at home, more able to access learning	<u>High Impact on families</u>  This is done on a case by case basis.  Where support has been given the Parents / Carers have responded	<ul style="list-style-type: none"> <li>• How is success and impact measured?</li> </ul> <p>Number of PP children supported through this process = _____</p>	£4875.00

	Ensuring Parents/Children have a voice	positively to the help and to the support.	<ul style="list-style-type: none"> <li>How do we measure the impact on the child?</li> <li>Attendance information on the children</li> </ul> Child A Child B	
Safeguarding and child protection	Ensuring children are safe and supported through management and recording of all child protection, behavioural issues, bullying and special educational needs and domestic issues.	<u>High Impact on families</u>  This is done on a case by case basis.  Where support has been given the Parents / Carers have responded positively to the help and to the support.	<ul style="list-style-type: none"> <li>Ensure that communication between class teachers, SLT and DSL is clear</li> <li>Number of Parents supported as a result of information being shared -</li> </ul>	£1915.00
ESOL classes for Parents/Carers	Parents will develop a better understanding of the school. They feel more confident to resolve issues, or ask questions.	Need to know take up numbers	<ul style="list-style-type: none"> <li>Number of Parents / Carers in attendance through the year</li> </ul>	£80.00
Milk	Children to be provided with a daily milk drink to ensure they are getting a daily source of calcium	<u>Low impact</u>		£339.92
<b>Enrichment and Engagement</b>				
Afterschool Clubs	To provide a range of opportunities and equal access for all children and promote healthy active lifestyles. Increase social participation, support areas outside school that children may excel in.	<u>Low impact</u> The children have been provided with a social engagement opportunity with their peers that financially they may not have had access to.	<ul style="list-style-type: none"> <li>This provides the children with a shared opportunity as their peers however it has a limited effect to their overall learning opportunities.</li> </ul>	£2034.00
School camp y5/6	Raise aspiration, motivation and engagement. Improve behaviour. Give a purpose/meaning to learning. Teach life skills	<u>High impact</u> The children have been provided with a social engagement opportunity with their peers that financially they may not have had access to.	<ul style="list-style-type: none"> <li>Ensure we meet with the PP families so they understand the importance of taking part in this activity.</li> <li>Support the families in sourcing wet weather clothing.</li> </ul>	£645.00
School trips	Raise aspirations, motivation and engagement. Enrich curriculum and encourage positive social interaction outside the classroom environment with peers	<u>Medium impact</u> The children have been provided with a social engagement opportunity with their peers that financially they may not have had	<ul style="list-style-type: none"> <li>Ensure the families are clear on the school responsibility with regard to paying for a trip</li> </ul>	£1422.60

		access to.		
SATs books	Raise aspiration; enable Pupil Premium children to have the same opportunities as their peers.	<u>Low impact</u> However, the family may not have prioritised this within their financial planning.	<ul style="list-style-type: none"> <li>Meet with the families to talk through the booklets.</li> <li>Provide coaching for the parents / carers</li> </ul>	£150.00
Bikeability Training	To allow children to access new opportunities	<u>Low impact</u> on their learning however socially the children may not have had access to this without the funding	<ul style="list-style-type: none"> <li>Ensure PP children's families know that bikes are available through the school. Opportunities are the same as their peers..</li> </ul>	£52.00
Cooking Club	To allow pupils to access new opportunities and develop life skills. Increase self-esteem, improve fine motor skills, increase aspiration and engagement	<u>High impact</u> The children have learnt important life skills	<ul style="list-style-type: none"> <li>Ensure PP children are prioritised when selecting the children. These sessions can have a positive impact on both their learning as well as their social skills.</li> <li>The long term shows that children are more confident engaging with their peers</li> </ul>	£315.00
Attendance	Improved attendance	<u>High impact</u>  Children attending more regularly which will impact on their learning.	<ul style="list-style-type: none"> <li>Ensure the parents / carers understand the importance of regular attendance through meetings and regular correspondence</li> </ul>	£975.00
Music Lessons	To allow pupils to access new opportunities and develop life skills. Increase self-esteem, improve fine motor skills, increase aspiration and engagement	<u>Medium impact</u> The children have learnt important life skills	<ul style="list-style-type: none"> <li>Provides children with a positive experience that may not have occurred otherwise.</li> </ul>	£852.00
<b>Academic</b>				
LSA	Higher proportion of pupils meeting age-related expectations. Improved progress from starting points and increased confidence.	Data to follow <u>High impact</u>  Children were more confident	<ul style="list-style-type: none"> <li>Ensure PP children are targeted within Pupil Progress meetings and discussions take place around targeted support / interventions</li> </ul>	£3300.00
Additional support for Pupil Premium children in Y6	To accelerate rates of progress in all subjects in Y6 enabling children to	Data to follow <u>High impact</u>	<ul style="list-style-type: none"> <li>Ensure PP children are targeted within Pupil Progress meetings</li> </ul>	£3825.84

	reach their full potential in their Y6 SATs.	Children were more confident	and discussions take place around targeted support / interventions	
SATs Tuition	As above	Data to follow <u>High impact</u>  Children were more confident	<ul style="list-style-type: none"> <li>Ensure PP children are targeted within Pupil Progress meetings and discussions take place around targeted support / interventions</li> </ul>	£4200.00
Teacher lead booster groups	Increased confidence, increased attainment in reading phonics writing and maths	<u>High impact</u>  Children were more confident	<ul style="list-style-type: none"> <li>Ensure PP children are targeted within Pupil Progress meetings and discussions take place around targeted support / interventions</li> </ul>	£150.00
Read Write inc	Increased confidence, increased attainment in reading phonics writing.			£900.00
Nessy	Increased confidence in spellings and grammar	<u>Medium impact</u>  Children's confidence has improved	<ul style="list-style-type: none"> <li>Can this programme be carried out at home or at a different time of the day so it doesn't rely heavily on in school adult support or detract from learning time</li> </ul>	£350.00
EAL Support	Increased confidence in Higher proportion of pupils meeting age-related expectations. Improved progress from starting points and increased confidence in literacy			£3300.00
Toe by toe	Increased confidence in Higher proportion of pupils meeting age-related expectations. Improved progress from starting points and increased confidence in literacy	<u>Medium impact</u>  Children's confidence has improved		£180.00
Precision Teaching	There is a systematic and planned approach to children's learning.	<u>High impact</u>  Children were more confident		£880.00
KS1 Tuition	Higher proportion of pupils meeting age-related expectations. Improved progress from starting points and increased confidence.			£1500.00
Reading Switch on reading	Increased confidence in reading.			£990.00
RWI Fresh start	Higher proportion of pupils meeting		<ul style="list-style-type: none"> <li>Needs early identification of</li> </ul>	£745.00



intervention/programme Y5 Term 6	age-related expectations. Improved progress from starting points and increased confidence.		children and adults in order to maximise the impact on the children.	
RWI Fresh start intervention/programme Y5 Terms 1&2 2018/2019	Higher proportion of pupils meeting age-related expectations. Improved progress from starting points and increased confidence.		<ul style="list-style-type: none"> <li>Potential need for staff training in order to feel fully confident to deliver (Staff training costing)</li> </ul>	£0.00
Targeted interventions		<u>High impact</u>  Children were more confident when working with LSAs on precise tasks		£6908.14
Staff training opportunities				£2635.00
Lego Masters		<u>Medium impact</u>  Children's confidence and communication skills continue to improve. They are also better equipped to deal with disappointment and frustration where this occurs.		£852.00
<b>Total for all approaches</b>				<b>£51575.00</b>
<b>Total Budget:</b>		<b>£54,080.00</b>		
<b>Spent to date:</b>		<b>£51,575.00</b>		
<b>Remaining:</b>		<b>£2,505.00</b>		

Planned expenditure					
Academic Year			2019 / 2020		
Quality of teaching					
Barrier A – Addressing low attainment					
Action	Intended outcome in relation to Low attainment in core subjects, Vocabulary gap, EAL learners	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review this?
Targeted LSA support in class and for focused interventions.	<p>Maximise the impact on pupil outcomes with focused interventions and in class support.</p> <p>Improve attainment and aspiration of low attaining children</p> <p>To improve each child's understanding in relation to the vocabulary within each topic area.</p> <p>Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p>	<p>LSA/HLTA support and interventions to bring about maximum impact on pupil outcomes through previous years</p>	<p>Termly tracking of pupil progress and detailed discussions at pupil progress meeting.</p> <p>Class provision map meetings following pupil progress to review and adapt interventions accordingly.</p> <p>Group provision maps including in and out assessment data after a block on intervention</p>	SLT SENCO	<p>Summer 2020</p> <p>Cost</p>
Family Liaison Worker onsite, part of their role to support families to support their children to achieve best possible outcomes.	<p>To engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality.</p> <p>Improve aspiration of low attaining children</p> <p>To create a holistic view for addressing social and emotional barriers to children's learning.</p> <p>Family Liaison Worker to work with outside agencies to target families eligible for FSMs.</p>	<p>Importance of holistic view to addressing social and emotional barriers to children's learning.</p> <p>Targeting families and promoting the importance of good attendance is essential to improving outcomes.</p> <p>Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve at age related expectations, or above, and 3.1 times more likely to achieve above national expectations or above, than pupils that missed 10-15 per cent of all sessions. Pupils need to be in school to achieve. Research has evidenced that those from lower income households are less likely to attend school</p>	<p>All individual children will be discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p> <p>In addition, a weekly inclusion meeting to get an up-to-date overview.</p>	<p>Family Liaison Worker (FLW) SLT SENCO</p>	<p>Summer 2020</p> <p>Cost £</p>

	Family Liaison Worker to highlight to SLT when targeted disadvantaged pupils are absent.	regularly, are less likely to achieve higher grades, are less likely to pursue higher education and are less likely to find work after school.				
Switch on reading programme (Daily reading)	<p>To improve the reading confidence and fluency of Year 5/6 children who are finding reading challenging.</p> <p>10 week measurable programme</p> <p>Maximise the impact on pupil outcomes with focused interventions</p> <p>Improve attainment and aspiration of low attaining children</p> <p>To improve each child's understanding in relation to the vocabulary within each topic area.</p>	<p><b>Training for LSAs</b></p> <p>Evidence file taken from EEF</p> <ol style="list-style-type: none"> <li>1. Switch-on Reading appears to be effective for weak and disadvantaged readers at the stage of transition to secondary school.</li> <li>2. It can be delivered by teaching assistants after two-days of training, and full training and support is required for all relevant staff.</li> <li>3. Challenges to successful implementation may include timetabling and the availability of age-appropriate texts.</li> <li>4. There is a tendency for some staff to stray away from the explicit schedule and this is likely to reduce the programme's impact. Regular monitoring will increase fidelity but may also increase cost.</li> <li>5. Further research is required to understand: i) whether Switch-on can have an impact in all types of schools; ii) whether the impact lasts, iii) which are the essential components of the intervention, and iv) whether any harm is done to progress in other subject areas due to the time out of class required by the intervention.</li> </ol>	Tracking of pupil progress over 10 weeks	<ul style="list-style-type: none"> <li>• Initial in assessment</li> <li>• 10 week intensive reading</li> <li>• Out assessment</li> </ul>		

Total budget cost: £xx,xxxx

## Targeted support

### Barrier A – Addressing low attainment

Action	Intended outcome	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review this?
Switch on reading	To improve the reading confidence	Evidence file taken from EEF	Tracking of pupil progress over 10	LSA	Summer

programme (Daily reading)	and fluency of Year 5/6 children who are finding reading challenging.  10 week measurable programme	<ol style="list-style-type: none"> <li>1. Switch-on Reading appears to be effective for weak and disadvantaged readers at the stage of transition to secondary school.</li> <li>2. It can be delivered by teaching assistants after two-days of training, and full training and support is required for all relevant staff.</li> <li>3. Challenges to successful implementation may include timetabling and the availability of age-appropriate texts.</li> <li>4. There is a tendency for some staff to stray away from the explicit schedule and this is likely to reduce the programme's impact. Regular monitoring will increase fidelity but may also increase cost.</li> <li>5. Further research is required to understand: i) whether Switch-on can have an impact in all types of schools; ii) whether the impact lasts, iii) which are the essential components of the intervention, and iv) whether any harm is done to progress in other subject areas due to the time out of class required by the intervention.</li> </ol>	<p>weeks</p> <ul style="list-style-type: none"> <li>• Initial in assessment</li> <li>• 10 week intensive reading</li> <li>• Out assessment</li> </ul>	HLTA SENCo FLW	2020  Cost
Dyslexia support	Positive impact in progress for children with dyslexic traits or diagnosis of dyslexia.	<p><b>Training for LSAs</b></p> <p>Following a systematic phonics programme which includes the reading of many non-words. Data has shown that it helps improve reading accuracy to have a daily programme, which has step by step activities for the children to work through.</p> <p>Toe by Toe Nessy (Spelling)</p>	<p>Having daily interventions focusing on dyslexic support/phonic knowledge for the older year groups.</p> <p>A lead person overseeing the dyslexic support.</p>	HLTA SENCo	Summer 2020  Cost
Phonics support	Improved standards in reading and writing in Y1-6 Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.		To deliver phonics intervention to a good or better standard.	HLTA SENCo SENP SLT	Summer 2020  Cost

	To bring about maximum impact on pupil outcomes with focused interventions and in class support.				
Small sets for pupils who are underachieving or significantly behind age-related expectations taught by Identified adults	To improve the quality for learning for the children and therefore the progress. Children facing the most complex barriers to their learning being by the most qualified. Improved standards in reading and writing in Y1-6 Pupil Premium children. Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions. To diminish differences and to have individual support matched to their needs.	Children facing the most complex barriers to their learning should be taught by the most qualified.  Identified Gaps analysis	Termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.	SLT	Summer 2020
Play therapy	To deliver specialist support for children with social and emotional health needs.	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential.  Play Therapy provision in our schools targets these children.	Termly reviews/evaluation of the play therapy service and its impact with the play therapist and SENCO.	SENCO SLT Play therapist	Summer 2020  Cost
Social, Emotional and Mental Health interventions to be delivered by trained ELSA staff	To deliver specialist support for children with social and emotional health needs.  Children to become more resilient and are able to manage their feelings.  Children to improve their readiness to learn	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. ELSA provision in our school targets these children. Evidence-based programme of intervention for pupils who are facing social and emotional difficulties. Despite additional play therapy provision as detailed above, a number of children face difficulties who do not cannot access this service. This will target children for whom emotional and social difficulties are a barrier to	Termly reviews/evaluation of the ELSA provision and its impact with the trained staff and SENCO.	SENCO SLT FLW	Summer 2020  Cost

		their learning.			
TA specific interventions	Improved standards in reading and writing in Y1-6. Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions To bring about maximum impact on pupil outcomes with focused interventions and in class support. Secure a greater number of PP pupils achieving age related expectations	Children have the ability to make rapid progression when working in targeted smaller groups	Identified teaching assistants in each Year Group to be trained by the SENCo, external agencies or class teacher to deliver specific interventions to a good or better standard.  Pupil progress meetings identifying impact as well as children who need the intervention.	SENCO SLT	Summer 2020  Cost
1:1 teaching	Improved standards in reading and writing in Y1-6. Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions To bring about maximum impact on pupil outcomes with focused interventions and in class support. Secure a greater number of PP pupils achieving age related expectations	Children have the ability to make rapid progression when working in targeted smaller groups			

Total budget cost:

## Other approaches

### Barrier E – Well being

### Barrier F – Opportunities and Enrichment

Action	Intended outcome	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review this?
Subsidised/free places for enrichment after-school clubs for targeted children.	To create opportunities for children who do not have access to extra-curricular and enrichment activities.  To impact language development, physical development, social development, aspirations	A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	These places to be reviewed as part of the termly class provision map review cycle. To assess needs of family and offer support where identified.	SLT SENCO FLW	Summer 2020  Needs basis

	etc.				
Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc	<p>Disadvantaged children to have access to extra-curricular and enrichment activities.</p> <p>To positively impact their language development, physical development, social development, aspirations etc.</p>	<p>A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.</p> <ul style="list-style-type: none"> <li>• France trip and Camp subsidies</li> <li>• SVP subsidised individual music lessons</li> <li>• SVP subsidised individual trip.</li> </ul>	<p>Termly tracking of pupil progress of all groups of learners. All PP children who wish to attend a trip/residential will be able to access and uniform/P.E kits to be provided where necessary.</p>	<p>Year leaders SLT FLW SENCO</p>	<p>Summer 2020  Cost</p>
Total budget cost:					

## Level 2 – In depth PP screening form

<b>Basic information:</b>				
<b>Name of Pupils in group</b>				
<b>Year group</b>		<b>Class name:</b>		
<b>Funding available</b>		<b>Date of PP status given</b>		
<b>Academic: Quality first teaching experience</b>				
Identified area of need taken from the most current data				
	Current Attainment	Progress (Previous years if necessary)	What can be put in place to support the learning in the identified area?	Cost associated with the support (termly or in total)
Writing	Just below			
	Well below			
Reading	Just below			
	Well below			
Mathematics	Just below			
	Well below			
<b>Targeted support</b>				
<b>What is the SMART target for the group over the next 10 weeks.</b>				
<b>This should then be broken down into weekly targets</b>				
Weekly targets	Review / Feedback			



Other approaches			
