



## Thorpedene Primary School

### Pupil Premium Grant Strategy Report: Academic year 2019/20 (Sept-Aug)

<b>Headteacher</b> Miss. Shelley Walsh	<b>Reviewer</b> Miss. Stephanie Champney	<b>CEO</b> Mrs. Ruth Brock
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1. Summary information					
<b>School</b>	Thorpedene Primary School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£307,560 plus carry forward of £23,486.59  £331,046.59	<b>Date of most recent PP Review</b>	June 2017
<b>Total number of pupils</b>	539	<b>Number of pupils eligible for PP</b>	245	<b>Date for next internal review of this strategy</b>	February 2020

At Thorpedene Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential and continue to demonstrate our core values of Achieving, Caring and Respecting with Confidence.

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), children of service personnel and children who are or have previously been looked-after (LAC). The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between these children and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. As a school we also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new pupils who start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor and review how we are spending the funding to ensure the strategies are having an impact on pupil premium pupil's achievement.

**Previous performance of Pupil Premium pupils – end of KS2**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>% pupils achieving ARE in Reading</b>	42%	53%	68%	69%
<b>% pupils achieving ARE in Writing</b>	73%	62%	77%	76%
<b>% pupils achieving ARE in Maths</b>	64%	62%	77%	80%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Low starting points on entry into the EYFS. Speaking, listening and understanding skills in Reception are lower for pupils eligible for PP than for other pupils. This leads to lower starting points on the National Curriculum for Reading, Writing and Maths in KS1 and KS 2	
<b>B.</b>	Gaps in prior learning due to high mobility	
<b>C.</b>	Higher ability pupils who are eligible for PP are making less progress than other higher ability pupils	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low aspirations and expectations.	
<b>E.</b>	Low attendance and punctuality and persistent absenteeism	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To identify and fill the gaps in prior learning. Gaps are identified and targeted through interventions/QFT	PP pupils make accelerated progress from their starting points.
<b>B.</b>	To raise the percentage of disadvantaged children achieving above age -related expectations in all year groups	Diminish the difference between PP and NPP pupils in Reading, Writing and Maths in ARE and AARE
<b>C.</b>	To raise the attendance of PP pupils in line with school target	PP pupils attend school regularly and parents are aware of the impact on their children's academic achievements through their attendance
<b>D.</b>	Increased parental engagement in learning, through the development of the curriculum workshops and bespoke sessions.	PP parents engage further in school activities and have the knowledge and understanding of how to support their children in home learning

4. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all/Attainment for all					
Desired outcome	Chosen action/approach and Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<i>To ensure effective high-quality everyday personalised teaching for all pupils.</i>	<p><b>CPD</b></p> <ol style="list-style-type: none"> <li>Staff training based on Quality First Teaching</li> <li>Bespoke CPD Opportunities from Teaching and Learning Lead</li> </ol> <p>£34,000</p>	<p>We believe ensuring all teachers have the opportunity to improve their practice is fundamental to ensuring our pupils can achieve their best.</p> <p>The Sutton Trust's report (2011) states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Feedback to staff on courses attended to share good practice and new initiatives</p> <p>Use staff meetings to deliver training.</p> <p>Lessons from training embedded in classroom practice</p> <p>Good practice observations within school staff</p>	Diane Pilgrim (CPD Support)	July 2020
<p><i>To raise the attainment of PP pupils achieving Greater Depth standard in Reading, Writing and Maths.</i></p> <p><i>To provide challenges within learning experiences which enable all children to make progress considering their different starting points.</i></p>	<p><b>Academically More Able</b></p> <ol style="list-style-type: none"> <li>Staff training</li> <li>Challenge areas in classrooms to promote further exploration of activities</li> <li>Use of Classroom Secrets to support Maths Mastery</li> <li>Additional Maths groups for AMA pupils in Year 2/6</li> <li>The Brilliant Club</li> </ol>	<p>Data analysis identified a difference in the number of PP pupils achieving the higher standard and NPP pupils</p> <p>EEF Toolkit states that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners</p>	<p>Identification of AMA PP pupils for Maths groups in Year 2 and 6</p> <p>Data analysis will show the increased number of pupils achieving above age related expectations</p> <p>Staff training sessions</p> <p>Pupil voice on Challenge in the classroom</p>	S.Champney (PP Lead)  Phase Leaders	July 2020

	£3,000	receive.  EEF research Improving Maths in KS2 and 3 links with pupils meta-cognition – developing pupils independence and motivation to ensure they take responsibility for their own learning.			
<p><i>To raise the attainment in pupils achieving age related expectations in Reading with a particular focus on Greater depth Reading</i></p> <p><i>To ensure children are provided with the opportunity to develop a love of learning and raise the profile of the importance of reading at home.</i></p>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. To provide training and resources to support comprehension of reading and the teaching of reading</li> <li>2. Provide a weekly club for families in the school library to support home reading</li> <li>3. Specialist AR teacher to provide high quality intervention for greater depth pupils</li> <li>4. Dedicated LSA to provide high quality interventions</li> </ol> <p>£2,000</p>	<p>National Literacy Trust ‘Reading for Pleasure – a research overview’ 2006 ‘—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.’</p> <p>The EEF recognises that reading comprehension strategies can improve learning by an additional 5 months across the school year.</p>	<p>Termly monitoring of Accelerated Reader data</p> <p>Staff training sessions – developing reading</p> <p>Pupil Voice to monitor engagement in Reading</p> <p>Parent voice through surveys and questionnaires</p> <p>Data analysis showing progress in Reading across the school</p>	S.Champney (PP Lead)	July 2020

<p><i>To raise the attainment in pupils achieving age related expectations in Writing</i></p> <p><i>To support the development of writing and enable children to become independent writers.</i></p>	<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Spelling Shed</li> <li>2. IPEEL Training</li> <li>3. National Training for Teachers</li> </ol> <p style="text-align: right;">£4,000</p>	<p>As part of our AIP we are continuing to focus on raising the standard of the teaching of writing across the school which will positively impact on learning and progress.</p> <p>The EEF funded a small study of the 'IPEELL' SRSD programme, pupils were given writing projects based on memorable experiences such as school trips. The IPEELL programme developers trained some teachers to use an SRSD approach to deliver these writing projects. Pupils whose teachers received the training were compared with pupils whose teachers did not. The SRSD pupils made around 9 months' additional progress in writing.</p>	<p>Monitor the quality of teaching writing</p> <p>Writing progress monitored through samples at the beginning and end of the year</p>	<p>S.Champney (PP Lead)</p> <p>Phase Leaders</p>	<p>July 2020</p>
<p><i>To develop positive reading behaviours between children and their families and instil a love of reading from an early age.</i></p>	<p><b>Parental Engagement</b></p> <ol style="list-style-type: none"> <li>1. FRED project – training for staff</li> </ol> <p style="text-align: right;">£300</p>	<p>National Literacy Trust 'Reading for Pleasure – a research overview' 2006 '—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.'</p>	<p>Data analysis shows an increased number of pupils achieving age related expectations</p> <p>Pupil voice showing engagement in Reading</p> <p>Parent feedback from workshops and reading sessions</p> <p>Links with the local community – Nevyll Court</p>	<p>S.Champney (PP Lead)</p> <p>J.Seymour</p>	<p>July 2020</p>
<b>Total budgeted cost</b>					<b>£43,300</b>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><i>To provide additional high quality teacher led intervention for individual children based on their needs to ensure they make progress in Reading, Writing and Maths.</i></p> <p><i>To ensure pupils make at least expected progress from their starting point and the difference between PP and NPP pupils is diminishing.</i></p>	<p><b>Teacher Led Targeted Support</b></p> <ol style="list-style-type: none"> <li>1. Pupil Premium teachers are appointed and training provided</li> <li>2. Effective individualised support provided for all PP pupils based on their needs</li> <li>3. Termly learning conferences with PP teachers and pupils</li> </ol> <p>£79,800</p>	<p>Disadvantaged children have a greater likelihood of under achieving academically. Therefore, through regular monitoring of all disadvantaged children, children will be targeted for bespoke work on their reading, writing and maths.</p> <p>This approach is supported by Ofsted (2014) who state that effective schools use 'achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly.' (p. 12)</p> <p>The NFER report on Supporting Attainment of disadvantaged pupils' states that schools who identify pupils underachieving and plan to target these pupils do well.</p>	<p>Groups are tracked regularly and assessment information analysed</p> <p>Timetable of interventions monitored by PP Lead</p> <p>Regular meetings with PP Lead</p> <p>Interventions are regularly reviewed and provide the best support for the individual pupils</p> <p>Performance Management targets set to support PP pupils successfully</p>	<p>S.Champney (PP Lead)</p> <p>PP Teachers</p>	July 2020
<p><i>To provide nurture provision for children who display social and emotional barriers to learning and strive to ensure they can access the learning curriculum and make substantial progress considering their starting points.</i></p>	<p><b>Nurture Provision</b></p> <ol style="list-style-type: none"> <li>1. Counselling sessions</li> <li>2. Life Skills sessions</li> </ol> <p>£11,000</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>We recognise that some pupils need additional nurture and emotional well being support to enable them to access their learning. We offer a variety of services which will support the individuals identified</p>	<p>Increased confidence and self esteem</p> <p>Pupils are engaged in their learning and demonstrate increased confidence and self esteem</p> <p>Pupils are more able to access their learning.</p> <p>Termly reviews of social and emotional progress and engagement</p>	<p>S.Champney (PP Lead)</p> <p>K.Moneypenny (Inclusion Manager)</p>	July 2020

			Provision for key pupils' to provide breakfast on arrival into school		
<i>To support development of spoken language including vocabulary development and sentence structure.</i>	<p><b>Speech and Language</b></p> <ol style="list-style-type: none"> <li>Speech and Language Specialist</li> <li>Individual S+L sessions with trained specialist in Reception and Year 1</li> </ol> <p>£5,000</p>	<p>Early intervention for children identified in Reception with language and social skills difficulties. The sessions develop these areas to support the children's learning and work on ensuring that these skills are then implemented in class. Children who are identified as having speech and language difficulties will be supported in overcoming these barriers to their learning.</p>	<p>Timetable of interventions monitored by PP Lead</p> <p>Termly reports written and discussed with PP lead</p> <p>Children will be discharged from speech and language and will have improved speech and language skills</p>	<p>S.Champney (PP Lead)</p> <p>A.Ambrose (S+L Specialist)</p>	July 2020
<i>To provide additional support for pupils in Reading and Maths to ensure that pupils make progress from their starting point</i>	<p><b>LSA Targeted Support</b></p> <ol style="list-style-type: none"> <li>Pupils identified from data analysis for targeted intervention across the school</li> </ol> <p>£55,100</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Pupils are identified in PP reviews and additional intervention is allocated to support their needs</p>	<p>Timetables created based on data analysis</p> <p>Sessions reviewed and flexible dependent on data analysis</p> <p>Staff training to ensure high quality intervention</p> <p>Pupil Voice</p>	<p>S.Champney (PP Lead)</p> <p>K.Moneypenny (Inclusion Manager)</p>	<p>Termly</p> <p>July 2020</p>
<i>To improve vocabulary development, phonological awareness to support Reading</i>	<p><b>Lexonik</b></p> <p>This is a fast paced, evidence-based reading intervention for KS2 pupils.</p> <ol style="list-style-type: none"> <li>Training for staff</li> <li>Regular Lexonik sessions</li> </ol> <p>£300</p>	<p>Research into Lexonik's programme was carried out by Northumbria University. The research confirmed a 27 month average reading age gain across all abilities, after 6 hours of students engaging with the Lexonik programme. Lexonik's approaches also supports the EEF's 'Improving Literacy in Key Stage 2' (2018). In this report the explicit teaching of morphemes (prefixes, suffixes and root words) is identified as an evidence based approach that develops pupils' language capability to support their reading and writing.</p>	<p>Short term intervention monitored after 6 weeks</p>	<p>L.McCusker (Lexonik Lead)</p>	July 2020



<p><i>To provide individual support in Phonics to prepare them for the end of year assessments and ensure they meet end of year expectations.</i></p>	<p><b>Small group Phonic (Year 1/2)</b></p> <p>1. Data analysis will identify key pupils for smaller group Phonics sessions</p> <p>£1,000</p>	<p>PP pupils do not achieve as well as other pupils in the Year 1 Phonics Screening Check. This support will diminish the difference</p>	<p>Regular screening checks prior to Summer term to support identification of pupils</p> <p>Analysis of screening checks to identify key gaps in learning</p>	<p>S.Champney (PP Lead)</p> <p>J.Seymour (EYFS/Year 1 Lead)</p>	<p>July 2020</p>
<p><i>To provide targeted support to pupils, identifying misconceptions and filling any gaps in their learning.</i></p> <p><i>To provide individual support in Reading and Maths to children to prepare them for the end of year assessments and ensure they meet age related expectations.</i></p>	<p><b>1:1/Small group tuition</b></p> <p>1. 1:1/small group tutoring in additional to the academic curriculum</p> <ul style="list-style-type: none"> <li>• Year 5 – Reading and Maths</li> <li>• Year 6 – Reading</li> <li>• Year 3 – Maths</li> <li>• Year 2 - Reading</li> </ul> <p>£8,000</p>	<p>The school invested in 1:1 tuition for Years 2 and 6 in previous years and this proved successful in preparing pupils for the end of KS tests and improving their knowledge and understanding including self confidence</p>	<p>Identify local tutors who have proven records of raising attainment and a good knowledge of KS1 &amp; KS2 curriculum</p> <p>Data analysis will identify key pupils who will benefit from additional support</p> <p>Phase Leaders to identify pupils and their individual needs</p> <p>10 sessions to be provided in focus area dependent on need</p>	<p>S.Champney (PP Lead)</p> <p>Phase Leaders</p>	<p>July 2020</p>
<p><i>To help prepare pupils for deep engagement and response to texts in an engaging way</i></p> <p><i>To further develop reading for pleasure, immersing children in quality, demanding and varied books</i></p>	<p><b>Reading Gladiators</b></p> <p>Reading Gladiators challenges are annual school-based reading programmes designed to challenge and motivate readers who are reading, or have the potential to read, at greater depth in the year 2 and year 4</p> <p>£2,500</p>	<p>Felsted Primary School – Essex: <i>'Both last year and this year it has had a big impact on the children's reading ages. We are a reading school anyway with special assemblies for reading champions, rewards and incentives but this has increased the reading ages of the Gladiators beyond the good growth we already experience.'</i></p>	<p>Reading Progress in children involved in the project</p> <p>Continue to instil a love of reading</p>	<p>S.Champney</p> <p>K. Worden</p>	
<p><i>To clearly monitor and track progress in</i></p>	<p><b>STAR Maths Interventions</b></p>	<p>STAR Maths Assessment will continue to validate our assessment of pupils as well</p>	<p>Half termly assessments</p>	<p>S.Champney</p>	

<i>Maths from individual starting points</i>	<b>1. Year 3</b> £300	as provide us with targets to set for individuals.	Clear identification of areas to develop for individual pupils		
<b>Total budgeted cost</b>					<b>£162,900</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><i>To ensure all staff have a clear understanding of the Pupil Premium Grant and the needs within their classes.</i></p> <p><i>To track and monitor progress and attainment of PP children across the school.</i></p> <p><i>To ensure strategy report is completed and funding is allocated and spent effectively to ensure progress.</i></p>	<p><b>Pupil Premium Strategy</b></p> <ol style="list-style-type: none"> <li>1. Pupil Premium Review Days to ensure that early identification for pupils supports their learning and progress</li> <li>2. Phase Leaders dedicated time to analyse and interpret assessment data and plan actions based on the outcomes</li> <li>3. Dedicated Pupil Premium Co-ordinator to oversee the strategy report and review spend and impact.</li> <li>4. Academy Committee</li> </ol>	<p>We believe the importance of face to face discussions with class teachers regarding the individual needs of PP pupils along with the data analysis. Class teachers are best placed to identify the needs early on in the academic year and can implement immediate interventions in class to support pupils.</p> <p>Class teachers completing the PP grids termly ensures they have a clear understanding of the individual needs of their PP pupils and they can therefore be supported further in line with their changing strengths and development areas</p> <p>Academy Committee members have an accurate understanding of the quality of provision and outcomes of pp pupils</p> <p>Academy Committee members hold leaders to account and challenge underperformance regarding provision</p>	<p>PP lead will provide regular reviews to HT and AC on the funding allocation and strategy report</p> <p>PP Lead to attend any relevant updates and training based on the PP funding</p> <p>Staff training to keep abreast of new information</p> <p>Class teacher will complete PP class grids which in turn support the interventions needed</p>	S.Champney (PP Lead)	July 2020

	<p>have a dedicated PP link and are proactive in ensuring development and progress of disadvantaged pupils</p> <p>£33,000</p>	and progress of pp pupils			
<p><i>To promote excellent attendance and reduce levels of absence for PP children.</i></p>	<p><b>Attendance Officer</b></p> <ol style="list-style-type: none"> <li>Attendance officer will work with children and families to promote high levels of attendance.</li> <li>To provide targeted support to improve attendance with families where there are barriers</li> <li>Provide an incentive scheme for improving attendance</li> <li>HERO School attendance week promoting attendance and the importance of attendance at school</li> <li>Share importance of attendance with parents through meetings, leaflets and signposting</li> </ol> <p>£14,500</p>	<p>Pupil Premium attendance was lower when compared to non PP pupils. In order to continue to raise the attendance of PP pupils for 2019-20, the Attendance officer will to work closely with targeted families on bespoke packages.</p> <p>Ofsted 2019 identified the positive work and high expectations already in place to improve attendance</p> <p>‘to continue to work with the minority of parents whose children miss school regularly so that parents understand the link between exemplary attendance and academic achievement’ Ofsted 2019</p>	<p>Regular meetings with the Headteacher to identify trends and patterns</p> <p>Regular meetings with PP lead to discuss attendance and next steps</p> <p>Weekly attendance reports</p> <p>Weekly attendance certificates</p> <p>To provide termly reports</p> <p>Displays in and around the school</p> <p>Attendance action plan developed</p>	<p>S.Champney (PP Lead)</p> <p>B.Davis (Attendance Officer)</p>	<p>July 2020</p>

<p><i>To identify early on pupils at risk of underachievement. To mentor/coach pupils equipping them with skills/strategies enabling them to access learning and experience success.</i></p>	<p><b>Learning Mentors</b></p> <ol style="list-style-type: none"> <li>1. Provide small group sessions based on individuals needs e.g. friendship</li> <li>2. To identify and remove barriers to learning</li> <li>3. To support key children and their families in their daily learning activities</li> </ol> <p>£30,600</p>	<p>The importance of a strong pastoral team to support our pupils is key to understanding the barriers our children face in their learning.</p> <p>Our team play a crucial role in engaging learners as well as supporting and developing relationships with the families within our school</p>	<p>Termly impact reports created and shared with PP Lead</p> <p>Referrals made via class teachers</p> <p>Early identification and support provided</p>	<p>S.Champney (PP Lead)</p>	<p>July 2020</p>
<p><i>To provide pastoral support for families and children in a range of ways e.g. clothing, school equipment and resources, parenting sessions.</i></p>	<p><b>Pastoral Provision</b></p> <ol style="list-style-type: none"> <li>1. Extended schools club subsidy to promote punctuality and ensure pupils receive healthy meals</li> <li>2. School Uniform provision</li> <li>3. Family Support worker employed to provide advice and guidance for families in need</li> </ol> <p>£20,500</p>	<p>EEF research evidence Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline</p> <p>This funding will continue to support our pupils in a range of ways and contribute to developing the 'whole' child including:</p> <ul style="list-style-type: none"> <li>• breakfast club / after school club for vulnerable children;</li> <li>• supporting the cost of educational visits for families unable to make a contribution;</li> <li>• uniform for individuals to enable them to feel part of the school community;</li> <li>• activities in and outside of school here appropriate</li> </ul>	<p>Pupils attend school with a good healthy breakfast to start their day</p> <p>Increased focus and concentration in learning due to healthy meals</p> <p>Increased confidence in pupils appearance</p> <p>Increased engagement from hard to reach parents</p>	<p>S.Champney (PP Lead)</p> <p>P.Levy (Family Support Worker)</p>	<p>July 2020</p>
<p><i>To provide parents and children with a range of opportunities supporting the school curriculum including visitors, trips and</i></p>	<p><b>Curriculum Enrichment</b></p> <ol style="list-style-type: none"> <li>1. Foundation subject enrichment sessions after school including top tips</li> </ol>	<p>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits.</p>	<p>Foundation Subjects after school family sessions led by subject leads</p> <p>Working towards and achieving Enhanced Healthy School status</p>	<p>S.Champney (PP Lead)</p> <p>Subject Leaders</p>	<p>July 2020</p>

<p><i>workshops</i></p>	<p>and activities to support the subject at home</p> <ol style="list-style-type: none"> <li>2. Enhanced Healthy School's Award project participation</li> <li>3. Subsidy of trips</li> <li>4. Visitors and additional curriculum events to motivate, enhance and engage learning</li> </ol> <p style="text-align: center;">£2,000</p>	<p>Education.gov.uk research has shown that curriculum extension has positive relationships with a range of outcomes, such as self-esteem, confidence, motivation and academic performance. Curriculum enrichment activities are associated with positive personal and social outcomes and there is some evidence of a positive association with academic achievement.</p> <p>We strive to provide our pupils a variety of curriculum enrichment opportunities throughout the year.</p> <p>We are aware of the balance of the curriculum to ensure sufficient enhancement is placed on the foundation subjects which is why our family sessions will have a foundation subject focus.</p> <p>Enhanced Healthy Schools can help schools take specific health needs and deliver an effective, evidence-based piece of work, making a real, measurable difference to the health and the wellbeing of children and young people</p>	<p>can help schools:</p> <ul style="list-style-type: none"> <li>• identify and address local health priorities</li> <li>• ensure that health and wellbeing are key areas of school improvement</li> <li>• prioritise the most disadvantaged children and young people</li> <li>• support schools to encourage children and young people to embrace healthier behaviour</li> <li>• build on the success of Healthy Schools</li> <li>• identify and tackle key health priorities</li> <li>• work closely with parents, carers and the wider community to bring about healthier behaviours</li> </ul>		
<p><i>To provide enrichment opportunities for children to develop media</i></p>	<p><b>Media</b></p> <ol style="list-style-type: none"> <li>1. Development of media resources across the school</li> <li>2. Small group media lessons focused on Reading and Writing</li> <li>3. Staff training to embed the use of media to support the curriculum</li> </ol>	<p>EEF research evidence suggests that the impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>The Centre for Media Literacy states that using media to support the curriculum 'engages students. . .</p>	<p>Pupil voice</p> <p>Pupil engagement</p> <p>Increased creative writing opportunities</p>	<p>S.Champney (PP Lead)</p> <p>D.Jackson Mayo (Music/Media Instructor)</p>	<p>July 2020</p>

	£14,800	bringing the world of media into the classroom connects learning with "real life" and validates their media culture as a rich environment for learning.'			
<i>To provide parents with a variety of informative workshops which enable them to support their children's learning at home.</i>	<b>Parental Engagement</b> 1. Family workshops specific to the needs of individual year groups providing parents' information to support home learning. 2. You Tube Channel for families  <b>£500</b>	EEF research evidence suggests parental and community involvement programmes are often associated with reported improvements in school ethos or discipline  Harris and Goodall (DfE Research) concluded that parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant.	Data analysis to identify key areas of support needed. From this the organisation of Family Learning sessions (whole school) led by PP teachers 1 per term  PP teachers available at parents evening sessions  Parent feedback forms from workshops and family sessions	S.Champney (PP Lead)  PP teachers	July 2020
<i>To raise aspirations in pupils by exposing them to new opportunities and experiences to continue educational journey and develop their self-esteem and self-belief</i>	<b>Aspirations Yr 5</b> 1. Visit to a higher education establishment Yr 5. 2. Aspirations day/week 3. Links with SHS for Year 3 and 4 developed 4. Participation in SHSB project for 11+  £1,500	Pupils will be encouraged to consider their next steps in their educational journey. Aspirations will be raised and pupils will find out that there are a variety of further education opportunities open to everyone, including a range of career pathways.	Follow up activities will provide impact of pupils aspirations  Develop community links with local universities and colleges and secondary schools  Pupils taking the 11+	S.Champney (PP Lead)	Summer term 2020
<i>To provide pupils with a range of experiences to build their character, resilience and confidence to empower them to "be their best".</i>	1. Prince William Award Programme  Intervention - £3,400 Full programme - £6,900 (2hrs per week)  £7,000	Through the implementation of a specialist curriculum programme which has wellbeing at its core and promotes positive mental and physical health. This programme adapts to the ever changing needs of children and young people and the educational landscape. By drawing upon best practice in	Prince William Award – targeted pupils in Year 3 or 4 1 session per week	S.Champney (PP Lead)	July 2020

		character and resilience education to support high quality teaching and learning. – PWA 2018				
					<b>Total budgeted cost</b>	£124,400
					<b>Total Allocated Spend</b>	£330,600