



Children and adults are at the heart of our school;  
our school is at the heart of our community.

This statement details our school's use of pupil premium (and recovery premium for the 2023-2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Lakeview School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jackie Normanton
Pupil premium lead	Megan Holmes
Governor / Trustee lead	Laura Baker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,395
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£110,400</b>

**Statement of intent**

Our intention is that all pupils, irrespective of their challenges, make good progress and achieve high attainment across all subject areas. This includes those who are already high attainers. High-quality teaching is at the heart of our approach.

To ensure that our intent is met we will do the following:

- All our learning opportunities will meet the needs of our pupils.
- Appropriate provision is in place for all vulnerable children and this includes pastoral provision too.
- When necessary, Pupil Premium funding will be allocated following a needs analysis and each child/family will be looked upon individually.
- Funding will be used to ensure our vulnerable groups have enriching experiences.
- Disadvantaged pupils are challenged in their work.
- We act early to intervene at the point where need is identified.
- We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We want all children to have the well sequenced, rich and broad primary curriculum to which they are entitled, regardless of background or other circumstances.

At Lakeview school, we offer:

- £200 towards the residential trip.
- £50 towards school uniform each academic year.
- The cost of swimming is covered each year.
- The equivalent of a term's worth of music lessons a year.
- Children who require additional support will have targeted interventions in addition to quality first teaching. Limited funding means that interventions will be delivered based on need.
- The cost of school trips/enrichment will be reviewed case by case. We hope to minimise cost for parents, but we will look at each trip with families individually.

**Challenges**

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils have lower attendance</p> <ul style="list-style-type: none"> <li>• limited social interaction with peers</li> <li>• low academic resilience</li> <li>• school refusal and other entrenched behaviours</li> <li>• limited school relationship with parents</li> <li>• limited life outcomes</li> </ul>
2	<p>Disadvantaged pupils have lower starting points than the whole cohort in core subjects.</p> <ul style="list-style-type: none"> <li>• Low vocabulary</li> <li>• Lack of reading/speaking and listening skills</li> <li>• Low aspirations</li> </ul>

	<ul style="list-style-type: none"> <li>• Lack of homework support</li> <li>• Lack of parent/carer engagement with educational progress</li> </ul>
3	<p>Family Circumstances are putting our vulnerable children at a disadvantage</p> <ul style="list-style-type: none"> <li>• Low vocabulary or reading skills</li> <li>• Low aspirations</li> <li>• Lack of resilience</li> <li>• Low self-esteem</li> <li>• Inappropriate expectations placed on the pupil</li> <li>• Social and Emotional issues</li> <li>• Pre-occupation leading to limited attention span or engagement</li> </ul>
4	<p>Social and emotional issues for many pupils, notably due to a lack of enrichment opportunities</p> <ul style="list-style-type: none"> <li>• difficulty adjusting to boundaries or adult direction</li> <li>• lack of ability to sleep or rest</li> <li>• disturbed or disrupted eating</li> <li>• over-reliance on technology</li> <li>• lack of ability or stamina to focus throughout the school day</li> </ul>

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attendance rates for disadvantaged pupils	<p>Monitoring will show clear evidence of interventions and strategies used to promote good attendance for these pupils.</p> <p>Careful monitoring and tracking shows PP attendance is not proportionately lower than other pupil groups.</p> <p>Actions to remedy poor or dropping attendance are swift and timely – with specific families phoned and supported by the learning mentor.</p> <p>Families who book holidays are tracked closely and letters to advise against booking time off during the school year are sent from HT.</p> <p>Class teachers support absence and the school office messages and phones daily to ensure no child slips into Persistent Absence without rigorous intervention.</p>
2. For disadvantaged pupils to make at least good progress from their individual starting points in reading, writing and maths	<p>Tracking data shows that disadvantaged pupils in all year groups make strong progress from their starting points in reading, writing and maths.</p> <p>Teacher assessments will show the attainment gap narrows between disadvantaged pupils and other pupils</p> <p>All pupils attend all lessons as standard with interventions targeted outside the main lessons</p>

	<p>Strategies to ensure lesson content is understood and learned are in place through assessments.</p> <p>Interventions where they happen show that the PP group are working at the right starting points and making excellent progress</p> <p>Specific phonics interventions for target pupils and reading intervention through individual opportunities daily are timetabled.</p> <p>Pupils do not miss their main lessons and no children are removed from class teaching as standard.</p>
<p>3. Impact of family issues/circumstances on wellbeing and progress are reduced</p>	<p>PP families respond to targeted support and inclusion offers such as</p> <ul style="list-style-type: none"> <li>• Funded enrichment club places – with a keen focus on LAC and PLAC pupils in addition to PP</li> <li>• Funded enrichment music lessons (piano and guitar)</li> <li>• Organised and supported therapy such as play, art or equine as advised or needed.</li> <li>• Teacher/Parent face to face meetings</li> <li>• Attendance at celebration and other school performance events</li> <li>• Parent Surveys indicate satisfaction with our offer</li> </ul>
<p>4. Increase opportunities for enrichment for disadvantaged pupils.</p>	<p>Increased number of children learn a musical instrument.</p> <p>PP families respond to targeted support and inclusion offers such as</p> <ul style="list-style-type: none"> <li>• Funded enrichment club places</li> <li>• Teacher/Parent face to face meetings</li> <li>• Attendance at celebration and other school performance events</li> <li>• subsidised residential</li> <li>• Lakeview School’s education and pastoral offer reconsidered</li> <li>• Forest School Ambassadors</li> <li>• School consider trips and visits to ensure children are given a variety of experiences when at Lakeview School</li> </ul>

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved phonics teaching for all pupils.</p> <p>Sounds Write Training for all KS1 teaching staff</p>	<p>Phonics screening especially up in KS2 to ensure all pupils are decoding at ARE</p> <p>All staff have appropriate training</p>	2
<p>Access to quality first teaching and a well sequenced curriculum.</p> <p>Teacher and LSA training that improves Quality First Teaching, including subject specific training.</p> <p>Rosenshine’s Principles to be embedded into classroom practice.</p>	<p>Teachers and LSAs need to be fully aware of who their Pupil Premium children are and how to meet their needs.</p> <p>High quality resources, relevant to pupils needs which are challenging and well sequenced to enable high attainment across all subject areas.</p> <p>Class Support form used to support all vulnerable groups</p>	2, 3
<p>Increased percentage of children making progress and gap narrowed to achieve year-end age-related expectations</p> <p>Children are emotionally ready to and have a positive attitude to learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf">Evidence Review - https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</a></p> <p>Learning Mentor supports emotional wellbeing of vulnerable groups</p> <p>Staff know children’s starting points and gaps in their learning</p>	2
<p>Develop the quality of SEMH learning</p> <p>SEMH approaches will be embedded into school systems and staff will be supported by receiving development and training (in house and external).</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf">Evidence Review - https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</a></p>	4

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Support Assistants to provide interventions to address gaps in learning and all interventions to be tracked and monitored</p> <p>Effective, targeted interventions, which have a positive outcome on the learning and progress</p>	<p>Interventions to consider children’s individual needs.</p> <p>Small group tuition - <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction – GL Assessments/Elastic</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p>	<p>2, 3</p>
<p>Targeted phonics intervention for disadvantage groups</p>	<p>Evidence suggests that target phonics interventions can have a positive impact on pupils particularly those from disadvantaged backgrounds. This is more effective when taught regularly and over a 12 week period.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2, 3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small group:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2,3</p>

Targeted interventions to take place, with focus on reading (particularly fluency).  1:1 Tutoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  Tuition makes an impact if additional to and explicitly linked to normal lessons – pupils are not removed from class teaching.	2
Enrichment Clubs  Bedford Music Service whole class instrument tuition	Funded music enrichment – developing cultural capital and wider curricular development. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>  Ensure all families are aware that school will pay for a term's worth of music lessons per year	2, 3

#### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise school trips on an individual basis to ensure all children are able to access enriched experiences  Residential cost (£200 covered)  School Visitors considered and invited into school to enrich the curriculum	National studies provide evidence that cultural capital is vital to improving education outcomes for Pupil Premium children.  Residential will be subsidised so PP can attend	2,3,4
1:1/group Behaviour support for vulnerable children  <ul style="list-style-type: none"> <li>• Targeted pupil support</li> <li>• Engagement with families</li> <li>• Involvement of Bedford Borough services</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/news/neweef-report-6-recommendations-for-improving-behaviour-in-schools">https://educationendowmentfoundation.org.uk/news/neweef-report-6-recommendations-for-improving-behaviour-in-schools</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  Whole school behaviour training and SLT support Individual support for pupils who fall outside the usual Behaviour Policy expectations due to SEN or other circumstances.	1,2,3

<p>Children to receive social, emotional and pastoral support.</p> <p>PASS surveys purchased and implemented across KS1 and KS2.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Understanding of children’s mental health and how this can impact their ability to thrive in the school environment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> - Improved outcomes</p>	<p>3, 4</p>
<p>Incentives used to increase attendance, such as class rewards, public recognition and individual activities.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p>	<p>1</p>
<p>Learning Mentor Involvement</p> <ul style="list-style-type: none"> <li>● Liaison with families to assist with overcoming barriers to learning.</li> <li>● Supporting with TAF meetings</li> <li>● Meet and Greet (KS2)</li> <li>● Improving attendance and punctuality.</li> <li>● Behaviour Reporting for vulnerable groups</li> <li>● Develop targeted behavioural interventions.</li> <li>● Support with emotional barriers to learning.</li> <li>● Run social groups for children – Nurture Club</li> <li>● Young Carers</li> <li>● Parenting Support</li> <li>● Emotional and wellbeing support.</li> <li>● Signposting families to other agencies, including mental health.</li> <li>● Parenting workshops.</li> </ul>	<p>Ongoing issues identified through feedback</p> <p>Good social and emotional skills align with improved outcomes at school and in later life</p> <p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £129,292**

**Part B: Review of outcomes in the previous academic year (2022-2023)**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2022- 2023 academic year.



### 2022/2023 Pupil Premium Strategy Review

1. Summary information					
School	Lakeview School				
Academic Year	2022/2023	Total PP budget	£X	PP Review	July 2023
Total number of pupils	455	Number of pupils eligible for PP	77	Date for new PP strategy Date for next internal review of strategy	October 2023 July 2024

2. Current attainment at Key Stage 2 (Year 6 2022-2023)	
	total
	<i>Pupils eligible for PP (your school)</i>
<b>Year 6</b>	
% achieving in reading, writing and maths	2/14 = 14.3%
% achieving age related standards in reading	6/14 = 42.9%
% achieving age related standards in writing	7/14 = 50%
% achieving age related standards in in maths	3/14 = 21.4%
<b>Year 2</b>	
% achieving in reading, writing and maths	4/10 = 40%
% achieving age related standards in reading	6/10 = 60%
% achieving age related standards in writing	4/10 = 40%
% achieving age related standards in in maths	6/10 = 60%

3. Current PP attainment Whole School (2022-2023)	
	total
	Pupils eligible for PP (your school)
% achieving age related standards in reading	53/77 = 68.8%

<b>% achieving age related standards in writing</b>	41/77 = 53.2%
<b>% achieving age related standards in in maths</b>	46/77 = 59.7%

**4. Attainment/Attendance Data (2022-2023)**

**Early Years Pupil Data Summary 2022-2023**

- 81.8% of disadvantaged children achieved GLD (73% for the whole cohort)

**Y1 Disadvantaged Pupil Reading Data Summary 2022-2023**

- 78.6% of disadvantaged children met the expected reading standard (78.6% for the whole cohort)

**Disadvantaged Pupil Data Summary 2022-2023**

- KS1 disadvantaged children’s combined (Reading, Writing and Maths) was 40% (62% for school).
- KS1 disadvantaged children’s reading was 60% (73% for school).
- KS1 disadvantaged children’s writing was 40% (62% for school)
- KS1 disadvantaged children’s maths was 60% (77% for school)

**KS2 Disadvantaged Pupil Data Summary 2022-2023**

- KS2 disadvantaged children’s combined (Reading, Writing and Maths) was 14.3% (54% for school)
- KS2 disadvantaged children’s reading was 42.19% (69% for school)
- KS2 disadvantaged children’s writing was 50% (74% for school)
- KS2 disadvantaged children’s maths was 21.4% (66% for school)

**Disadvantaged Pupil Attendance Data Summary 2022-2023**

- Persistent absence rates for disadvantaged children was 93.4% (94.84% for the whole school)

**5. Expenditure**

<b>Academic year</b>	<b>2022/2023</b>
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The three headings below enable schools to demonstrate how they have spent pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

<b>i. Quality First Teaching</b>					
<b>Desired outcome</b>	<b>Chosen activity / approach</b>	<b>What was the evidence and rationale for this choice?</b>	<b>How was this implemented/impact?</b>	<b>Staff lead</b>	<b>Cost of implementation</b>
<p>Increased percentage of children making progress and gap narrowed to achieve year-end age-related expectations</p> <p>Children are emotionally ready to and have a positive attitude to learning.</p>	<p>CPD program for subject leaders and staff to develop subject knowledge expertise in reading fluency</p> <p>Learning mentor training to support pupil wellbeing – all children completed PASS surveys in Autumn 2022</p> <p>Reading fluency training And all children engaged in reading 3 times per week</p>	<p>T &amp; L outcomes, pupil progress meetings, termly assessments and Teacher feedback</p> <p>PASS surveys: Pupil attitudes to learning and behaviours</p> <p>Progress data, and subject trackers for reading, writing and maths</p>	<p>SLT led the development of the whole school curriculum intent and supported the professional development of Subject Leaders and staff.</p> <p>Regular CPD sessions were held to develop subject knowledge, understand pupil social/emotional needs, and to analyse learning outcomes and data</p> <p>SLT and subject leaders completed monitoring of data, books and interventions.</p> <p>Data shows that there has been mixed progress amongst our disadvantage children. In some cases our disadvantaged children have outperformed non-disadvantaged and vice versus. Outcomes achieved by the disadvantaged children in KS1 was good and this shows that the gap is not widening this will be monitored further next year.</p>	Megan Holmes	<p>£14625</p> <p>£5687.5</p> <p>£250</p>
<b>Total spend</b>					<b>£20562.5</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen activity / approach</b>	<b>What was the evidence and rationale for this choice?</b>	<b>How was this implemented/impact?</b>	<b>Staff lead</b>	<b>Cost of implementation</b>

Effective, targeted interventions, which have a positive outcome on the learning and progress	Phonics, reading and maths targeted interventions both in/out of class: Phonics and reading fluency and teaching by stage not age	Whole school reading fluency and phonics baseline/screening assessments  PIXL learning gaps	Monitoring and tracking process was developed  Sample checking of interventions Book scrutinies TA tracking	Jackie Normanton  Megan Holmes	£3510
Year 3 targeted reading and maths tuition	Small group tuition	Year 3 tuition as an introduction – measured impact of tuition sessions	Monitoring and tracking process developed Sample checking of interventions Baseline assessments	Megan Holmes	£1050
Children to receive social, emotional and pastoral support.	1:1 and group S & E interventions to meet individual needs.	Teacher/SEND observations and Professional assessment outcomes such as Boxall /Social communication, S& L PASS survey results  well-being-teacher and parent feedback	Professional Assessments completed Interventions in place; monitoring and measure impact for effectiveness. Specific programs in place to support needs  This year, staff have worked incredibly hard to support children and our families. The learning mentor and AHT have supported families based on need and will continue to support families next year. The process of selecting children and families will be developed to ensure all children who require support receive it. This support will continue to be pivotal going forward.	Jude Mosby	£10725

Motivation and engagement in learning	CPD staff meeting Pupil Progress Meetings Use of catch up funding (separate budget)	Subject leader development to maximise pupil outcomes and motivate disengaged children.  Progress data and pupil voice	Curriculum reviewed and evaluated Planning and book monitoring Pupil voice	Megan Holmes	Catch up funding – Separate budget
<b>Total Spend</b>					<b>£15285</b>
<b>iii. Wider approaches</b>					
<b>Desired outcome</b>	<b>Chosen activity / approach</b>	<b>What was the evidence and rationale for this choice?</b>	<b>How was this implemented/impact?</b>	<b>Staff lead</b>	<b>Cost of implementation</b>
Children have access to school uniform, and this improves attendance.	School uniform budget available for parents to access.	Children may be reluctant to come to school if they do not have or cannot afford pieces of uniform.  We wanted to ensure that these children were happy to come to school.	Children’s school attire spot checks to ensure appropriate and sufficient dress  Attendance is monitored through first day response and weekly reporting  Our attendance as a school was 94.84%. This was higher than the National average of 92.5%. Strategies to monitor pupil attendance are in place and incentives have been introduced. This has emphasised the importance of attendance for all. Attendance will continue to be a focus next year and incentives will continue to be developed and embedded	Natalie Cortese	£200 £3510 £3710
Children will be ready for their learning at	Meet and Greet	To ensure children are attending school	Learning Mentor on KS2 gate AHT on KS1 Gate	Megan Holmes	£5850

the start of each school day.		and ready to learn and make progress, children are greeted on the gate and supported if struggling in the morning		Judith Mosby	
LAC children to have access to a full, enriched wider curriculum.	Provide a wide range of Enrichment opportunities	Enrichment boosts learning, self-esteem and engagement.  To ensure children have access to a range of enriched life experiences. – Trips were considered for each year group and offered to all	Sought pupil/teacher/parent feedback and provided opportunities for the children to engage in and supported them in taking part.	Megan Holmes	Separate to PP funding. LAC funding used.  LAC £600 per term – spent separately
Curriculum enrichment opportunities to be regular and powerful.	Funding for curriculum enrichment opportunities in all year groups.	To support engagement in learning, our children require regular, quality enrichment opportunities such as trips or in-school impact days and visits were focused upon and evaluated once taken place.	Subject leaders monitored and evaluated the impact of opportunities and have obtained pupil and parent feedback.	Jackie Normanton  Megan Holmes  Meriel Strange	Approx:  Paxton Reception Kenilworth Y1 Safety Centre Y2 Faith Tour Y3 Science Museum Y3 Tower of London Y4 Y5 Space Duxford Y6

		These opportunities are not likely to be experienced at home and this is why it was imperative to happen at school.			£616.75
Children to be able to take part in a residential visit.	Enable all pupils to attend a residential when ran in their academic year.	Some children have been unable to attend residential visits due to a lack of financial support from home. We enable all children to have access to at least one residential during their primary school years.	Our residential visits and venues are selected to meet our children's needs. Evaluated the visit and obtained pupil feedback.  Families supported to ensure all children can attend and finances are not a reason for non-attendance	Jackie Normanton	£1300
Attendance to be in line with non-PP children	Continue to provide attendance initiatives, rewards and incentives.	To ensure that children make the most of their learning opportunities, we have a high-profile whole-school attendance focus	Attendance rates are closely monitored Weekly meetings are held with the learning mentor and strategies put in place to support children's whose attendance is falling.  End-of-term attendance prizes are high-profile and desirable.	Jude Mosby  Megan Holmes	£3510
CLUBS, SWIMMING, MUSIC TUITION	Clubs available to all children	Ensure that all children can participate and maximise their experiences.	Subject leaders monitored and evaluated the impact of opportunities and obtained pupil and parent feedback.  PP parents to be informed of this explicitly to ensure all PP children are taking advantage of this	Megan Holmes  Natalie Cortese	Clubs £1575  Swimming £190  Music Lesson £3011.25

		Due to a lack of financial support from home, children were not always able to fulfil their potential and this is something we continue to monitor.			
Forest school ambassadors	Children given alternative enrichment	Children who were unable to attend residential were able to participate in their own way through becoming Forest School ambassadors  PP children were able to support younger year groups and have an alternative enrichment experience	All children in the cohort were given an enrichment opportunity	Jackie Normanton	£840
Provision of free school meals for all pp children	Children to be ready to learn	FSM provided to all children who are entitled.	Parents encouraged to apply for FSM.	Jan Hubbard	£58500
<b>Total Spend</b>					<b>£24313/£82813</b>
<b>Total budget available: £9</b>					<b>Overall Spend:</b>
					<b>£60160.5</b> <b>Including FSM</b> <b>£118,660.50</b>



**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Sounds Write	Sounds Write
TT Rock Stars	Times Table Rock Stars
GL Assessments	PASS Survey
ElastiK	ElastiK Assessments
Reading Fluency	Pixl

