

# Primary Pupil premium strategy / self-evaluation

1. Summary information					
School	Cowlersley Primary School				
Academic Year	2019/20	Total PP budget	£109,000	Date of most recent PP Review	April 2019
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	Jan 2020

2. Current attainment		
Key Stage 2	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	64%	All pupils: 65%
% making expected progress in reading (as measured in the school)	82%	All pupils: 73%
% making expected progress in writing (as measured in the school)	64%	All pupils: 78%
% making expected progress in mathematics (as measured in the school)	90%	All pupils: 79%
Key Stage 1		
% making expected progress in reading (as measured in the school)	66%	All pupils: 67%
% making expected progress in writing (as measured in the school)	66%	All pupils: 66%
% making expected progress in mathematics (as measured in the school)	83%	All pupils: 71%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Lower outcomes for some disadvantaged children in certain year groups
B.	Low reading skills and low writing skills, caused by lack of reading opportunities and poor vocabulary
C.	Behaviour for learning barriers compounded by historic low academic performance, under-achievement and low expectations
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	Low aspirations and negative perceptions of education impacting on behaviour

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<b>E.</b>	Poor attendance/social issues affecting coming into school 'ready to learn'	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Outcomes for disadvantaged pupils in KS1 and KS2 in reading, writing and maths are improved so that more children reach expected standard and greater depth.	KS1 and KS2 data shows little to no gap between disadvantaged children and their peers nationally. 'Gaps' between disadvantaged and non-disadvantaged children are closed in reading, writing and maths in other year groups (Years 1, 3, 4 and 5). More disadvantaged children are targeted for 'greater depth' standard.
<b>B.</b>	<p>Improve the basic reading skills of all disadvantaged children to ensure they can access age-related texts and comprehend at speed (although 2019 KS2 data shows children were above national average in reading, this is not the current picture through school with the 2020 Year 6 cohort an area of concern).</p> <p>Improve writing skills of disadvantaged children by improving oral language and vocabulary across EYFS, KS1 and KS2.</p>	<p>EYFS exit data and phonics data shows an improving picture of children developing key reading skills/phonics knowledge.</p> <p>KS1 and 2 reading and writing data shows disadvantaged children have made good progress and that the gap between their peers is closing.</p> <p>Barriers to learning to read/improving comprehension are removed through a targeted programme of 1:1 reading in school which shows a positive impact on reading ages/comprehension scores. Resources purchased allow all children to access a range of engaging and relevant texts.</p> <p>Improved outdoor environments in EYFS and consistent use of talk for writing throughout school allow children's oral language and vocabulary skills to improve.</p>
<b>C.</b>	<p>Children and families with social issues are well-supported so that social, emotional and mental health needs are met both within and outside the classroom.</p> <p>Aspirations are raised through an engaging curriculum and engagement/behaviour for learning improves through consistently high expectations and 'good' teaching.</p>	QA using 12 standards show an improving picture of lessons which achieve golds and greens for behaviour/behaviour for learning and high expectations for all children, including those with SEMH needs. A consistently-followed behaviour system is supported by an engaging and active curriculum. Teachers are well-supported by a strong pastoral team. Additional support for children is sought in a timely manner.
<b>D.</b>	Children are attending school, on time, every day and are 'ready to learn'	School attendance is consistently above national and school's own targets with children arriving to school on time. Disadvantaged children are more likely to be 'ready to learn' due to access to a breakfast and set morning routine prior to school start.

### 5. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

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Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p><i>Smaller classes and use of HLTAs in KS2 (specifically Year 5 and 6) to enable more focused groups, including additional use of Deputy HeadTeacher.</i></p> <p><i>Targeted challenge of Year 5 and 6 GD children in reading, writing and maths, including:</i></p> <ul style="list-style-type: none"> <li><i>-small group work with Deputy HeadTeacher</i></li> <li><i>-1:1 editing in writing</i></li> <li><i>-Greater Depth challenge texts</i></li> <li><i>-SATs boosters</i></li> </ul> <p>-</p>	<p><i>More disadvantaged children in KS2 reach expected standard in reading, writing and maths (close or equal to non-disadvantaged peers)</i></p>	<p>Outcomes for KS2 showed that 82% of children met expected or above in reading-above national average and close to non-disadvantaged peers in school (86%). In maths, 90% met expected or above, well-above national average and above non-PP peers (79%).</p> <p>In writing, there was more of a 'gap' between PP children (64%) and non PP children (79%), nationally and within school. KS2 results in general where significantly improved from the previous academic years.</p>	<p>Impact has been shown to be successful in KS2 with a significant improvement on results in reading and maths.</p> <p>Writing in general was significantly improved on 2018 results, although a gap between PP and non-PP remained. Focus had been on reading and maths, especially in terms of intervention. Whilst some 1:1 writing work happened in KS2, this was prioritised after the SATs revision period and so impact on key PP children was more limited as, despite improvements, not all consistently reached expected standard.</p> <p>Approach needs to be continued in staffing where possible due to proven</p>	<p><b>HLTA</b> <i>DHT maths and english boosters</i></p> <p><i>Resources</i> <i>£500</i></p>

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<p><i>Profile of reading raised across whole school.</i>  <i>Purchase of books, engaging, real-life stories and relevant non-fiction texts to raise profile of reading across KS2 boys.</i>  <i>Books purchased within the low difficulty, high interest category for children within Ks2-linked with Accelerated reader.</i>  <i>Class reading areas completed within classrooms and promoted as engaging and quiet spaces.</i></p>	<p><i>Children, especially disadvantaged boys in KS2, have a greater engagement with reading through wealth of new texts.</i></p> <p><i>Attainment in reading (lowest across KS2 currently for disadvantaged children) is improved.</i></p> <p><i>More opportunities for reading for pleasure increase children's love of books.</i></p>	<p>Outcomes for KS2 showed that 82% of children met expected or above in reading-above national average and close to non-disadvantaged peers in school (86%).</p> <p>However, reading is generally the lowest area for PP children in other year groups.</p>	<p>Successes seen in KS2 suggest that approach has worked to some extent. However, need for opportunities for reading to be delivered consistently across school.</p> <p>Projected data for 2020 KS2 cohort shows reading as an area of concern and so further strategies need to be put in place, including consistent and rigorous use of Accelerated reader, 1:1 reading with PP children, purchase of new books, promotion of reading within school.</p>	<p><i>Reading areas- allocated £30-50 per area</i></p> <p><i>Spring 2-Book club x2 after school sessions (KS1 and KS2) targeting Pupil premium children.</i>  <i>X2 ETA costs x2 hourly sessions every week</i>  <i>Approx. £24 weekly, x20 weeks</i>  <i>Phonics training and resources</i></p>
<p><b>ii. Targeted support</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

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<p>Targeted boosters for children in KS2-see outcomes above</p>				
<p><b>KS1 focused interventions:</b></p> <p><i>Support staff within class allowing targeted teaching and intervention.</i></p> <p><i>Additional interventions for disadvantaged children including:</i></p> <ul style="list-style-type: none"> <li>-phonics intensive teaching</li> <li>-handwriting</li> <li>-maths small group</li> <li>-1:1 reading</li> <li>-fine motor skills/movement</li> </ul>	<p><i>Disadvantaged children to be making at least expected progress and the gap between non disadvantaged nationally to narrow.</i></p> <p><i>Disadvantaged children to be well-supported in more focused groups with an adult, enabling better progress and attainment.</i></p>	<p>Outcomes for KS1 showed that 66% of disadvantaged children achieved expected or above in reading and writing. This broadly in line with the cohort.</p> <p>83% of pupil premium children achieved expected or above in maths which is above the national average.</p> <p>Outcomes for KS1 children were improved in the year 2018-19 from the previous year and this includes for pupil premium children.</p> <p>Phonics data showed that 96% of children leaving KS1 passed the phonics test (compared to 83% in the previous year). 100% of pupil premium children passed their phonics test in Year 2.</p>	<p>Additional support within KS1 allowed children's outcomes to be improved, particularly within maths.</p> <p>Children passing the phonics test in Year 2 improved and included all pupil premium children within the cohort.</p> <p>However, phonics data dipped overall from 2017-18 to 2018-19, including for pupil premium children. This was within a small cohort with a large overlap between PP and SEN. Staffing instability also impacted on the attainment of the cohort. An experienced KS1 team overseen by a new AHT is planned to address issues of stability and improve phonics results within Year 1.</p>	<p><i>Salary costs of support staff covering KS1 classes to facilitate afternoon interventions</i></p>
<p><b>iii. Other approaches</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

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<p><i>Develop an effective Pastoral team who work with children and families to remove barriers to learning:</i></p> <p><i>-Thrive approach is used to encourage children to identify gaps in emotional development and to plan tailored activities.</i></p> <p><i>-Inclusion team re-launched with tight referral process and monitoring of progress of children with SEMH needs.</i></p>	<p><i>Social, emotional and mental health needs of children are met through timely intervention.</i></p> <p><i>Families' wellbeing needs are met to ensure safe, emotionally and physically well and ready to learn.</i></p> <p><i>Those who may need extra help and support are quickly identified and support given (both in and out of school).</i></p>	<p>Move from Thrive to Boxall due to decisions made around cost has impacted on assessing progress of children with SEMH using data. Sept launch of new tracking system using Boxall data (quantitative) as well as qualitative data to prove impact.</p> <p>Autumn term-lack of impact due to previous SENCos ability/lack of experience. Spring-Summer term re-launch of tighter monitoring of referrals (internal and external) has led to more children with My Support plans and outside agency involvement: increase from 0 to 7 across two terms. Quality of plans improved ensuring regular reviews and tighter outcomes from all services involved. Leading to x2 EHC requests by July 2019 and a further 2 pending.</p> <p>Reduction in serious incidents over Spring-Summer term, since overhaul of Inclusion/returning SENCo in position.</p>	<p>Further work needed around roles of Pastoral team and building capacity for Pastoral leader and Learning mentor to complete SEMH interventions which have a proven impact, rather than a 'fire-fighting' approach.</p> <p>To achieve this, whole-school re-launch of behaviour systems to up-skill and support teaching and support staff in managing behaviour/SEMH needs, therefore freeing capacity for more targeted SEMH interventions through Boxall profile.</p> <p>SEMH interventions need to be more closely tracked to prove impact-launch of system in September.</p>	<p><i>Pastoral Lead +Thrive/Inclusion lead practitioner wages</i></p> <p>Thrive/Boxall costs-£500</p>
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<p><i>Breakfast club staffing</i></p>	<p><i>Disadvantaged children able to access a free breakfast and good start to school morning. Children 'ready to learn' and on time for school as a result.</i></p>	<p>80% of PP children regularly attend breakfast club</p> <p>PP attendance has improved to 95% (July 2019)-compared with none PP attendance of 96% (July 2019).</p>	<p>This has a proven positive impact on PP attendance and whole school attendance, lateness and children's capacity to be 'ready to learn' at the start of school. Many children would go without a breakfast without this free provision and so needs to be continued.</p> <p>Building on the impact of breakfast club is a priority through using the time children are in school positively through early morning boosters and 1:1 reading focusing on PP children-planned for next year.</p>	<p><i>Salary of member of staff from 7:30-9:00 to set-up and run breakfast club (covered within Thrive leader salary above)</i></p> <p>Additional ETA from April: £1558</p>
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### 6. Planned expenditure

Academic year 19-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

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 implementation?
<p>Profile of reading continued to be raised across school. Additional focus on raising expectations for PP writing through:</p>	<p>Improve basic literacy, reading and writing skills of disadvantaged children by improving</p>	<p>Data shows reading is a cause for concern within the new Year 6 cohort. Within Year 5, only 7% of the cohort achieved 'expected' in reading and so this needs to be a priority.</p>	<p>-Monitoring by English lead and SLT: drop-ins, learning walks, book scrutinies, compliance to</p>	<p>LV,</p>	<p>-October deep dive review</p>

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<p>-Consistent use of Talk for writing approach across school</p> <p>-Creation of vocabulary-rich environments, including in EYFS outdoor environment and continuation of Boom words project</p> <p>-Quality texts purchased, including high-interest books for boys, longer, vocab-rich texts for KS2</p> <p>-Resilient Reader approach launched</p>	<p>oral language and vocabulary across EYFS, KS1 and KS2.</p>	<p>Although KS2 data 2019 indicated no issues with PP reading, this cohort had experienced a consistent history of teaching of reading and generally had good home support with regular reading opportunities within and outside of school which attributed to the high results.</p> <p>Other year groups show a concern around children's lack of engagement with reading and a need to ensure quality texts are in place (PP review-April 2019).</p> <p>KS2 data showed a 'gap' with writing for PP children. Poor vocabulary and oral language skills need to be addressed through a consistent Talk for writing approach which helps build language and structure of writing from KS1 as well as incentivising and celebrating vocabulary through Boom words.</p>	<p>non-negotiables for teaching of reading and writing, learning environment checks</p> <p>-Discussion with pupils, hearing pupils read</p> <p>-Moderation of writing-internal, external, MAT-wide</p> <p>-Assessment data, specifically KS1 and KS2 reading/writing data, and phonics check</p>	<p>Key stage leaders, HOS</p>	<p>-Dec data/pupil progress, early moderation</p> <p>-March Peer review</p> <p>-April moderation/data</p>
<p>Launch of bespoke and engaging curriculum, especially focused on effective delivery of Foundation subjects with aim of 'raising aspirations'</p> <p>-key planned learning experiences for children, both inside and outside the classroom</p>	<p>Aspirations are raised through an engaging curriculum and engagement/behaviour for learning improves through consistently high expectations and 'good' teaching.</p>	<p>Evidence shows that the foundation subjects have not been prioritised and themes need to be tailored to children's interests to ensure engagement (Ofsted Jan 2019)</p> <p>In cohorts of high PP, aspirations are low and engagement with school/behaviour for learning is negatively affected.</p> <p>Children need to be well-prepared for leaving school/adult life, exposed to a range of career and further education</p>	<p>Monitoring by AHT for curriculum and subject leaders:</p> <p>-Long term plans +rationale and intent for each cohort matching children's needs</p> <p>-Medium term planning ensuring effective coverage</p> <p>-QA showing greens and golds for pupil engagement, relevant and stimulating curriculum</p>	<p>AB</p> <p>+key stage leaders</p>	<p>July-Sept monitoring of long term planning</p> <p>October deep dive</p> <p>Staff meeting monitoring and foundation subject scrutiny late</p> <p>October/repeat in Spring term</p>

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		options to ensure greater life chances and economic wellbeing.	-Pupil and parent voice shows higher level of satisfaction and engagement with learning		July-pupil voice end of year review
<p>Additional adults within Year 6 class to provide focused teaching, smaller groups and targeted intervention:</p> <ul style="list-style-type: none"> <li>-AHT x 2 mornings in addition to main Y6 teacher</li> <li>-additional ETA x5 days</li> <li>-consistent ETA presence within Year 2 classroom majority of mornings</li> </ul>	<p>Outcomes for disadvantaged pupils in KS1 and KS2 in reading, writing and maths are improved so that more children reach expected standard and greater depth.</p>	<p>KS2 results showed significant improvement on outcomes for PP children in all areas. Success of strategies relating to additional adults in class during academic year 2018-19, so continuation of this is needed. AHT (Year 6) and MPS class teacher overlap on two mornings allowing more targeted teaching.</p> <p>Current Year 5 cohort have a history of significant under achievement with a combined KS1 result of 11%. Current Year 5 data shows 7% achieving expected in reading, 20% in writing and 11% in maths with no greater depth so there is a need for rapid, accelerated progress for all children, including PP.</p> <p>Protected use of ETA for Year 6 class to support with high level of SEMH need. Cohort have experienced some issues around behaviour for learning and have a high level of PP (60%) and SEN (40%) combined. Need for a consistent adult who has started working alongside children from April 2019 in year 5.</p> <p>Use of experienced ETA within Year 2 class who has strengths in behaviour management and targeting interventions to ensure good learning environment</p>	<p>Assessment data-half-termly, Evidence in books Moderation-internally and externally Early LA moderation for writing QA, drop ins, learning walks show children are making rapid progress</p>	<p>AHT-RG  +HoS</p>	<p>October half term assessment point</p> <p>December assessment point and early moderation</p> <p>Half termly book scrutinies</p> <p>Regular drop-ins</p>

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		cultivated to allow children with PP to make progress.			
<b>Total budgeted cost</b>					£19 308
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>Targeted ‘booster’ groups for Year 2 and Year 6 children:</p> <ul style="list-style-type: none"> <li>-early morning boosters focused on reading and maths weekly</li> <li>-additional afternoon 1:1 writing sessions for Year 6 children focusing on achieving expected and greater depth</li> </ul>	<p>Outcomes for disadvantaged pupils in KS1 and KS2 in reading, writing and maths are improved so that more children reach expected standard and greater depth.</p>	<p>KS2 results showed significant improvement on outcomes for PP children in all areas. Success can be attributed to regular booster groups delivered by teachers on a weekly basis from January.</p> <p>Current Year 5 cohort have a history of under achievement with a combined KS1 result of 11%. Current Year 5 data shows only 7% achieving expected in reading, 29% in writing and 11% in maths with no greater depth so there is a need for rapid, accelerated progress for all children, including PP.</p> <p>KS1 results also showed an improvement on 2018 outcomes, also partly attributed to teacher booster groups. Need for a continuation this year.</p>	<p>Assessment data-half-termly, Evidence in books Moderation-internally and externally Early LA moderation for writing QA, drop ins, learning walks show children are making rapid progress</p>	<p>AHT-RG  +HoS</p>	<p>October half term assessment point</p> <p>December assessment point and early moderation</p> <p>Half termly book scrutinies</p> <p>Regular drop-ins</p>

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<p>HLTA used to provide additional layer of targeted support to PP children in KS2 prior to Year 6</p>	<p>Outcomes for disadvantaged pupils in KS2 in reading, writing and maths are improved so that more children reach expected standard and greater depth. Gaps are able to be 'plugged' earlier, prior to Year 6 to enable higher outcomes at the end of KS2.</p>	<p>Need for gaps in children's knowledge to be addressed prior to year 6. Earlier intervention results in better outcomes at the end of KS2. Underlying gaps in learning being addressed means that children are more likely to make progress and less likely to fall behind and exhibit behavioural issues throughout KS2. Children who can 'catch up' throughout Years 3, 4 and 5 are more likely to achieve expected and greater depth in KS2. PP children are particularly vulnerable to falling behind.</p>	<p>-Termly assessment data shows that targeted groups of PP children are making progress</p> <p>-Separate identification and tracking of key children ensures accountability for the progress</p> <p>-QA and feedback on how to improve teaching to meet needs of specific children with underlying gaps in learning</p>	<p>Key Stage 2 leader</p> <p>HLTA</p>	<p>October deep dive</p> <p>Termly assessments and pupil progress/appraisal</p>
<p>Additional interventions specifically targeting PP children's gaps in emergent reading and writing skills, including: -EYFS afternoon interventions with Nursery Nurse -additional ETA allocation to</p>	<p>Improve reading and writing skills of disadvantaged children by improving oral language and vocabulary across EYFS, KS1 and KS2 and increasing reading opportunities</p>	<p>Ofsted (Jan 2019) and the school's Pupil Premium review (April 2019) identified the need for children to be given more opportunities to develop basic literacy skills within the early years, through the outdoor environment. Breakfast club was identified as a missed opportunity for catching children to increase reading opportunities.</p> <p>PP children within school are (generally) less likely to have the home support needed around reading and are more at risk of having poorer language skills and a less developed vocabulary on entry into school.</p>	<p>Assessment data-termly and half termly (Year 2 and 6)</p> <p>Observations within EYFS</p> <p>Monitoring of assessments and observations by KS leaders/SLT</p> <p>Pupil premium trackers show small steps of progress within targeted</p>	<p>SENCo</p> <p>KS Leaders</p> <p>EYears leader</p>	<p>October deep dive</p> <p>Termly assessments and pupil progress/appraisal-including PP trackers</p>

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phonics groups, allowing for smaller groups -PP daily reading during breakfast club -PP reading club-weekly	during the school day.  More targeted and bespoke phonics teaching which has a greater impact on improving		interventions and specific data, eg reading ages, improving.		
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**Total budgeted cost** £24 499.75

### iii. Other approaches

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 implementation?
Streamlining of Pastoral team and tracking of SEMH interventions, including: -monitoring of referrals (internal and external) -SEMH tracking system using Boxall to show progress -additional behavioural strategies and support through new policy/approach, enabling Pastoral team to focus on early intervention	Children and families with social issues are well-supported so that social, emotional and mental health needs are met both within and outside the classroom. Children with SEMH are making small steps of progress within their area of need. Outside agencies are engaged in a timely manner so that behavioural issues	Pastoral support is good within school but Ofsted (Jan 2019) noted that elements of record keeping needed to be improved. Pupil Premium review (April 2019) also noted good pastoral support for children and families but identified further support that could be given at an early intervention level. Engagement of the community can ensure that social problems are identified and addressed early.  School leaders, including executive leaders within the MAT have identified a need for improved systems of managing behaviour so that the Pastoral team can focus on targeted SEMH intervention rather than a 'fire-fighting' approach. Up-skilling of all staff is necessary to ensure consistent approaches are followed and	Monitoring of behaviour: -systems and their consistent use through drop-ins, QA, learning walks, pupil voice -ensuring all staff are well-supported, resourced and confident in meeting the needs of children with SEMH Monitoring of referrals Monitoring of timetables of pastoral staff  Tracking interventions for SEMH and progress of	SENCO+  AHTs and HoS  +Pastoral leader	October half term  December pupil progress and PP/SEN reviews  Half termly then on

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	do not impact on learning.	staff feel confident to deal with a range of behavioural/SEMH needs. This new approach will help with identifying issues early and involving outside agencies/making referrals on a timely basis so that learning is less disrupted within classrooms and more children reach their potential.	children through Boxall and other qualitative data		
Removal of barriers to participation, eg: -funded transport to Zoo trip -raising aspirations Primary university day for Y6 -Aspire to Uni project -baking -community trips	Aspirations are raised through an engaging curriculum and engagement/behaviour for learning improves. Children are given access to a range of life experiences enabling them to make informed choices	Aspirations of children across school, especially those with PP need to be raised. Behaviour for learning needs to improve (see Ofsted Jan 2019) particularly in key cohorts-which is linked with engagement through real life experiences. Year 6 have a high level of PP children and low aspirations and life experiences, Exposure to future careers opportunities and skills through the university projects has been proven to impact on engagement with learning in general and future economic wellbeing.	AHT/HoS to lead on organisation, Pastoral lead to lead on risk assessments and trip planning Clear outcomes and post-trip evaluations to be completed	Plead +HoS/AHT	Pupil voice review of projects-June 2019
Staffing of breakfast club to ensure high number of PP children can attend each morning	PP children are attending school, on time, every day and are 'ready to learn' having had a quality breakfast	73% of PP children attend breakfast club and benefit from a free breakfast-which ensures children are ready to learn-and a calm and structured start to the day. Children will be increasingly able to access additional learning opportunities during this time. Early morning care supports parents in meeting the needs of	Attendance monitored by Pastoral lead-including PP attendance, lateness and impact of breakfast club.	Pastoral lead	Termly monitoring of breakfast club  Weekly monitoring of attendance

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	and morning routine	<p>their children and helps ensure children are attending school, on time.</p> <p>Attendance of PP children is currently 95% (July 2019) but prior to the introduction of breakfast club, was at under 93% (Sept 2017).</p>	<p>Consultation with APSO around attendance issues</p> <p>Pastoral lead overseeing quality of breakfast club provision</p> <p>Child and parent voice</p>		
<b>Total budgeted cost</b>					<b>£61 008.75</b>

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## 7. Additional detail