



2019/2020 Pupil Premium Strategic Plan

The Pupil Premium Grant (PPG) is an individually allocated sum of money which is devolved to schools directly by the DfE. It is to be used to strategically target provision for children from low-income and other disadvantaged families to ensure that there is no difference in attainment between them and their peers. A child who has a parent in the armed forces is also eligible for PPG. The grant can be used very widely to provide support for children for example to enable them to attend educational visits and to smooth transfer between schools. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This figure has risen each year since the grant was first given to the current amount of £1320 per pupil. The term 'Disadvantaged' indicates those pupils eligible for Pupil Premium Grant.

The next pupil premium strategy review is September 2020

Carnforth School is an academy, part of the Black Pear Trust MAT. It converted to academy status on 1st August 2017. The school is a one form entry primary with a PAN of 30. It offers a 26 place nursery with both full and part time places available.

The school serves an area of significant social and economic deprivation. The Worcester ACORN category profile indicates that the population is made up of 56% Category 5 urban Adversity, 39% Category 4 Financially stretched, 5% comfortable communities and 1% rising prosperity. There are no Affluent achievers. IDACI indicates 88.3% of pupils live in the 30% most deprived SOAs in England, 0.5% live in the least deprived. The percentage of pupils entitled to free school meals is well above national. We have had an increase of EAL learners as well and now have 14.0% on roll. Many pupils have learning difficulties, disabilities and additional needs (22%) which is above local and national averages.

The school has a high level of pupils' eligible for the Pupil Premium Grant – currently 59%. This is an average figure of the year groups and in some year groups the percentage is noticeably higher. The grant received by the school for this group is therefore substantial and the group is very significant for the school as one of our 'tracked groups'. To ensure that the use of the Grant is of greatest benefit to the eligible pupils a plan has been drawn up which is both strategic and operational.

Responsibility for Pupil Premium at Carnforth School lies with the Governing Body, the Head of School and is monitored by the Inclusion Leader. All matters relating to the Pupil Premium are reported back to the Governors, ensuring that the school is held to account for the impact of spending. Below are details of how and why funding has been allocated to different activities.

Carnforth School is committed to ensuring maximum progress for all groups of children and aims to close any performance gaps. The Pupil Premium Grant (PPG) helps us to do this for disadvantaged pupils. A primary focus of the School's Strategic and Operational Plans is specifically to make sure that pupils eligible for PPG are well catered for and as a result, use of the grant is tightly focused and precisely allocated. Through the delivery of these plans we actively promote equality of opportunity for all.

To support this group of children effectively the school provides a range of opportunities to extend life experiences. The aim of these activities is to develop good communication skills which will help the children to successfully manage their feelings in different social situations. By doing this the children will experience fewer social, emotional and mental anxieties and so develop greater personal strength and positive self-worth. The school uses whole school approaches to help the children to develop wider vocabulary and use more complex sentences. Both of these skills help to ensure greater academic and social success. This is a priority for the school as staff recognise that delays in the development of communication skills will lead to long term barriers to learning and success throughout life.

In order to address these needs the school utilizes the NSH Speech and Language Services extended training programme for whole school staff development to ensure professional expertise to support the children is in place. The school also utilizes the Local Authority Behaviour Support Team and engages Educational Psychologists to provide expert advice on the mental well-being of identified children. A strong, comprehensive and sustainable support package has been developed which is beginning to lead to improvements in outcomes for this identified group. These targeted additional support strategies will enable all pupils, however financially disadvantaged, to have full access to the curriculum and all extra-curricular experiences.

All students in the target group who are currently underperforming will be supported to make improved progress leading to the elimination of any differences in attainment between them and their peers. Their progress is tracked regularly and the effect of the pupil premium is measured by their successes both academic and social.

The aims of this plan are to:

- Develop an ethos of high attainment and achievement for all pupils.
- Eliminate all forms of communication barriers.
- Create an environment which supports pupils to be fully aware of and understand their own behaviour, their thought processes and the process of learning so that they can actively learn and enjoy the process.

The plans are regularly checked to make sure there is good or better progress on developing priorities and adjustments are made to them as a result. In depth data analysis ensures that the correct support and strategies are identified to maximize progress. These checks are made by the School's leadership team including members of the Governing Body. The systems that are in place ensure that Pupil Premium funding has the necessary impact on pupil's learning.

The plan uses the school's Five Key Drivers, which structure the Strategic School Development Plan, to demonstrate how the Pupil Premium Grant is used to support eligible pupils. This ensures that provision derived from the Grant is central to making sure pupils are given access to every possible opportunity to learn, develop and achieve as much as their peers. PPG provision contributes to inclusive practice, resources, teaching and learning and training which are all monitored, evaluated and reviewed by the school's leaders to check value for the Grant money.

Subject Leaders develop their own operational action plans which include a focus on pupils' eligible for the Pupil Premium Grant they identify key areas for development within their own curriculum area for the academic year. These plans are cross referenced with each other and with the whole school strategic plan.

Financial breakdown	
Number of pupil premium children (Ever 6 Free school Meals)	96
Funding per child	£1320
Carry forward	£9985
Allocation for 2019/2020	£126,720
Estimated allocation for 2020/2021	£126,430

Pupil Premium numbers		
Year group	Cohort size	Number/% of PPG
Year 6	29 in year group	16 PPG 55%
Year 5	27 in Year group	14 PPG 52%
Year 4	24 in year group	17 PPG 71%
Year 3	28 in year group	10 PPG 36%
Year 2	30 in year group	16 PPG 33%
Year 1	16 in year group	5 PPG 31%
Reception	19 in year group	5 PPG 26%
Nursery	20 in Year group	1 PPG 5%

2018/2019 Attainment		% Disadvantaged	% Non-Disadvantaged	School results (unvalidated)	National Results
EYFS	GLD	60%	62%	61%	D – 71% All – 71.8%
Phonics	Year 1	57%	88%	73%	D – 71% All – 82%
End of KS1	Maths	70%	50%	71%	D – 62% All – 76%
	Reading	70%	72%	71%	D - 62% All – 75%
	Writing	60%	67%	64%	D – 55% All – 69%
End of KS2	Maths	64%	75%	68%	D – 67% All – 79%
	Reading	45%	63%	53%	D – 62% All – 73%
	Writing	64%	75%	68%	D – 68% All – 78%

	SPAG	73%	75%	74%	D –67% All –78%
	Combined R,W,M	45%	63%	53%	D –51% All –64%
Progress KS1-KS2	Reading			+0.4	
	Writing			+3.0	
	Maths			+2.2	

The Tiered Approach to Pupil Premium Spending (EEF Toolkit)

Teaching:

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support:

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

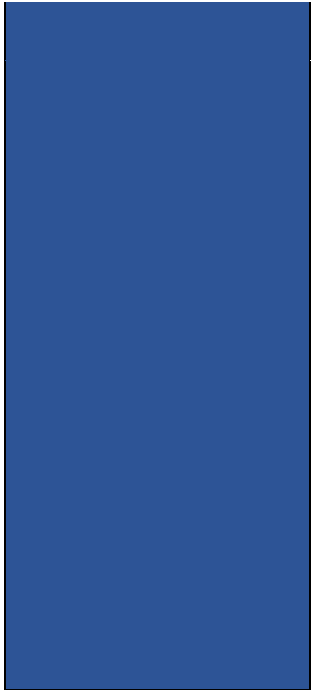
Wider strategies:

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Rational for Spending at Carnforth School

Barriers to future attainment	Desired outcome	Success Criteria
<p>A</p> <p>A significant number of pupils enter school with significant levels of language deprivation & weak oral language and communication skills.</p> <p>Our data – based on diagnostic assessment tools to assess pupil’s language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years</p> <p>On entry into EYFS children are on average, working typically within the bands 22-36 months or 30-50 months across all areas.</p>	<ul style="list-style-type: none"> language acquisition is a high priority in school, with explicit strategies for extending vocabulary as well as a language rich environment; careful selection of language is taught (high frequency words found in many different contexts); activities to extend pupils’ expressive and receptive vocabulary should relate to current topics, with opportunities to practice using new vocabulary; language teaching develops breadth (vocabulary size) and depth (understanding and use in context). 	<ul style="list-style-type: none"> The number of children on the SEND register for speech and language is reduced from EYFS to KS1 to KS2. Children have key strategies to decipher new words. Children utilize increasingly ambitious vocabulary in conversation and writing Children have a better understanding of the curriculum due to an improvement understanding of language
<p>B</p> <p>In some cases pupils lack the experiences that their peers may have had outside of school and as a result vocabulary can be less broad and children can lack context for their learning.</p>	<ul style="list-style-type: none"> Children have a broad vocabulary and can link learning to context Children can utilize widening experiences to support writing. Children develop skills which support positive learning behaviours such as resilience, risk taking communication and cooperation. 	<ul style="list-style-type: none"> The number of children working at the age expected standard Children have wider experiences to draw upon.
<p>C</p> <p>In some cases children have low levels of emotional literacy.</p>	<ul style="list-style-type: none"> Children are better able to self-regulate their emotions Children are able to use appropriate language to discuss their emotions. 	<ul style="list-style-type: none"> The number of behaviour logs are reduced The number of children demonstrating positive learning behaviours consistently is raised.

Focus & Year group	Number of children	Identified Need	Cost-September to August	Lead By	Monitor	Outcome	Evaluation
TEACHING							
Continued Professional Development							
<p>Rationale -July 2016 DfE Standard for teachers’ professional development state that “Professional development must be prioritized by school leadership.” In the EEF PPG Guidance it states ‘Quality teaching helps every child - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ At Carnforth we believe that investing in staff and making them the best they can be will have a positive impact on learning.</p>							
CPD Budget ALL	whole school 194	Data Headline: On entry into EYFS children are on average, working typically within the bands 22-36 months or 30-50 months across all areas. In 2019, 57% of Disadvantaged children passed the Y1 Phonics check in comparison to 88% of Non-Disadvantaged children.	Budget: £10,200 Spent: £5,3999 Variance £4,801	SW	Development cycle Data Phase meetings Planning	An effective class teacher is in front of every class who has the skills and subject knowledge to meet the need of all the learners in every cohort of children	Development cycles indicate that the quality of teaching is good. Teachers are able to talk confidently in pupil progress meetings about barriers facing vulnerable children. Lines of enquiry have unpicked barriers further and developed key strategies that need to be implemented to support individuals or small groups to



Action:
Developments to practice is an essential part of teaching reflective and improving practice is necessary to

improve outcomes.
Whole school IRIS project on reacting to feedback has given teachers insight and reflection into their own practice and allowed CPD to directly impact on teaching and learning. This has been evidenced in Development cycles feedback was identified as a strength.

		<p>ensure rising standards. CPD ensures teachers are kept up to date with new thinking, pedagogical development and professional development opportunities for improvement.</p> <p>Costs to include: RWinc development day GLOW Maths</p> <p>IRIS membership</p>					
NQT Budget - Support for early career teachers	30	<p>Support for Newly qualified teachers</p> <p>Costs: to include supply budget to spend time in other settings, course, network meetings, new to Year * course.</p>	<p>Budget: £4260</p> <p>Spent: £1034</p> <p>Variance: £3226</p>	SW	<p>Development cycle</p> <p>Data</p> <p>Phase meetings</p> <p>Planning</p> <p>NQT action planning</p>	Well supported teachers new to the career who have a growing skill level.	1 NQT only remained in post for one term Regular meetings and training for NQTs has resulted in NQTs making good progress. Feedback following training has indicated the support and identification on how this impacts on their own practice.

Targeted Academic Support

Smaller Class Sizes

Rationale: Evidence from the EEF Toolkit and research from John Hattie suggest there is evidence that pupils in disadvantaged areas in the UK benefit from classes of 20 or fewer pupils in primary school.

Year 6 cohort split into 2 smaller learning groups	30	<p>Vulnerable learning group with high proportion of SEND / SEMH & PPG children</p> <p>Costs to include additional Y6 teacher full time salary</p>	<p>Budget: £36646</p> <p>Spent: £55670</p> <p>Variance - £19024</p>	SW	<p>Development cycle</p> <p>Data</p> <p>Phase meetings</p> <p>Planning</p> <p>R: 15% 54</p> <p>M12 58</p> <p>S23 65</p>	<p>Increased number of children reaching age related expectations for this cohort.</p> <p>Positive end of KS progress measures</p> <p>Children who are confident happy learners with good resilience.</p>	<p>Staffing change and set up for new classroom – interactive white board.</p> <p>Due to Corvid Closures, official end of year data has not been obtained, however assessment indicators show that between September and early February there was a 40% increase in the percentage of children passing their Reading SAT. For the same period Maths demonstrated a 46% increase. SPaG saw a 42% rise in the same period.</p>
Targeted Interventions							
1:1 phonics	KS1	Data Headline:	<p>Budget:£1000</p> <p>Spent: £3670</p> <p>Variance: - £2670</p>	KF	Learning walks	<p>Close the gap for vulnerable learners to increase the</p>	<p>Due to Covid closures, official data has been unable to be obtained,</p>

	EYFS	<p>In 2019, 57% of Disadvantaged children passed the Y1 Phonics check in comparison to 88% of Non-Disadvantaged children.</p> <p>Action:</p> <p>Staff member to be trained to deliver phonics effectively to boost attainment for identified pupils. – pupils who</p>			<p>Tracking data</p> <p>9 children</p>	<p>percentage of children achieving the expected standard in phonics. Ensuring every pupil has the skills they need</p>	<p>however in early February 67% of PPG children were on track.</p> <p>Additional training for new staff Training and implementation of a one to one phonics tutor ensured that provision was able to be delivered effectively to 6 number of pupils over the year.</p>
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		have very low starting points who are making less than expected rates of progress				to successfully decode words for reading	
Additional Full time TA – Year 2	30	<p>Data Headline:</p> <p>Over the last 3 years, Disadvantaged children reaching the Expected Standard + has risen from 57% to 67%. In 2018 the school attained 69% of children reaching the Expected Standard + which is broadly in line with the 2019 result.</p> <p>Action:</p> <p>Pre-teaching of information to help children who need additional support to help retain information, ensuring children have some automaticity to build on learning and make links</p>	<p>Budget: £17364</p> <p>Spent: 17404</p> <p>Variance - £40</p>	VS	<p>Learning walks</p> <p>Book looks</p> <p>Data</p>	<p>Close the gap for vulnerable learners to ensure they are able to access learning and have the strategies to build on concepts.</p>	<p>At February 44% of PPG were on track to reach the expected standard in RWM. The additional recruitment of a skilled TA to support vulnerable learners ensured that effective small group provision and interventions were able to take place for 8 targeted pupils.</p>

Development of Reading & Language

Rationale: Accelerated Reader “the project found a positive impact on all pupils of an additional three months’ progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months’ progress”

Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.

<p>Accelerated Reader</p>	<p>Y2 – Y6</p>	<p>New books purchased to keep library enticing and take on board children’s progress in reading and interest in authors.</p> <p>Renewal of license</p>	<p>Budget: £1,979</p> <p>Spent: £ 1,917</p> <p>Variance: £62</p>	<p>KF PP</p>	<p>Accelerated reading data</p> <p>Pupil voice.</p>	<p>A larger proportion of children are able to read at their chronological age group</p> <p>Children develop a passion for reading and are able to use their extensive reading knowledge in their writing.</p>	<p>In September 2019 56% of children on average were reading in their chronological age group. This figure increased to 69% by February 2020</p> <p>Greater opportunities to apply reading into writing were evident through compilation of the Literacy Spines, additionally a greater range of high quality texts have been used in the teaching of writing in order to support reading into writing.</p>
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<p>New phonic Home reading books</p>	<p>KS1</p>	<p>Data Headline:</p> <p>In 2019, 57% of Disadvantaged children passed the Y1 Phonics check in comparison to 88% of Non-Disadvantaged children.</p> <p>Action:</p> <p>Reading books need refreshing to ensure there is a greater range of books available which is in line with the phonemes children know</p>	<p>Budget: £2500</p> <p>Spent: £2449</p> <p>Variance: £51</p>	<p>KF</p>	<p>Reading records</p> <p>Pupil voice</p> <p>Reading fluency data</p>	<p>A greater proportion of children are able to apply their phonic strategies with increasing accuracy and fluency and can read at the expected standard.</p>	<p>A complete furnished set of matched home reading books has increased not only the percentage of children in KS1 reading at home but also has seen disadvantage children demonstrate their phonically fluency and accuracy in the phonics screening checks with figures increasing to 67% on track to pass.</p>
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		to ensure fluency and practice is effective.					
New Library books	All	Books to inspire the rest of the curriculum are available.	Budget: £1000 Spent: £687 Variance: £313	KF / SJ	Planning Pupil voice	Children have a variety of texts which support their learning and understanding throughout all areas of the curriculum.	A broader variety of text to support learning across the curriculum has been achieved through establishing a literacy spine as well as teachers making greater links to reading links in foundation subjects. A Y5 child commented in a pupil voice interview: <i>'It's great having really good stories that link to our topics or finding out more information through book.'</i>
EYFS – language specialist		Children who start significantly below what is typical for their age on entry with language delay and very narrow vocabulary bases.	Budget: £500 Spent: £1160 Variance: -£660	KF	Language link data Word aware Pupil voice tapestry	Children have growing vocabulary and are able to make good progress with their speech and language.	When assessed in September 22% of reception children were at age expected, following the intervention in Spring 2020 78% of these children were on track.

Balanced System approach	All	To ensure consistency in the quality of speech and language approaches across the school.	Budget: £500 Spent: £0 Variance: £500	VS	SALT evaluation	Triangulation of approach will lead to high quality provision	Since September there have been 7 discharges from SALT 3 of these were PP (42.8%)
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Wider Strategies

Wrap Round Care:

Rationale: “Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF)”

<p>Breakfast Club</p>	<p>50</p>	<p>Proportion of Breakfast Club – Staffing</p> <p>Pupils to be given an opportunity to attend breakfast club, which offers: support to parents, to ensure pupils basic needs are met, promote parental engagement by providing further support. For example, working parents.</p>	<p>Budget: £1000</p> <p>Spent: £587</p> <p>Variance: £413</p>	<p>SW</p>	<p>Registers</p> <p>Pupil voice</p> <p>Behavior logs</p>	<p>Children start the day well fed and in a calm environment.</p> <p>Pupils needs are met</p> <p>Children are on time for school.</p>	<p>Class teachers have commented on the settled start to the day and the children’s readiness to learn. A more structured organisation to the running of Breakfast Club has ensured that the children are calm as they transition into school and with their dietary and social needs catered for,</p>
<p>Subsidised After school Care</p>	<p>All</p>	<p>Proportion of Little Pears</p> <p>Support for parents trying to get back into work or requiring additional support.</p>	<p>Budget: £10,000</p> <p>Spent: £9681</p> <p>Variance: £319</p>	<p>SW</p>	<p>Registers</p> <p>Pupil voice</p> <p>Parent voice</p>	<p>Children have the opportunity to develop their social skills in a play based environment, hear stories and practice their reading books</p>	<p>Effective provision for PPG children in Little Pears has ensured that the children have additional time to be read to or to read to an adult. Additionally, social skills have been developed through play. One Y6 child commented, I</p>

							get to read to a grown as well as listening to other read too.'
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Pastoral - Social & Emotional Development

Rationale: EEF toolkit states 'Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes'.

Attendance Support	All	<p>Families are supported to ensure children have good attendance and punctuality.</p> <p>Costs to include: EWO package</p> <p>Attendance rewards</p> <p>Walking bus</p>	<p>Budget: £3250</p> <p>Spent:£3028</p> <p>Variance:£222</p>	NSB	<p>Data analysis</p> <p>Parent voice</p>	<p>Children are in school attendance raises to above 96%.</p> <p>Families feel well supported</p>	<p>Prior to Covid Closures attendance was at 95.53% Attendance for pupil premium in February was at 95.18% for pupil premium children. This figure increased from 94.98% for the same point last academic year.</p>
Thrive	All	<p>Children with social, emotional and mental health issues are well supported and can develop successful learning behaviours and self - regulation skills.</p> <p>Thrive membership</p> <p>Course update</p> <p>Resources budget</p>	<p>Budget: £1350</p> <p>Spent: £937</p> <p>Variance: £413</p>	NSB	<p>Thrive analysis</p> <p>Learning walks</p> <p>Behaviour logs</p> <p>Pupil voice</p>	<p>Children are able to regulate their emotions, develop resilience and successful learning behaviours.</p>	<p>Thrive data indicates 67% of pupils have made progress from their baselines. This figure increases to 75% for children who attended the sessions as one child refused to attend their Thrive support.</p>

PSHE	All	<p>Membership to Cambridge scheme of work</p> <p>Membership to the PSHE association</p>	<p>Budget: £775</p> <p>Spent: £0</p> <p>Variance: £775</p>	NSB	Foundation subject monitoring	PSHE curriculum to echo the schools values and prepare children to make good contributions to society	PSHE monitoring indicated that teaching of PSHE has become more matched to the learning needs of pupils as well as focusing in on key whole school trends.
Play therapy	12	<p>Supervision</p> <p>Resources budget</p>	<p>Budget: £850</p> <p>Spent £0</p> <p>Variance: £850</p>	NSB	<p>Pupil voice</p> <p>Behavior log</p>	Children who have suffered trauma or difficult times are well supported and can access learning.	Children have displayed more settled behaviour in class and begun to use a greater range of strategies to communicate when experiencing extreme emotions.
Positive behavior awards	All	Celebrate positive behaviours Ethos of reward for effort	<p>Budget: £3225</p> <p>Spent: £247</p> <p>Variance: £2978</p>	NSB	<p>Behaviour log</p> <p>Pupil questionnaire</p>	A climate of positive learning behaviour and calm environment is present.	Celebration assemblies have rewarded positive learning behaviours and reinforced a whole school ethos focusing on qualities such as Kindness. Positive relationship with parents built upon in these times.

Widening children's experiences - Engaging and enriching the curriculum – developing the language of reasoning, emotion & reflection.

Rationale: The EEF toolkit suggest: “studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.”

<p>Subsidized residential support</p>		<p>Children to experience a range of outdoor</p>	<p>Budget: £3500 Spent: £ 1116 Variance: £2384</p>	<p>SW</p>	<p>Pupil questionnaire</p>	<p>Children develop skills</p>	<p>Pupil voice indicated that residential were one of their favourite things about school. Many children in Year 6 have commented about residential as a highlight of their time at school. Due to Covid closures some residential have been unable to take place this academic year.</p>
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		experiences, developing resilience, team work and communication.		NSB		which can be transferred into positive learning behaviours	
Additional curriculum trip support		Children widen their experiences which help them to help them to apply context to their learning	Budget:£4545 Spent: £3983 Variance£562	SW NSB	Pupil questionnaire	Children can write from experience	Children are able to draw on experiences in their writing and make greater links to purpose. In the wider curriculum, key visits and experiences are drawn upon to support children with their application.
Additional Swimming support -		Support to ensure all children can access swimming every year for their entire primary career.	Budget: £2605 Spent: £2281 Variance:£324	NSB JA	Pupil Questionnaire Data analysis	All pupils can swim 25m by the time they leave primary school.	Weekly swimming lessons by specialist instructors for each year group saw the percentage of children able to swim 25m in September was 0, in comparison to 12 in February 2020. Due to Covid closures, some year groups – in particular Y6 had not been swimming yet for the academic year 2019/20

Music – Y5 have the opportunity to learn a musical instrument		To provide children with the opportunity to learn different musical instruments	Budget: £1500 Spent: £57 Variance: £1443	SS	Termly music data analysis Pupil questionnaires and interviews Learning walks	All children in Year 5 to learn how to play a musical instrument 1.1 lessons provided for gifted and talented musicians	Due to Covid closures this has been unable to take place fully, Based on the initial 3 sessions, children engaged well with the program. Pupil voice indicated: 'It was fun because we got to learn a different skill.' 'It was the first musical instrument I got to play'
ART Visiting artists		To improve the subject knowledge of staff and give the pupils the	Budget: £1250 Spent £367 Variance £883	SJ KF	Portfolios	The standard in ART is Raised across the	A whole school termly focus on specific art strands and artists has raised the profile of art across the curriculum

		opportunity to develop their art skills and be inspired by real artists			Learning walks Pupil voice	school. Pupils have greater cultural capital.	
P4C membership		Development of language is supported through encouraging children to de	Budget: £240 Spent : 0 Variance: £240	SW NSB	Learning walks Pupil voice	Children are able to state their opinion and use language of reasoning and explanation. Children show tolerance of others and their opinions. Children listen to each other with respect. 64orange 174 red 61 red 28 orange	Lesson observations demonstrate a discussion rich environment in which children are becoming confident to share their views and opinions with increasing clarity. Links between P4C strategies and the Restorative approach is now used as the main strategy to resolve disagreements. Children have shown a greater tolerance to each other and are able to apply strategies from the approach both independently and with support. Data indicates that Orange slips has decrease in excess of 50% between Autumn and Spring 2020

Uniform Support

Rationale: Uniform support -This is one area – alongside others – that has led to positive behaviours in learning. All staff uphold the behavior and uniform policy, which had led to a successful implementation. (EEF Toolkit)

Assistance with School Uniform	All	Support to purchase uniform	Budget £2000 Spent: £1790 Variance: £210	SW		Children have pride in their school and their appearance	Trips and visits have often led to compliments on the smartness of our pupils as well as their politeness.
Additional Spend – Not originally Budgeted							
Support for children during the lockdown	All	Support disadvantaged children to access learning during lockdown (including postage etc.)	Spent £1337	SW			Work packs, additional resources were able to support children access learning whilst at home.

Staffing costs:		
Actual	£90,689	
Resources cost :		
:Actual	£24,111	
Total cost :		
Actual	£114,800	
Balance to carry forward:	£11,919	