

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | Marden Primary School | | | | |
| Academic Year | 2019/20 | Total PP budget | £94,140 | Date of most recent PP Review | September 2017 |
| Total number of pupils | 275 | Number of pupils eligible for PP | 70- 67 PP (67 receiving £1320 £88,440) 3 PP+ (3 receiving £1900 £5700) | Date for next internal review of this strategy | May 2020 |

| 2. Disadvantaged pupil progress scores for last academic year | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected in reading, writing and maths | Y6 30% | End of Key stage 2 Combined 65% |
| % making expected in reading | 60% | 73% |
| % making expected in writing | 60% | 78% |
| % making expected in maths | 30% | 79% |
| % making expected in GPS | 50% | 78% |

| Measure | Score |
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| Reading | -2.44 |
| Writing | -1.57 |
| Maths | -7.11 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Data on entry at Early years is low, especially for communication and language skills, Literacy and Maths , 97% working <u>below</u> age related expectations in maths and communication and language. 100% <u>working below age related expectations</u> in literacy | |
| B. | Speech and Language - an increased number of children come into school with poor levels of speech and language. | |
| C. | Parental engagement with the pupils learning, parents struggle to support their children educationally and emotionally, particularly if the parents have low levels of literacy. Low aspirations for the future hinder children's outcomes significantly. | |
| D. | Lack of wider opportunities- lack of wider opportunities can de-motivate pupils in their learning. | |
| E. | Mental health and wellbeing - poor mental health and wellbeing can impact on a child's ability to engage in school. | |
| F. | Some vulnerable children are not resilient learners. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| G. | Attendance and Punctuality - poor attendance and punctuality can have an impact on a child's learning. PP Attendance 91.45% for academic year 2018/19. Attendance rates for pupils eligible for PP are below the target for all children (96%) | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Targeted 63% of EY pupil premium pupils to get good level of development at the end of year R, meaning that most pupils will make accelerated progress | 63% of year R pupil premium children to achieve GLD, 5 out of 8 pupil premium children. 6 out of 8 reaching GLD would equate to 75%. |

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| <p>B.</p> | <p>Measure success of improved classroom practice and levels of parental engagement in speech and language targets. Maintain or increase success in Speech targets to 82% plus and increase success in language targets from 50% to 60%</p> | <p>Success in Language targets increased to 60% Maintain 82% or increase success in speech targets.</p> |
| <p>C.</p> | <p>Engage the parents in learning opportunities with their child within school.</p> | <p>Parents engaged with the learning of their children in regular workshops To at least maintain 97% or increase this engagement. Significantly increase and monitor the number of parents attending parents' consultations. November 2018 38/64 59% PP parents signed up to parents' consultations. After work with Pupil Premium Champion this increased to 61/64 95%. March 2019 27/60 45% PP parents signed up to parents' consultations. After work with Pupil Premium Champion this increased to 58/60 97%. To at least maintain this engagement. An Early Years TA to work with parents to ensure the children and families get off to the best possible start. All PP families attend maths and phonics workshop sessions. Early Years TA offering additional workshops for parents tailored to their needs. All PP families to attend additional workshops and increase number of sessions offered. Engage families in the BRS program, measure number of families that attend sessions. All 18 families attend an introductory meeting about the principles of reading and how BRS works.</p> |
| <p>D.</p> | <p>Lack of wider opportunities- lack of wider opportunities can de-motivate pupils in their learning.</p> | <p>Continue offering funded breakfast club. To increase attendance 45% filling 50 plus sessions. Continue to offer 1 free club a term and increase numbers of children taking external clubs from 4/70 to 25/70 Club attendance percentages 2018/19 Start T1 39% End T2 79% Start T3 38% End T4 56% Start T5 25% End T6 57% Monitor numbers of children signing up to clubs and continue to engage them, to at least maintain or increase attendance.</p> |

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| | | Continue to offer 50% funding for school trips. Monitor children who do not attend trips. |
| E. | Mental health and wellbeing - poor mental health and wellbeing can impact on a child's ability to engage in school. | <p>Training a staff member in Level 2 counselling initially supporting 4 children in two afternoons for a 6-10 week block. Expanding this to 6 children in 3 afternoons if needed. Starting Term 4.</p> <p>Use of Art therapist to support 2 children in the autumn term for 10 week block.</p> <p>Invest in a wellbeing nurture zone with support from Headstart and achievement for all.</p> <p>Introduce Achievement for All wellbeing measures and use these to measure impact.</p> |
| F. | Some vulnerable children are not resilient learners | Working with and supporting class teachers with further training in the use of differentiation and resourcing to support learners. A focus on alternative learning intentions and activities where necessary. Book looks to focus on different recording methods as necessary and support seen through teacher and teaching assistant codes in books. Monitoring lessons and learning environment and feeding back to class teachers with actions and next steps. |
| G. | Increased attendance rates for pupils eligible for PP | Overall PP attendance improves from 91.45% 2018/19 |

1. Planned expenditure

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| Academic year | 2019-20 |
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Targeted support

Other approaches

| Desired outcome Objective <i>What is the issue and when was it recognised?</i> | Chosen action / approach What is the evidence and rationale for this choice? How will you ensure it is implemented well? Impact <i>What will it look like?</i> <i>How will you measure?</i> <i>RAG rate with date</i> | Staff lead Actions <i>Who will do what?</i> | When will you review implementation? Timescale <i>By when?</i> | Cost |
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| A need to provide support for Pupil Premium children and families | <p>Provide focused leadership and monitoring for PP to ensure planned provision takes place and the case for needs of PP children is always considered. Measure numbers of children attending clubs and wider opportunities.</p> <p>Monitoring numbers of children in interventions and the success of these.</p> <p>Direct work with PP children throughout the school to raise attainment and tackle barriers to learning.</p> <p>Working with and supporting class teachers with further training in the use of differentiation and resourcing to support learners. A focus on alternative learning intentions and activities where necessary. Book looks to focus on different recording methods as necessary and support seen through teacher and teaching assistant codes in books.</p> <p>Overcome pastoral barriers to learning for PP children where these are identified and engage with their families. Measuring impact of outside agencies.</p> <p>Support families and children with attendance and punctuality. Monitoring attendance and supporting families and children to improve.</p> <p>All child and parental engagement is monitored, tracked and followed up to promote greater engagement.</p> <p>A wide range of pastoral support is provided for all PP children and families as required to promote a sense of wellbeing and belonging to the school community for families in difficult circumstances.</p> | CDa | Termly | £32,000 |

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| | Continue work with the children's centre to get Early help referrals and develop relationships with local GP and dentists. | | | |
| A need to support children and families early. | Specific 1:1 programs are provided to parents in EYFS and KS1 to engage them in and support them with their child's learning. Support with transitions from early years to KS 1. Support with literacy and numeracy workshops. Early Years TA to deliver tailored support to families. Measure the numbers of families attending sessions and the impact on learning outcomes. | Early years TA | Termly | £3000 |
| A need to target and support poor speech and language skills early. | All speech and language needs of PP children are met, their speech and language is improved and is not an obstacle to their learning. Parents are engaged in the process. Unqualified teacher to work with groups of children and families. SEN S&L TA Time spent in Early Years (1 day a week) working directly with the children. Measure success of improved classroom practice and levels of parental engagement. To increase success in language targets from 50% to 60%. | MG FG | Termly | £11,000 |
| A need for further support and advice in regards to Speech therapy, and targeting children. | All speech and language needs of PP children are met and their speech and language is improved and is not an obstacle to their learning. Measure the success of interventions and improved practice in classrooms. Maintain or increase success in Speech targets to 82% plus and increase success in language targets to 60% | Cda, ZW | Termly | £2000 |
| A need to close the gaps in reading for vulnerable children to develop reading skills as a secure foundation. | Better Reading Stamina to continue to deliver 3 reading sessions a week to each child over a 10 week block. Meaning that 18 children receive 3x 15 minute weekly sessions of reading with a trained staff member. This ensures children who may receive less support with reading at home are supported to develop reading skills and a love of reading. Will increase progress in Reading. Measure the outcomes and progress made. Engage families in the program, ensuring 100% attendance to an introductory meeting. Currently an average of 8.3 levels progressed. Look to maintain this progress level next year. | Cda | Termly | £1000 |

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| A need to immerse children in reading, to enjoy having the opportunity to explore books. | Regular termly visits to the library, working with library staff and adults to build up a project using resources from the library. This ensures children who may receive less support with reading at home are supported to develop reading skills and a love of reading. Support Pupil Premium children to engage in the Summer reading challenge. | Cda | Termly | £0 |
| A need to monitor poor attendance and punctuality to ensure children are accessing education. | Attendance of PP children is specifically targeted. Support and challenge provided on a case by case basis to lead to further improvements. Measure and monitor dips and improvements in attendance, meet with parents to engage them in the process. | Admin officer | Termly | £4000 |
| A need for further support with attendance and quicker identification of children and families | Pupil Premium Champion and admin officer to attend attendance training and have regular times for creating attendance and punctuality reports. Times allocated to review the reports with the Headteacher and target families every short term. Monitor the target families and meet with class teachers and parents. | Admin officer | Termly | £500 |
| A need to provide 1:1 mentoring to promote positive attitudes and wellbeing. | SLT and middle leaders support children to overcome pastoral barriers to learning for PP children where these are identified and engage with their families. Using and developing a tool to measure levels of wellbeing. | SLT, ML | Termly | £22000 |
| A need to provide breakfast club for vulnerable children to ensure they have the best start to their day possible. | All PP children are able to access breakfast club free of charge and this can be used as a specific tool by leaders where a child is late, attendance is poor or comes to school hungry. Target families specifically whose punctuality is poor. Measure the numbers of children attending. To increase attendance 45% filling 50 plus sessions. Engaging parents in making decisions about breakfast club. | Cda, SLT, ML | Termly | £9500 |
| A need to provide additional reading opportunities in school. | Regular reading volunteers reading with children who have been identified to need extra reading support. This ensures children who may receive less support with reading at home are supported to develop reading skills and a love of reading. Measure percentage of children being read with. | Cda | Termly | £0 |
| A need to provide uniform and support for hardship including food banks | School uniform provided for those in need to promote a sense of wellbeing and belonging to the school community. Provide support and opportunities for families. To deliver the food bank opportunities to parents and families in need. | Cda | Termly | £700 |
| A need to promote and support low wellbeing in children | To train a member of staff to Level 2 in counselling. To respond to additional needs providing counselling and nurturing. Providing a range of opportunities and access | Cda | Termly | £1000 |

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| | <p>for all children. Initially supporting 4 children in two afternoons for a 6-10 week block. Expanding this to 6 children in 3 afternoons if needed.</p> <p>Use of Art therapist to support 2 children in the autumn term for 10 week block. Invest in a wellbeing nurture zone with support from Headstart and achievement for all.</p> <p>Introduce Achievement for All wellbeing measures and use these to measure impact.</p> | | | £500 |
| Identified need to support children and families with Loss and Grief | <p>Pupil Premium Champion to attend loss and grief training to help support children and families at difficult times and support with referrals to slideaways.</p> <p>Carry out staff training on dealing with loss and grief.</p> | Cda, ZW | Termly | £300 |
| A need to support children and families to engage in clubs and wider opportunities. | <p>All PP children are offered a club free of charge each term. No PP child is denied a special opportunity open to other children on the basis of affordability to parents or to the school.</p> <p>Target 25 specific children to engage in external clubs run on school premises by offering to pay 50% towards fees, including music.</p> <p>Monitor numbers of PP children attending clubs.</p> | Cda | Termly | £2700 £900 |
| A need to support families with funding for swimming to ensure children do not miss opportunities | <p>All PP parents (year 3 & 4) have swimming paid for. No PP child is denied a special opportunity open to other children on the basis of affordability to parents or to the school. Monitor number of PP families that sign up for swimming.</p> | Cda | Termly | £1150 |
| A need to support families with funding for trips to ensure children do not miss opportunities. | <p>All PP parents are only asked for 50% of the termly contribution to school trips and trips are able to take place without risk of cancelling due to underpayment from the PP group. Through trips we can raise aspirations, motivation and engagement. To give purpose. Measure the numbers of PP children attending school trips.</p> | Cda | Termly | £1800 |

2. Review of expenditure

Previous Academic Year

2018/19

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | 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 |
|------------------------|---|--|--|--------|
| Pupil Premium Champion | <p>Provide focused leadership and monitoring for PP to ensure planned provision takes place and the case for needs of PP children is always considered.</p> <p>Direct work with PP children throughout the school to raise attainment and tackle barriers to learning.</p> <p>Overcome pastoral barriers to learning for PP children where these are identified and engage with their families.</p> <p>Support families and children with attendance and punctuality.</p> <p>All child and parental engagement is monitored, tracked and followed up to promote greater engagement.</p> | <p>Employing a PP champion to provide leadership and monitoring for all PP children. Ensuring needs of PP children are taken into account and working directly with the children and families. Pupil Premium Champion working with vulnerable families and identifying levels of support needed. Carrying out referrals where needed to outside agencies.</p> <p>Monitoring provision to ensure all PP children are catered for if needed.</p> <p>Building a consistent and effective Pupil Premium team.</p> <p>Significantly increasing and monitoring the number of parental engagement activities across school. PP Parental engagement has continued to increase from 85% in 2017/18 to 91% in 2018/19 to 97%</p> <p>Significantly increase and monitor the number of parents attending parents' consultations. November 2018 38/64 59% PP parents signed up to parents' consultations. After work with Pupil Premium Champion this increased to 61/64 95%. March 2019 27/60 45% PP parents signed up to parents' consultations. After work with Pupil Premium Champion this increased to 58/60 97%</p> <p>Open Access and Early help referrals from 2 cases (both PP) in September 2018 to 16 cases (11 pp) in May 2019.</p> | To be continued | £27500 |

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| | | <p>Improved links with the children centre who are running a junior youth club for our children. 11 PP children attend this.</p> <p>Improved connections with outside agencies. 3 parents accessing counselling, 3 parents accessing training, 6 school nurse referrals, 3 Slideaway referrals. 4 Space to be me referrals.</p> <p>Improved links with Marden Medical centre.</p> <p>Children selected for Achievement for all to target children and families to improve progress. 12/29 are PP children. 41%</p> | | |
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ii. Targeted support

| Desired outcome | Chosen action/approach | 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 |
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| Family Liaison Officer | A wide range of pastoral support is provided for all PP children and families as required to promote a sense of wellbeing and belonging to the school community for families in difficult circumstances. | Pupil premium role | Not to be used next year due to Pupil Premium champion working with children not eligible for PP funding. | £6500 |
| Admin officer | Attendance of PP children is specifically targeted. Support and | Continuing and developing the work of the Let's Get Better Project with a focus on attendance. Using the | Termly attendance meetings need to occur to ensure up to date information and data is shared between PP champion, Head teacher and attendance officer. | £3500 |

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| | <p>challenge provided on a case by case basis to lead to further improvements.</p> | <p>Admin Officer to track and monitor attendance and punctuality.</p> <p>Attendance of PP has improved from 88.26% in 2017-18 to 91.45% in 2018/19.</p> <p>2018/19 20 children from the persistent absentee list increased attendance by 5% from previous year. 15 out of the 20 children are PP. I worked with 10 out of those 15 children/families.</p> <p>2017/18 43% of PP children achieving over 95% attendance 2018/19 saw an increase to 50% of PP children achieving over 95% attendance.</p> | <p>A parent friendly flow chart used alongside a formal form for attendance meetings to be used.</p> | |
| Early Years TA | <p>Specific 1:1 programs are provided to parents in EYFS and KS1 to engage them in and support them with their child's learning. Support with transitions from early years to KS 1. Support with literacy and numeracy workshops.</p> | <p>An Early Years TA to work with parents to ensure the children and families get off to the best possible start.</p> <p>All PP families attended maths and phonics workshop sessions. 9/9.</p> <p>Early Years TA offering additional workshops for parents tailored to their needs.</p> <p>9/10 90% of pp families attended 4 or more additional maths/literacy sessions an increase from last year's 3/8 37.5%</p> <p>1 family attended 2 additional maths/literacy sessions.</p> <p>Targeted support for Pupil Premium children in Year R to ensure these children achieve in line with national figures.</p> <p>Early Years GLD figures 60% of PP EYFS made GLD compared to 74% for the cohort</p> | <p>Regular termly meetings with Early years TA to discuss support needed.</p> <p>Use pupil progress meetings to discuss Pupil premium children and levels of support.</p> | £2500 |

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| SEN S&L TA | All speech and language needs of PP children are met, their speech and language is improved and is not an obstacle to their learning. Time spent in Early Years (1 day a week) working directly with the children. | Targeted support for children who are at risk of underachievement. Changes to the way interventions are delivered and monitored. Early Years targets achieved 64% Key Stage 1 targets achieved 71% Lower key stage 2 targets achieved 60% Upper key stage 2 targets achieved 53% Delivery and success of targets achieved across school. 2018 38.7% increased to 2019 62% A speech and language TA to support with those early speech and language barriers. Use of a speech and language therapist to work with children, teachers and teaching assistants. 18 PP children targeted for speech and language support had successful outcomes. 18/35 51% Pupils seen by the specialist speech and language teacher were pp. 82% success in Speech targets and 50% success in language targets. | Further monitoring of interventions to ensure good quality delivery. Using SEN TA plus unqualified teacher to support learning further for these groups of children. | £6000 |
| 1:1 mentoring provided by SLT/Middle Leaders | Overcome pastoral barriers to learning for PP children where these are identified and engage with their families. | Using middle leaders and SLT to support and mentor children through interventions. 11 PP children. | Use pupil progress meetings to discuss Pupil premium children and levels of support. | £18000 |
| Breakfast club staff and funding for pp children | All PP children are able to access breakfast club free of charge and this can be used as a specific tool by leaders where a child is late, attendance is poor or | Offering breakfast club to children to help engage families and support children in coming into school. May 2018 9/63 PP children attending 14% filling 26 sessions compared with May 2019 21/60 attending 35% fillings 49 sessions. | Continue to monitor breakfast club and offer this to support punctuality and attendance. | £3000 |

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| | comes to school hungry. | | | |
| Better Reading support partnership plus member of staff to deliver | The school work with the better reading support partners to train a staff member to deliver 3 reading sessions a week to each child over a 10 week block. Meaning that 28 children receive 3x 15 minute weekly sessions of reading and literacy based activities with a trained staff member. This ensures children who may receive less support with reading at home are supported to develop reading skills and a love of reading. Will increase progress in Reading. | <p>Using BRS (BETTER READING STAMINA) to read with 12 PP children across the school.</p> <p>Child A starting level L 8 increased to finishing level L15- +7 LEVELS</p> <p>Child B starting level L 6 increased to finishing level L17- +11 LEVELS</p> <p>Child C starting level L 5 increased to finishing level L13- +8 LEVELS</p> <p>Child D starting level L 8 increased to finishing level L14- +6 LEVELS</p> <p>Child E starting level L 8 increased to finishing level L14- +6 LEVELS</p> <p>Child F starting level L 15 increased to finishing level L20- +5 LEVELS</p> <p>Child G starting level L 16 increased to finishing level L25- +9 LEVELS</p> <p>Child H starting level L 9 increased to finishing level L17- +8 LEVELS</p> <p>Child I starting level L 8 increased to finishing level L15- +7 LEVELS</p> <p>Child J starting level L 14 increased to finishing level L21- +7 LEVELS</p> <p>Child K starting level L 6 increased to finishing level L10- +4 LEVELS</p> <p>Child L starting level L 19 increased to finishing level L24- +5 LEVELS</p> <p>Currently an average increase of 8.3 levels progressed. Our target was to increase by 3 levels. Look to maintain this progress level next year.</p> <p>Reading intervention targets across the school had 63% success.</p> | Continue to target 6 children per long term. 18 children this academic year. Involve parents in the process this year. | £3000 |

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| | | <p>Early Years daily read interventions had 80% success</p> <p>6/12 BRS children made accelerated progress in reading.</p> <p>2/12 BRS children made expected progress in reading.</p> | | |
| Reading library project | <p>Regular termly visits to the library, working with library staff and adults to build up a project using resources from the library. This ensures children who may receive less support with reading at home are supported to develop reading skills and a love of reading.</p> | <p>40 PP children targeted in Sept 18 which included 10 non PP children.</p> <p>25 PP children targeted in March 19 for the library project.</p> | <p>Continue to use this as a tool to engage children in learning.</p> | £0 |
| Volunteer readers | <p>Regular reading volunteers reading with children who have been identified to need extra reading support. This ensures children who may receive less support with reading at home are supported to develop reading skills and a love of reading. Aim to increase from 1 volunteer reader to 8.</p> | <p>Sept 18 1 volunteer reader</p> <p>July 19 increase to 7 volunteer readers.</p> | <p>Look at maintain volunteer readers.</p> | £0 |
| Uniform | <p>School uniform provided for those in need to promote a sense of wellbeing and</p> | | | £700 |

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| | belonging to the school community. | | | |
| Speech therapist for 22 weeks a year | All speech and language needs of PP children are met and their speech and language is improved and is not an obstacle to their learning. | A speech and language TA to support with those early speech and language barriers. Use of a speech and language therapist to work with children, teachers and teaching assistants. 18 PP children targeted for speech and language support had successful outcomes. 18/35 51% Pupils seen by the specialist speech and language teacher were pp. 82% success in Speech targets and 50% success in language targets. | To be continued | £5000 |
| Art/play Therapist | To respond to additional needs providing counselling and nurturing. Providing a range of opportunities and access for all children. | 2 children targeted for art therapy. Children report positive impact on how they can deal with feelings and strategies to use. | To continue Sept- Dec 19, targeting on 2 children. Using the Leuven scales to measure impact. Also achievement for all scales. | £1200 |
| Fegans Counselling | To support 3 children with additional needs and nurturing. | 3 children targeted | Not to continue. Member of staff to be trained at level 2 counselling. | £500 |
| Funding for trips | All PP parents are only asked for 50% of the termly contribution to school trips and trips are able to take place without risk of cancelling due to underpayment from the | | To continue | £1200 |

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| | PP group. Through trips we can raise aspirations, motivation and engagement. To give purpose. | | | |
| After school clubs | All PP children are offered a club free of charge each term. No PP child is denied a special opportunity open to other children on the basis of affordability to parents or to the school. | Ensure all children take part in enrichment activities and have opportunities to go on trips and attend after school clubs. Club attendance percentages Start T1 39% End T2 79% Start T3 38% End T4 56% Start T5 25% End T6 57% | To continue | £2500 |
| Swimming for pp children (year3/4) | All PP parents have swimming paid for. No PP child is denied a special opportunity open to other children on the basis of affordability to parents or to the school. | | To continue | £700 |
| Balance bike ability early years pp children | All PP children are offered a the bike ability free of charge. No PP child is denied a special opportunity open to other children on the basis of affordability to | | Not to continue became very difficult to manage within the school day. Sports fund looking to buy balance bikes for use within school. | £300 |

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| | parents or to the school. | | | |
| Norfolk trip year 5/6 (half) | All PP parents are only asked for 50% of the termly contribution to the residential trip. No PP child is denied a special opportunity open to other children on the basis of affordability to parents or to the school. | | To continue | £1600 |
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iii. Other approaches

| Desired outcome | Chosen action/approach | 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 |
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3. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk