

Pupil premium strategy statement: John Fletcher of Madeley Primary School

1. Summary information					
School	John Fletcher of Madeley Primary				
Academic Year	2019-2020	Total PPG budget	£156,993.00	Date of most recent PPG Review	September 2019
Total number of pupils	342	Number of pupils eligible for PPG	118	Date for next internal review of this strategy	July 2020

2. Current attainment (End of KS2 Summer 2019)			
	<i>National</i>	<i>Pupils eligible for PPG – 2019 (Non SEND)</i>	<i>Pupils not eligible for PPG 2019</i>
% of pupils achieving Age Related Expectations in Reading, Writing and Maths	65%	14% (22%)	58%
% of pupils achieving Age Related Expectations in Reading	73%	21% (22%)	71%
% of pupils achieving Age Related Expectations in Writing	78%	50% (78%)	77%
% of pupils achieving Age Related Expectations in Maths	79%	64% (89%)	75%
Reading progress score	0	-3.76 (-4.05)	-1.81
Writing progress score	0	-2.57 (-0.24)	-2.39
Maths progress score	0	-3.83 (-1.88)	-1.43

3. Barriers to future attainment (for pupils eligible for PPG including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	PPG eligible pupils baseline in Reception Class is lower than their peers.
B.	Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PPG.
C.	Many pupils come from homes that are unable to support a positive learning culture and do not have easy access to quality books and reading environments.
D.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.

External barriers *(issues which also require action outside school, such as low attendance rates)*

A	Madeley is located in a deprived area where unemployment is high. Many adults are employed on 0 hours contracts and work 2-3 jobs.
B	Pupil attendance, is improving however, there needs to be a reduction in late arrivals.
C	Low parental engagement in supporting children's learning at home.
D	There is general low aspiration for children from home

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress for eligible pupils in Reception Class	Pupils eligible for PPG in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year. Parents will have opportunities to engage in their child's learning and have guidance to support them with learning at home.
B.	Improve the rate of progress for pupils eligible for the grant to ensure they achieve a higher standard in all subjects.	Pupils eligible for PPG make at least the same progress as non PPG pupils in 2020 by the end of Key Stage 2 in Maths, Reading and Writing. In attainment, a difference of no more than 10% (this will not include SEND pupils).
C.	Increase the rate of punctuality for those eligible for the grant.	Reduce the % of Persistently late pupils who are eligible for the grant so that it matches other groups.
D.	Foster a learning culture and support parents to be able to engage with learning at home.	Increase the % of families (pupils) eligible for the grant who engage with the school family learning programmes and family support services so that basic needs are met.
E.	Provide pupils with opportunities to experience a variety of extra-curricular activities	Pupils eligible for PPG will have been given the opportunities to engage in a wider variety of extra-curricular activities including residential educational visits.

5.	Planned expenditure						
Academic year		2019-2020					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
i.	ii. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Success Criteria	How will you ensure it is implemented well?	Staff lead/ Resources	When will you review implementation?	Costs
Improve the rate of progress for eligible pupils in Reception Class	HLTA will provide additional support for class teachers and work with targeted groups to enable progress of PPG pupils.	<p>Teaching Assistants are in place utilising recent EEF reports on how TAs and additional teachers can be effectively used to support progress in early Years through improving quality first teaching.</p> <p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early education approaches typically include</p> <ul style="list-style-type: none"> • communication and language activities, • play-based learning, • interactive story-book reading, physical and creative activities, and • support for parents to encourage learning at home. <p>Education Endowment Fund https://educationendowmentfoundation.org.uk/school-themes/early-years/</p>	<p>Targeted pupils are making accelerated progress from their initial starting point in Reception.</p> <p>Who are PPG pupils? What difference have you made to ensure they are making accelerated progress?</p>	<p>Learning walks. Termly data checks. Pupil voice</p>	<p>SLT EY phase leader</p>	<p>July 2020</p>	<p>£7387 Staffing cost</p>
Higher rates of progress and attainment for	Class teachers will receive CPD in order	Deploying staff effectively: "More successful schools identify the strengths of each member of staff and find the best	There is evidence that PPG pupils are being	Termly data check. Pupil Progress meetings to discuss	SLT Phase leaders	Higher rates of progress	£60,700 staffing costs

PPG children including HA PPG children	to ensure that there is quality first teaching. Teaching assistants have received CPD to promote questioning and purposeful talk. Action plans are in place and interventions are targeted to individual needs	ways to use them. They are quick to spot potential and 'grow their own staff'. The best leaders ensure that additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated." DFE	provided with targeted support. There is evidence that the PPG pupils are making accelerated progress. Can you identify your HA PPG pupils?	PPG progress. Monitoring of lessons and practice.		and attainment for PPG children including HA PPG children	£2,520 (£7,200) Learning Support Advisory Team £1,260 (£2,000) Behaviour Support Advisory Team £1176 (£3,360) Educational Psychologist
Teaching staff to carry out regular diagnostic analysis.	Teaching staff will be responsible for regular diagnostic analysis, PPG groups as specific focus, Pupil progress meetings will identify PPG children, On a daily basis staff respond straight away to findings, providing interventions if necessary. TAs to feedback to teachers.	Data driven and responding to evidence: "More successful schools have a consistent marking scheme which recognises pupils' achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers." DFE	Evidence that identified gaps in learning are being filled at an accelerated pace and meeting the needs of the individual learner. What exactly are you doing with PPG pupils to accelerate progress as a result of the diagnostic analysis?	Book looks. Pupil voice. Termly data checks. Pupil Progress meetings	SLT Subject Leaders	Termly	£3,864 Cover cost for Leaders £2,643 (35% cost of Assessment packages)
Foster a learning culture where pupils develop skills in monitoring, directing, and reviewing their learning.	Class teachers will receive CPD which focuses on the EEF's seven practical, evidence-based recommendations to support teachers to develop metacognitive knowledge and skills in their pupils. This will be supported by the MAGIC initiative-	Metacognition and self-regulation: "Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion." EEF	Evidence that teachers are asking challenging questions, guiding pupils with oral feedback, prompting dialogue, and scaffolding productive 'exploratory' talk where appropriate. Are PPG pupils using observable metacognitive strategies while completing a task, such as underlining a passage or making notes?	Book looks. Pupil voice. Learning Walks	SLT Subject Leaders	Termly	£1000 CPD and support materials

	one of the school's curriculum drivers.		Are PPG pupils aware of their strengths and weaknesses, and able to motivate themselves to engage in, and improve, their learning?				
Total budgeted cost							£80,550

iii.		Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success criteria	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Foster a learning culture and support parents to be able to engage with learning at home.	Family learning sessions. Parental engagement meetings. Parent information sessions (9:00am and 2:45pm). Parental involvement in school.	Developing effective parental engagement to improve their children's attainment https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.	Greater % of PPG parents engaging in family learning session. Parental engagement programme is attended by PPG parents.	Feedback reviewed from Parent Forum and Family Learning participants 2018-2019 and changes made for this year. Targeted parents given phone calls to remind them of meetings.	Assistant Head teacher (T&L)	Termly	£5,250 Parental Engagement Staffing cover £2,420 Mathletics £1099 Bug Club £1,320 Beanstalk Readers £1,800 Staffing cover cost
The Emotional Health and Well Being of	Nurture groups extended beyond	OFSTED - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach	Pupils will show progress on the Boxall Scale.	Nurture groups identified by Reception staff and	Deputy Head/ SENDCo LMT team	Termly	£4,680 Contribution towards

targeted children will be improved	Year 1 for targeted pupils. Interventions for targeted pupils for Social and emotional issues. Counselling – ‘Open Ears’ for targeted pupils	hment_data/file/413529/Supporting children with challenging behaviour through a nurture group approach.pdf When the nurture groups were working well they made a considerable difference to the behaviour and the social skills of the pupils who attended them. Through intensive, well-structured teaching and support, pupils learnt to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.	Pupils will be able to process their feelings and emotions in order to make them ready to learn.	head of Nurture group. Class teachers to identify pupils for nurture drop in sessions. LMT in conjunction with parents and class teachers to target pupils for weekly interventions in order to help pupils understand their emotions and well-being. LMT team to work in conjunction with School Councillor to identify pupils who require ‘Open Ears’.	Head of Castle Crew provision		staffing costs of Nurture Group £300 Future in Mind £2,700 50% contribution to Counselling costs
Pupils will close the gap between their Reading attainment and end of Key Stage target.	Implementation of Catch Up Literacy Programme for targeted pupils who are not on track to make expected progress.	One to one tuition: Evidence indicates one to one tuition can be effective, delivering approximately five additional months’ progress on average. Short, regular sessions over a set period of time appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching. (EEF)	Targeted PPG pupils will show progress by closing the attainment gap in their summative tests Testbase Mid and End of Year tests (Y3-5) and end of Key Stage tests (Y2 and 6) and Reading Ages and Standardised Scores in NGRT. Do the pupils’ test scores and reading ages demonstrate accelerated progress?	Subject Leader Pupil Progress Meetings	English Subject Lead Deputy Headteacher	Half termly	£859 books £1150 CPD for 3 staff
Total budgeted cost							£21,578

iv.		v. Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success criteria	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Increased punctuality of those PPG children	Contact to be made with the families of these children to investigate problems. Offer support if practicable. Children to be given tasks in the morning to get them here on time. Breakfast club offered at a reduced rate. Staff member employed to catch the hard to reach families.	Addressing behaviour and attendance: Evidence from the DFE says that more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.	There will be a reduction in the number of PPG pupils being recorded as late.	Attendance/punctuality rates are monitored. Every half term there will be a check on the children who identified. Reduction in the number of pupils being identified as late.	HT Attendance officer Pastoral Manager	Monthly meeting to check up on all attendance 1 day per half term.	£1,200 Staffing costs
To support the social and emotional learning of identified children To establish a calm morning routine for identified children to prepare for quality learning	Early Help and Support process used to inform and identify pupils for breakfast club Breakfast club to run from 8am every morning Close, nurturing relationship to be built between breakfast club staff and pupils / families	The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment.	PPG pupils will have a positive start to the day ready to learn.	All identified children are attending breakfast club as agreed Attendance of identified children is above 95%. Family links are made which support Early Help and Support process. Identified children are ready for their learning and making good progress.	SLT	Termly	£12,000 Staffing costs contribution + equipment £3420 Subsidised places
Increased involvement in sports and targeted motor skill development reducing obesity	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of	Though the impact of sports participation is thought to be low by EEF we feel that the ethos of the school is built upon team and individual learning behaviour skills that enable the children at John Fletcher of Madeley to access their learning in a calm and intelligent manner.	PPG pupils will have an experience of participating in sports and have the pride of representing the school.	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach	PE co-ordinator	July 2020	£10,620 1 x Free places at after-school clubs per term

levels across the school	opportunities available			their work in a calm and resilient manner. Monitored by LA height and weight team.			
Access to educational visits for all	To ensure that all children are able to attend the visits by subsidising these	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	All PPG pupils will have the opportunity to experience learning beyond the classroom.	Letters to parents informing them of the planned visits. Follow up telephone calls to ensure parents are aware of the visits and any contributions they can make.	Educational visits co-ordinator.	July 2020	£1,000 Subsidised
Opportunities to experience outdoor and adventure learning	All children have equal access to the opportunities offered in Y2, Y4 and Y6 to attend residential visits.	Overall, 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.	PPG pupils will have the opportunity to develop non-cognitive outcomes.	Initial information meetings with parents. Individualised information packs sent home. Contact form educational visits co-ordinator. Payment scheme can be set up.	Educational visits co-ordinator.	July 2020	£6,000 Subsidised places
Total budgeted cost							£34,510

3. Review of expenditure																			
Previous Academic Year		2018-2019																	
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 PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost															
Improve the rate of progress for eligible pupils in Reception Class	HLTA will provide additional support for class teachers and work with targeted groups to enable progress of PPG pupils.	<p>The average steps progress for Reading, Writing and Maths for PPG pupils all exceed that of non-PPG pupils (see figures below) which would indicate that this approach was successful.</p> <table border="1"> <thead> <tr> <th></th> <th>Re</th> <th>Wr</th> <th>Num</th> <th>S,S &M</th> </tr> </thead> <tbody> <tr> <td>Average steps progress PPG</td> <td>5.92</td> <td>5.83</td> <td>5.92</td> <td>5.92</td> </tr> <tr> <td>Average steps progress non-PPG</td> <td>5.59</td> <td>5.38</td> <td>5.16</td> <td>4.97</td> </tr> </tbody> </table>		Re	Wr	Num	S,S &M	Average steps progress PPG	5.92	5.83	5.92	5.92	Average steps progress non-PPG	5.59	5.38	5.16	4.97	Due to the success of this approach, this will be continued in 2019-2020	£6,000 Staffing cost
	Re	Wr	Num	S,S &M															
Average steps progress PPG	5.92	5.83	5.92	5.92															
Average steps progress non-PPG	5.59	5.38	5.16	4.97															
Higher rates of progress and attainment for PPG children including HA PPG children	<p>Class teachers will receive CPD in order to ensure that there is quality first teaching.</p> <p>Teaching assistants have received CPD to promote questioning and purposeful talk. Action plans are in place and interventions are targeted to individual needs</p>	<p>The vastly contrasting proportions of PPG pupils in Year 6 in 2018 (47%) and 2019 (23%) make it difficult to draw direct comparisons. However, in all but one case the progress of the PPG children at the end of KS2 in 2019 is greater than 2018.</p> <p>Reading progress, has improved for PPG pupils from -4.3 to -3.76, Writing progress has improved from -4.9 to -2.57 and Maths from -3.87 to -3.83. In all subjects except Reading this improvement is even more marked when considering PPG non-SEND pupils. Writing has improved in this criteria from -3.6 to -0.24 and Maths from -3.1 to -1.88.</p> <p>(All figures taken from unvalidated data)</p> <p>In-school data indicates that in Years 1, 3, 4 and 5, there were no significant differences (10% or more) between the expected progress of PPG and non PPG pupils in Reading, Writing and Maths. However, in order to close the gaps in attainment there needs to be a greater proportion of PPG pupils making more than expected progress in all three subjects.</p>	<p>Whilst the remaining gap between the attainment of PPG and non PPG pupils at the end of Key Stage 2 is still a challenge for the school, particularly in Reading this year, this approach will be continued. New strategies that were begun last year such as drop-in sessions with both the LSAT and Educational Psychologist will be embedded in practice to provide additional support with strategies to target the individual learning needs of pupils. The % of PPG pupils attaining GDS also remains a focus for the school.</p>	<p>Supported by SSIF (School Support Improvement Fund)</p> <p>£30,000 staffing costs</p> <p>£2,100 (£8,400) Learning Support Advisory Team</p> <p>£1,750 (£2,800) Behaviour</p>															

				Support Advisory Team £700 (£3,360) Educational Psychologist
Teaching staff to carry out regular diagnostic analysis.	Teaching staff will be responsible for regular diagnostic analysis, PPG groups as specific focus, Pupil progress meetings will identify PPG children, On a daily basis staff respond straight away to findings, providing interventions if necessary. TAs to feedback to teachers as discussed in the CPD last year.	All staff are carrying out regular diagnostic question analysis both of summative termly tests and weekly assessments, for example Arithmetic tests, to inform the next steps for learning. NGRT (Reading) and NGST (Spelling) reports also provide detailed analysis for individual pupils. Pupil progress meetings are now embedded in practice and specifically focus on PPG pupils alongside any pupils who are off track to make expected progress.	This approach will be continued next year. The pupil progress meetings have provided a forum for in-depth professional discussions regarding individual pupils' identified learning needs. The learning needs of children who are also identified on the SEND register are also discussed in SEND review meetings which were established last year and will continue.	£2,760 Cover cost for Leaders £2,500 (30% cost of GL Assessment)
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Foster a learning culture and support parents to be able to engage with learning at home.	Family learning sessions. Parental engagement meetings. Parent information sessions (9:00am and 2:45pm). Parental involvement in school.	The school has continued to develop a range of activities to engage all parents and encourage them to work with the pupils at home. These include: Parent Assemblies where pupils share their work and parents join pupils in the classroom, family learning sessions, the MacMillan Coffee morning and parent information sessions and workshops, e.g. Phonics, Supporting children in EYFS, KS1 and 2 SAT Information sessions. These sessions have been run during the day and in the evening to enable a greater proportion of parents to attend. Feedback from parents on the strength of home –school links were captured during the school's successful Basic Skills Quality Mark assessment. Family Learning Term 1: 14/16 (88%) attendees were parents of PPG pupils. Family Learning Term 2: 2/3 (67%) attendees were parents of PPG pupils.	The Parental Engagement meetings did not take place this academic year, but have been scheduled into the diary for the next academic year to ensure they are restarted. This year the school established stronger links with parents through the setting up of a Parent Forum. Many of the suggestions that came from this will be implemented in the next academic year, such as beginning of the year 'drop-in' sessions and a new Home School Agreement.	£5,250 Parental Engagement Staffing cover £4,000 Mathletics £1,000 Beanstalk Readers £1,800 Staffing cover cost

		<p>Family Learning Term 3: 6/10 (60%) attendees were parents of PPG pupils.</p> <p>In addition, the school's heritage co-ordinator organised a 'Poppy project, where 100% of the pupils whose parents who were invited to attend were on the PPG list.</p>																		
The EHWP of targeted children will be improved	<p>Nurture groups extended beyond Year 1 for targeted pupils.</p> <p>Interventions for targeted pupils for Social and emotional issues.</p> <p>Counselling – 'Open Ears' for targeted pupils</p>	<p>Pupils including a significant proportion of those eligible for PPG continue to have access to the nurture provision. Whilst the main 'Castle Crew' sessions continued to be focused on supporting the social needs of children in Y1 and this year the group of pupils identified as needing most support did not have a significantly high proportion of PPG pupils, the 'drop-in' and 'supporting transition' sessions were extended out to include older pupils. Overall, 63% of the pupils supported were eligible for PPG.</p> <p>The learning mentor team work with pupils on social and emotional issues and the school offers 'Open Ears' counselling for targeted pupils.</p> <p>There are plans to discuss the extension of the learning mentor roles to ensure they are in class more often and take a more preventative approach, with plans to rotate the safeguarding roles and ensure the Snug is always available.</p>	<p>Following the success of last year's structured sessions, the 'Castle Crew' will continue to operate with additional 'drop-in' sessions for older pupils.</p> <p>There are plans to discuss the extension of the learning mentor roles to ensure they are in class more often and take a more preventative approach, with plans to rotate the safeguarding roles and ensure the Snug is always available.</p>	<p>£5,821 Contribution towards staffing costs of Nurture Group</p> <p>£300 Future in Mind</p> <p>£3,500 50% contribution to Counselling costs</p>																
iii. Other approaches																				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
Increased punctuality of those PPG children	<p>Contact to be made with the families of these children to investigate problems. Offer support if practicable.</p> <p>Children to be given tasks in the morning to get them here on time.</p> <p>Breakfast club offered at a reduced rate.</p> <p>Staff member employed to catch the hard to reach families.</p>	<p>Attendance comparison: 2017-2018 v 2018-2019</p> <table border="1"> <thead> <tr> <th></th> <th>2017-2018</th> <th>2018-2019</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.52%</td> <td>96.11%</td> <td>+0.59%</td> </tr> <tr> <td>PPG</td> <td>93.37%</td> <td>94.75%</td> <td>+1.38%</td> </tr> <tr> <td>Non-PPG</td> <td>95.72%</td> <td>96.23%</td> <td>+0.51%</td> </tr> </tbody> </table> <p>Attendance overall improved in 2018-2019. Whilst a gap still remains between the attendance of PPG and non-PPG pupils, this has narrowed by 0.87% to 1.48%, continuing the trend of the last 3 years. It is clear that this strategy continues to impact positively on all pupils.</p>		2017-2018	2018-2019	Difference	All	95.52%	96.11%	+0.59%	PPG	93.37%	94.75%	+1.38%	Non-PPG	95.72%	96.23%	+0.51%	<p>Due to the success of the approach, this will be continued in the forthcoming academic year.</p>	<p>£1,200 Staffing costs</p>
	2017-2018	2018-2019	Difference																	
All	95.52%	96.11%	+0.59%																	
PPG	93.37%	94.75%	+1.38%																	
Non-PPG	95.72%	96.23%	+0.51%																	

<p>To support the social and emotional learning of identified children</p> <p>To establish a calm morning routine for identified children to prepare for quality learning</p>	<p>TAC process used to inform and identify pupils for breakfast club</p> <p>Breakfast club to run from 8am every morning</p> <p>Close, nurturing relationship to be built between breakfast club staff and pupils / families</p>	<p>The Breakfast Club has continued to benefit many pupils, 20% of whom last year were PPG pupils (who are eligible for a half price subsidised place). Pupils are able to come into school from 8:00am onwards for breakfast and structured play activities with siblings and friends. During the year, additional opportunities have been provided by the school's PE apprentice and our PPA cover sports provider, who have run games and sports for children as part of this Breakfast Club provision on a regular basis. The work of the Breakfast Club has not only supported the social and emotional well-being of the pupils who attend, but has enabled the school to support some families where there were issues with punctuality.</p>	<p>This strategy will be continued next academic year.</p>	<p>£30,000 50% staffing costs</p> <p>£570 Subsidised places</p>
<p>Increased involvement in sports and targeted motor skill development reducing obesity levels across the school</p>	<p>Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available</p>	<p>During the 2018-2019 academic year, 70% of the PPG pupils took up the opportunity to represent the school in a variety of sporting and physical activities, including football, netball, rugby, orienteering, cross country and athletics. Approximately 60% of PPG pupils represented the school on more than one occasion.</p> <p>PE Co-ordinator: "The majority of children who took part in sports competitions wanted to continue to represent the school as it was a fantastic experience, some went on to take opportunities in clubs outside of school."</p> <p>All PPG pupils were given the option to take up a full subsidy for one external provider run (charged) after-school club.</p>	<p>This strategy will be continued next academic year.</p>	<p>£10,710 Free places at after-school clubs.</p>
<p>Access to educational visits for all</p>	<p>To ensure that all children are able to attend the visits by subsidising these</p>	<p>The school has continued to provide subsidies, where needed, to enable PPG pupils to fully participate in school trips.</p>	<p>This strategy will be continued next academic year.</p>	<p>£1,000 Subsidised</p>
<p>Opportunities to experience outdoor and adventure learning</p>	<p>All children have equal access to the opportunities offered in Y2, Y4 and Y6 to attend residential visits.</p>	<p>The school's residential trip financial spreadsheets include evidence of the financial subsidies school provides to encourage disadvantaged pupils to attend residential visit. As a result, a higher proportion of these pupils were able to attend. (Y6- 79%; Y4-91% ; Y2-75%)</p> <p>There are three visits to residential activity centres in Years 2, 4 and 6, for one, two and five days respectively.</p> <p>Subsidy:Y6: £1605; Y4: £1197.50; Y2: £45</p> <p>Total Subsidy:£2847.50</p>	<p>The school will continue this strategy next academic year in order to remove any potential financial barriers for PPG pupils to attend the residential trips. Whilst all the potential subsidy was not used this year, the 2019-2020 Y6 has a higher proportion of PPG pupils (45% compared to 23%) so the amount allocated for potential subsidised places will remain the same.</p>	<p>£6,000 Subsidised places</p>