# Pupil premium strategy statement

## This statement details our school’s use of pupil premium funding (for the 2023/2024 academic year) to help improve the attainment of our disadvantaged pupils.

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

## School overview

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| Detail | Data |
| School name | Egerton Primary School |
| Number of pupils in school | 205 |
| Proportion (%) of pupil premium eligible pupils | 6.9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2024/2025 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | December 2023 reviewed |
| Statement authorised by | Caroline Lowe Headteacher |
| Pupil premium lead  Headteacher | Elizabeth Broadbent  Caroline Lowe |
| Governor / Trustee lead | Sarah McGuire, Andy Martin |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | **£18,915.00** |
| Recovery premium funding allocation this academic year | **£2,320.00** |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £21,235 |

# Part A: Pupil premium strategy plan

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Inclusion in all aspects of school life is paramount. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Within this aim is a clear plan to ensure inclusion in all aspects of school life, curriculum and enhanced curriculum. Wellbeing remains a priority with a focus on positive self esteem and mental health and wellbeing.  We will consider the challenges faced by vulnerable pupils (including children with an Education Health Care Plan, children and families supported now or previously by Social Care and children who are identified as a Young Carer).  The strategy and approaches outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.  **High-quality teaching** is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The EEF ‘Five a Day’ Principle has been embedded further this academic year. This approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  **Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment**, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * ensure disadvantaged pupils make progress from their starting points * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve * ensure pupils have positive wellbeing.   **Supporting our decisions through research.** Our spending decisions are always based on solid research-based evidence. Our primary source of evidence is the Educational Endowment Fund and the findings within the Teaching & Learning Toolkit and Pupil Premium guidance. The EEF’s Teaching and Learning Toolkit is an accessible summary of educational research designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people.  As per Pupil Premium Guide recommendations, we focus on a tiered model of:   * high-quality teaching * targeted academic support * wider strategies to support |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Oral Language Skills.**  Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, including speech and language and exposure to wider range of vocabulary |
| 2 | **Phonics Skills.**  Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | **Writing**  Some children at Egerton need support to move from working towards the standard to meeting the expected standard, A higher proportion of boys than girls are not at the expected standard. |
| 4 | **Reading.**  Some children have reduced access to vocabulary rich text, books, libraries and technology. Some children need support to secure phonics knowledge and reading fluency, which impacts on their reading attainment. |
| 5 | **Maths.**  Baseline assessments show that many children have been impacted during Pandemic period. This has resulted in knowledge gaps leading to pupils falling further behind. Our aim is to close the gap and secure mastering number from Early Years through Key Stage 1. |
| 6 | **Wellbeing.**  All children have been impacted by the Pandemic. Some pupils in receipt of PP Funding need support for their wellbeing and to ensure they have both resilience and support in order to respond to any challenges to ensure they develop as happy, resilient, confident children who are ready to learn. |
| 7 | **Inclusion.**  Some children in receipt of PP need additional financial support in order to access school trips, residentials, technology and resources. |

**Intended outcomes**

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

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| Intended outcome | Success criteria |
| 1. Improved **oral language skills** and **vocabulary** among disadvantaged pupils. | * Assessments and observations show early identification of need. * Targeted pupils receive additional speech & language therapy intervention. * Parents engaged in development of their child’s speech and language. * Nuffield Early Language Intervention or Wellcomm Language Interventions show impact from baseline. Improved oral language. |
| 1. Improved **phonics skills** and **attainment** among disadvantaged pupils. | * Pupils identified via Little Wandle Phonics Screen/Assessments * Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catchup’ or exceed prior attainment standards. * Children have access to specialist dictionaries, organisers and technology to support phonics, reading, spelling, grammar. Including screening tools linked to processing, recall, memory, reading, phonics and spelling. * Increased % of PP pupils are working at ARE or above across the school in phonics. |
| 1. Improved writing attainment – moving children from working towards the standard to meeting the expected standard. | * Those pupils who are working towards the standard or off track from prior attainment (eg previously at expected or greater depth) will receive targeted guidance using diagnostic assessment to carefully target the areas in writing that they need to secure. * Increased % of PP children are working at ARE/expected standard or higher. |
| 1. Improved **reading attainment** for disadvantaged pupils. A reading culture that ensures disadvantaged pupils have access to, read regularly, developing a love of books/reading. | * A clear focus on teaching of vocabulary throughout the curriculum. * Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. * Children will be identified through PIRA and PM Benchmark (Reading Assessments). * Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catchup’ or exceed prior attainment standards. * Increased % of PP pupils are working at ARE or above across the school in reading |
| 1. Improved **maths attainment** for disadvantaged pupils at the end of KS2. | * Children will be identified through daily observations and also use of termly PUMA Assessments to triangulate. * Pupils who have ‘fallen behind’ are identified, supported and tracked closely to ensure that make progress and ‘catch up’ or exceed prior attainment standards. * Support staff and teachers use QFT and targeted approaches to address gaps and misconceptions. * Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. * Pupil KS2 maths outcomes in 2024/25 show that all of disadvantaged pupils met the expected standard |
| 1. To ensure positive **wellbeing** for all pupils in our school, particularly our disadvantaged pupils. | * Sustained high levels of wellbeing from 2021/22 demonstrated by student voice, student and parent surveys and teacher observations. * Improved scores (Resilience Screening Tool). From March 2021. * Pupil voice evidences that children understand term Wellbeing. * Pupils show that they are resilient and able to learn from mistakes. * PHSE Floor books will show evidence of direct teaching. Mindful moments, pause time and calm me sessions will support. * Forest school sessions and the WOW curriculum support learning and wellbeing. |
| 1. Children **access** experiences that **enrich** their learning. | * Children will access learning through a range of approaches including enrichment, trips, residentials and have the resources they need. |

## Activity in this academic year

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

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

Budgeted cost: Wandle, MNP Resources, Jigsaw PSHE Scheme, Assessment Materials, Neli, Nuffield Intervention and Training. Recruitment and CPD for MHWB Role, Online Subscriptions, (Nessy, Shed, IDL, Rockstars) Library Books. Dictionaries, Technology to support, CPD across all areas.

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embed Five a Day principle and use of High Quality Teaching to raise attainment for all. | * The five a day principle (Use of Explicit instruction, Cognitive and metacognitive strategies, Scaffolding, Flexible Grouping, Technology) are particularly well-evidenced as having a positive impact. Harnessing these evidence-informed strategies will positively support **all** learners. | 1, 2, 3, 4, 5 |
| Provide High Quality Feedback.  Embed Formative and Diagnostic Assessment: Purchase of standardized diagnostic assessments. (PIRA, PUMA, GAPS, Rising Stars, REST)  CPD Training for staff to support assessment process (diagnostic assessment) | * Evidence shows that high-quality [feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) can lead to an average of eight additional months’ progress over the course of a year. * Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: * Education Endowment Framework Evidence (EEF) * <https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback> | 1, 2, 3, 4, 5 |
| Embed dialogic activities across the school curriculum.  CPD Training and release time. | * There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | 1, 2, 3, 4, 5 |
| Subscription to Lucid Lass Assessment Tool.  Subscription to Nessy/Spelliing Shed  Subscription to IDL online.  Subscription to Times Table Rockstars.  Purchase of Spell-checkers and related technology. | * Technology can assist teacher modelling. Visualisers, practice, quizzes, speech generating apps, not taking. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback. * EEF Evidence: * https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 2, 3, 4 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.  Purchase of Specialist Ace Dictionaries | * Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged. * <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 2, 3,4 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).  Take part in SUSTAINING MATHS MASTERY PROGRAMME | * Use of Mastering Number will support securing key maths concepts and ensuring depth of learning and understanding in number. * The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: * EEF guidance is based on a range of the best available evidence: * [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) * [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 4 |
| Enhancement of literacy – writing process teaching and curriculum planning linked to NPQLL (National Professional Qualification in Leading Literacy) best practice, evidence based research and evidence from EEF improving Literacy in KS1 and KS2 Report. | * Use of Pathways to Write will support securing writing process and embedded spelling and grammar within. * EEF guidance is based on a range of the best available evidence: * [*https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2*](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) * [*https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1*](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) | 4 |
| A high quality SEL/PHSE/Wellbeing Curriculum will be in place with a spiral curriculum with embedded wellbeing outcomes within, alongside PSHE knowledge. (Jigsaw)  SEL Key skills taught in dedicated time and every day teaching, including expanding pupils emotional vocabulary to support them to express emotions.  Appointment of Senior Mental Health and Wellbeing Lead and CPD to support this role and team.  Targeted support will be provided by Senco and Wellbeing Lead and Emotional Literacy Support Learning Mentor. | * There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): * <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel> * New Focus on Mental Health and Wellbeing both with the PSHE curriculum and part of KCSIE 2020 (Keeping Children Safe in Education) * <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> | 5  1 |

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

Budgeted cost: TA Support Small Group, NTP Tuition. ELSA Salary, resources and Psy-Tribe Supervision.

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration | * Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: * <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> * <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 2 |
| Additional speech and language support and intervention 1:1 and small group.  (Wellcomm/Nuffield Early Language Interventions) | * Sutton Trust: 20% of children may have Development Language Disorder – rising to 50% for Pupil Premium Children. * DFE Guidance: NELI – part of Government Strategy 2021 to support catch up and attainment. * EEF Evidence: * [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.  Interventions lead by AG starts 17th November – see Intervention for PP document | * Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one * <https://nationaltutoring.org.uk/> | 1, 2, 3, 4 |
| Targeted support from Wellbeing Lead/Emotional Literacy Mentor including 1:1 and small group, sessions. | * Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): * <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel> | 5 |

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

Budgeted cost: Senior Mental Health Lead and Inclusion Role. Financial support to access trips and residentials. Support to ensure access to resources.

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Appointment of Senior Mental Health and Wellbeing Lead.  Publication of Termly Wellbeing Letter to support pupils and their families. | * DFE Guidance (June 2021) Learning outcomes for senior mental health leads in schools and colleges. * Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): | 5 |
| Targeted support to enhance enrichment and inclusion, access to art trips, residential, enrichment opportunities. | * There is moderate evidence that [outdoor adventure learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning) can have a positive impact on attainment. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. * EEF, think enriching education has intrinsic benefits (sometimes referred to as ​“[arts for arts’ sake](https://educationendowmentfoundation.org.uk/news/why-arts-education-matters)”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. | 6 |
| Targeted support to ensure pupils have the resources they need (uniforms, resources, technology) | * Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos. | 1234  6 |

**Total budgeted cost: PP Funding**

**Further Information**

**Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

* embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
* utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
* offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

**Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 202/3 to end Autumn 2023 academic year.

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| Our Assessments at **Autumn 2023** indicate that pupil premium children’s attainment is lower than that of their peers in the core areas of reading, writing and maths.  However, the majority of Pupil Premium children have made good progress and secured prior attainment. Some children within this cohort have made accelerated progress. Some children within this cohort have SEND/EHCP level needs and make good progress towards their SMART targets.  Diagnostic assessments, indicate that the vast majority of pupil premium children, including pupils with an EHCP, made progress towards national curriculum objectives and achieved increased diagnostic scores in reading, maths, spelling, grammar and punctuation assessments.  Attendance is carefully monitored with a tiered approach to supporting and promoting absence, this includes support for pupils where a mental health issue is affecting attendance.  4.42% of pupils are identified as persistent absence pupils. Within this whole school group 8 pupils – there are 2 pupil premium children. Attendance has affected progress and attendance is promoted and supported through universal and targeted support.  Pupil premium funding is used to provide wellbeing support for all pupils, and targeted interventions where required. All of the pupil premium children receiving emotional literacy (ELSA support) met their intended outcomes. |

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| **PUPIL PREMIUM SUMMARY REPORT**  **Autumn - December 2023** | | | | |
| Pupils on roll  205 | Pupil Premium Pupils (PP) 14 pupils.  9 boys and 5 girls.  Within PP Pupil Group – Free School Meals (FSM) 11 pupils | | 5 PP children at SEN support  2 PP Children at EHCP Support | |
| Attendance | September 2023 to end of December 2023. | | PP 90.56% All 96.94% | |
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| NC Standard | **Reading** | **Writing** | | **Maths** |
| At Expected (ARE) and Above | **PP 40% (FSM 25%)**  Non PP 78.2% | **PP 38.5% (FSM 36.4%)**  Non PP 78.1% | | **PP 38.5% (FSM 45.5%)**  Non PP 79.2% |
| Working Below ARE including SEND level of need | 5 boys 1 girl  2 at SEN Support. 1 at EHCP. | 6 boys 2 girls  3 at SEN Support. 2 at EHCP. | | 6 boys 2 girls  3 at SEN Support. 2 at EHCP. |
| Not met GLD at end EYFs 2023 | 1 pupil | 1 pupil | | 1 pupil |
| Progress End Summer 22 to Autumn 23. | 1 child off track from prior attainment.  1 child made more than expected progress.  All others on track from prior attainment. | 1 child off track from prior attainment. | | 2 children off track from prior attainment.  3 children made more than expected progress. |
| **Next Steps Pupil Premium STRATEGY STATEMENT update 2023/4** | | | | |
| All Children | **Reading** | **Writing** | | **Maths** |
| * All children discussed at termly Pupil Progress Meetings and supported with class termly intervention plan. * Use of EEF 5 a day High Quality Teaching Strategies. * Attendance monitored and promoted/supported. | * Targeted support. * First Concern Plans. * Use of Little Wandle Phonics Program. * Little Wandle Keep up and Catch up sessions. * High Quality Reading Sessions supported by high quality texts. * Use of diagnostic assessments to continue to identify gaps and respond. * Involvement of Parents in supporting phonics/reading. | * Targeted support. * First Concern Plans. * High Quality Literacy Resources – Pathways to Write. The Literacy Company. * Boys High Interest Texts. * Daily Handwriting practice. * Focus on fine motor skills. * Training to support using metacognitive strategies. * Practise through Spelling Shed Program. * Termly Moderation to support next steps. * Use of diagnostic assessments to continue to identify gaps and respond. * Involvement of Parents in supporting fluency practice - handwriting and spelling. | | * Targeted Support. * Maths No Problem Texts and Concrete Resources. * Introduction of Mastering Number for KS1 and EYFS. * Practice through Times Table Rock Stars Program. * Use of diagnostic assessments to continue to identify gaps and respond. * Involvement of Parents in supporting Maths at home through workshops/shared strategies. |
| **Next Steps Curriculum and Curriculum Enhancement - as above and further detail below** | | | | |
| * Children working below or working towards the standard will receive High Quality First Teaching with targeted strategies drawn from EEF High Quality Teaching/SEND 5 a day approaches. Additional whole class and small group targeted support and keep up and catch up sessions as needed. Progress Reviews monitor progress and plan termly targeted support. | | | | |
| * Identified children working below (SEN) or working towards (in 2 areas) will have targeted support plans - shared with parents | | | | |
| * Pathways to Write. Maths No Problem. Mastery at Number. Little Wandle Phonics, Vipers Reading - will provide high quality evidence based approaches and resources to support core curriculum learning. | | | | |
| * Key driver/motivator support for boys reading/writing (high interest texts, genres, planning, scaffolding) planned. | | | | |
| * All PP children will be supported encouraged to attend trips and residentials, with reduced costings. | | | | |
| * All PP Children will be prioritised to access after school enrichment clubs. | | | | |
| * All PP children will be offered places at Half Term Multiflex HAF Holiday Activity Fund Club. | | | | |
| * All PP children will have access to bespoke strategies and resources, as identified, from discussion with parents (eg additional school resources, uniforms, technology) | | | | |
| * Continued liaison and support to promote attendance – linked to our attendance management plan. Awareness and discussions of how attendance impacts learning. | | | | |
| * Whole School Approach to support Quality First Teaching drawn from evidence based research using impactful strategies, materials, interventions and support. | | | | |