

Pupil premium strategy statement

1. Summary information					
School	UPHILL PRIMARY SCHOOL				
Academic Year	2020/21	Total PP budget (includes underspend from 2019/20)	£99,276	Date of most recent PP Review	Sept 2020
Total number of pupils	306	Number of pupils eligible for PP	64	Date for next internal review of this strategy	Sept 2021

1. Current attainment – Teacher Assessments as at March 2020 (due to COVID-19)						
	Pupils eligible for Pupil Premium			All other pupils at Uphill (National in brackets)		
	EYFS (11 pupils)	KS1 (8 pupils)	KS2 (9 pupils)	EYFS	KS1	KS2
% achieving GLD				78%		
% achieving secure + in reading		88%	78%		82%	80%
% achieving secure + in writing		63%	67%		67%	82%
% achieving secure + in maths		75%	56%		73%	82%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Disadvantaged gap has reduced as a result of strategies that have been implemented, but this is likely to increase again due to school closure for COVID-19 and the differences in access to and support with home learning during the closure period
B.	Low self esteem resulting in poor behaviour choices
C.	Poor language skills with a limited understanding of a wide vocabulary
D.	Low emotional resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parental expectations of children means support and engagement in learning at school and home learning environments can be varied. This can be particularly relevant during periods of home learning due to COVID-19.
F.	Attendance of disadvantaged children is lower therefore educational gaps are not being closed as quickly due to less time in school. The extensive Covid-19 closure and ongoing restrictions may mean disadvantaged children and families find it more difficult to re-engage in school.
G.	Experiences for disadvantaged children are limited therefore they are missing out on experiences to help enhance learning and ensure they have high expectations for themselves. The effects of the Covid-19 pandemic may further limit children's experiences due to additional financial and environmental constraints.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Combined outcomes for PP will improve in every year group 2020 outcomes for PP are at least in line with national outcomes	Baseline data – outcomes as at March 2020 (KS2 national 65%) KS1 – combined PP 63% KS2 - combined PP 56%
B.	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress	Outcomes will improve for PP children within writing, reading and maths in line with national.
C.	High quality texts will be used where appropriate to allow children to access a rich range of vocabulary Improved speech and language skills in EYFS/Y1. Measured through “Talk boost” and phonics assessments Oracy strategies will be adopted to improve and aid understanding in core subjects	PP children to achieve GLD PP children to pass phonics screening in Y1 Children to demonstrate better vocabulary both orally and in writing Writing outcomes for PP children to be in line with national outcomes
D.	Children’s emotional wellbeing will improve allowing them to access learning within the classroom. Measured through outcomes	Children’s outcomes are in line with national outcomes Behaviour records show a decline in incidents
E.	Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations	Children’s outcomes in line with national outcomes PP Parent attendance at events will improve
F.	Attendance is above national (95.8%) and persistence is reduced	2019 – 96%
G.	All children to attend a variety of trips and additional experiences across the school which will build self esteem and enhance writing outcomes	Pupil voice will demonstrate that children value trips and that it improves self esteem

2. Planned expenditure

Academic year

2020/21

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. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged children's outcomes at the end of KS1 and KS2 are at least in line with national with diminishing difference for within school comparisons	Home learning support to include TT Rock Stars, Hegarty, Sumdog, Spelling Frame, NESSY, consolidation of Phase 5 and 6 phonics Focus upon responsive teaching using whole class feedback alongside effective use of support staff	EEF +2 months (Primary homework) Need to develop fluency and accuracy and number sense for children in KS2. Home learning support via Hegarty Maths. Improvement in reading Supporting recall of synthetic phonics and developing spelling strategies. EEF + 8 months (Feedback) Research from Dylan William re use of responsive teaching EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland	Through effective monitoring using informal drop ins, lesson observation, discussions with children and parents Analysis of data Yr5/6 Homework Club – teacher led, 1 hour per week Nessy interventions – LSA 2 hours per week (Y2,Y3/4,Y5/6)	Head and SLT	Data Capture x3 (Aut/Spr/Sum)
Diminishing difference in outcomes in maths for disadvantaged children compared to all children	Additional staffing to enable maths lessons to be taught in separate year groups (Yr3 – Yr6)	EEF + 3 months Evidence shows that smaller class sizes will impact on outcomes. EEF + 5 months (Mastery Learning) Teaching maths in year specific classes will ensure mastery of year group curriculum as specific content for each year group is	Through effective monitoring using informal drop ins, lesson observation, discussions with children and parents Analysis of data	Head Maths team	July 2019
Improve levels of oracy	Use of specific oracy training as part of Quality First Teaching (QFT)	EEF + 5 months (Oral language intervention) Successful action research project within school. Closing the vocabulary gap-Alex Quigley	Through effective monitoring using informal drop ins, lesson observation, discussions with children and parents	Deputy Head	Data Capture x3 (Aut/Spr/Sum)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Primary Peer Mentoring with Times Tables	A maths peer mentoring support programme designed to equip the school to develop a strategy for rapid recall of times table facts alongside a mastery approach to teaching multiplication and division	EEF + 5 months (Mastery Learning) EEF + 5 months (Peer tutoring) Successful action research from the Boolean maths hub – externally evaluated by Dr Marcus Witt (UWE) who found the pilot to provide a <i>low cost and highly effective peer teaching intervention for KS1 children who are not meeting age related expectations in maths.</i>	<ul style="list-style-type: none"> • 3 full training days • Teachers gain an insight in the programme and how to set it up in school • Better outcomes in maths, personal growth of children, improved metacognition 	Maths lead	July 2019
Children have access to a wide choice of activities at lunchtime.	Lunchtime Club	Children have access to a wide choice of activities at lunchtime which	<ul style="list-style-type: none"> • LSA (1 hour per day) • Programme of artistic activities provided • Develop system to monitor attendance 	SLT LSA	July 2019
Specialist teacher employed to deliver MFL and Music to children in Years 3-6	Secondary teacher will work with children across years 5 and 6 to get them secondary ready for French Music teacher will work with Year 3 and 4 to ensure quality provision is provided	EEF + 5 months (Mastery Learning) Children will be taught by experts enabling them to develop the appropriate skills in both MFL and music which will help prepare them for secondary school. EEF + 2 months (Arts participation) Music teacher to support school in setting up orchestra	<ul style="list-style-type: none"> • MFL teacher Monday pm weekly • Music teacher Wednesday pm weekly 	GT	
Children's academic and emotional wellbeing is monitored and developed.	Mental first aid training	Evidence based approaches which remove barriers to learning and give training to staff to enable them to deal with different scenarios.	<ul style="list-style-type: none"> • ELSA will be used with children who have experienced emotional trauma • Learning mentor is more skilled to deliver interventions to children 	Head Learning Mentor	
Total budgeted cost					£30,837

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged children's outcomes at the end of KS1 and KS2 are at least in line with national with diminishing difference for within school comparisons.	<p>Uphill Oracy Framework to support critical thinking – starting with Council Crew stem sentences</p> <p>Talk Boost (Speech and Language therapy intervention)</p> <p>Interventions by teachers to address gaps in assessments PIRA/ PUMA assessment gap programme</p> <p>Reading interventions to support children with fluency and those with dyslexia in KS2</p>	<p>Developing critical thinking using oracy, protocols, self and peer assessment and curriculum focussed on concepts and big ideas.</p> <p>EEF + 5 months (Early Years Intervention) Speech and Language standardised framework.</p> <p>EEF + 4 months (small group tuition) Targeted intervention to address specific gaps identified in assessment data</p> <p>EEF + 5 months (one to one tuition) Targeted intervention to enhance reading skills of children with dyslexia</p>	<ul style="list-style-type: none"> • Monitor children's progress within formative planning and work books. • Monitor children's summative progress against Learning Checkpoints Monitor. • Review impact of intervention by qualitative research – pupil questioning • All teachers required to review interventions at pupil progress meetings • Interventions for maths and English carried out by teachers – 1 hour per week. • Use of Beat Dyslexia – a step by step multi-sensory approach • LSA time to embed and implement 	SLT	Monitored each term
Improved outcomes in phonics screening for Y2 as priority and then Y1	Small group phonics interventions at KS1	EEF +4 months (phonics) Identified as not being on track to achieve phonics screening. Successful intervention for progress in previous years	<ul style="list-style-type: none"> • Ongoing monitoring termly PPM • Ongoing training for LSAs 	Phonics lead	Termly
Diminish difference in attainment between PP and non-PP children so all children at 75% 'Secure At' by the end of year.	Pupil Progress Meetings (Head teacher, Deputy Head Lower School Leader and SENco)	<p>Robust monitoring of PP children that creates alertness amongst all staff in their teaching and support for PP children.</p> <p>Links to evidence base from Achievement for All programme</p>	<ul style="list-style-type: none"> • Monitor children's progress within formative planning and work books. • Monitor children's summative progress against Learning Checkpoints Monitor. • All teachers required to denote disadvantaged children within own analysis of class formative and summative data monitoring. • Group-level progress tracking for disadvantaged children. 	Head / Deputy Head	May 2019

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children's academic and emotional wellbeing is monitored and developed.	Learning Mentor to run social groups and other intervention programmes that build self esteem and reduce anxiety	EEF + 4 Months (Social and Emotional Learning) Social and emotional programmes for children including ELSA Evidence from Achievement for All type approaches with academic coaching.	<ul style="list-style-type: none"> • Learning Mentor is proactive in removing individual and group barriers to learning. • Learning Mentor participates in pupil conferencing and family meetings, using AfA approaches. • North Somerset Learning Mentor Network. 	SLT Learning Mentor	July 2019
Children with SEMH difficulties have strategies to manage different feelings and unstructured times	Support for pupils with SEMH difficulties. One to one or small group support for all pupils on a support plan or with identified mental health issues. Provision provided during break and lunchtimes Training and support for SMSAs. Play zones	EEF + 3 months (behaviour) Learning mentor intervenes and runs behaviour interventions Beacon- behaviour support for schools: How to improve behaviour on playgrounds at lunchtimes A whole school approach to playground games	<ul style="list-style-type: none"> • Pastoral support plan monitoring • Monitoring of behaviour system and incidents • Early intervention meetings • Pupil and teacher voice 	AB/HH	Termly
Disadvantaged children access cultural / outdoor opportunities with first-hand experiences.	Expeditionary Learning opportunities and forest school for lower KS2. Opportunity to attend Young Voices concert – singing in a choir of 5,000 in a large arena	EEF + 4 months (outdoor adventure learning) Widening curriculum opportunities	<ul style="list-style-type: none"> • Forest School (1 pm per week) - small group expeditions related to curriculum projects. • 2 LSAs per week to go off site • Full costs of YV trip covered for disadvantaged children 	Forest School TA / LSA Head / Learning Mentor	May 2019
Attendance for PP will be above national and the percentage of PP children identified as persistently absent will reduce	Attendance team to monitor attendance alongside EWO (LM/ BF/ SH) Raise profile of attendance across the whole school with everyone knowing part they need to play. LM to analyse daily attendance to ensure quick intervention.	Every child matters – “attendance is the single most influential factor on achievement” Attendance data showed PP group were lower last year so targeted support needed. This targeted support has proved successful in the past at closing the attendance gap	<ul style="list-style-type: none"> • Daily attendance monitored by LM • Weekly attendance monitored by HT • Quality assured by EWO on termly basis 	HT	Termly EWO meetings

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Level of participation in wider sporting opportunities is increased for disadvantaged children (currently 30% to 75%).	After-school sports clubs Active participation in inter-school sports competitions.	EEF + 2 months (sports participation) Widening opportunities	<ul style="list-style-type: none"> • Costs of after-school clubs covered for disadvantaged children • Opportunities and attendance monitored through PE Action Plan. • Disadvantaged children prioritised for suitable inter-school sporting events. 	PE Co-ord	May 2019
Total budgeted cost				£47,598	

iii. Wider approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged children have an opportunity to learn a musical instrument.	Bursary to cover 30% of music tuition fees (KS2 children only).	EEF+ 2 months (Arts Participation) Widening participation from consultation with parents of children eligible for PPG.	<ul style="list-style-type: none"> • Annual invitation to parents of disadvantaged children. • Parental discussion prior to start of lessons to ensure suitability of instrument etc. • Financial support towards cost of instrument considered. 	Head SBM	July 2020
All disadvantaged children attend school trips, including residential trips.	Bursaries to cover full cost of school trips provided to all disadvantaged children.	EEF+ 4 months (outdoor learning) Experiential learning and knowledge acquisition using affective domain (Hattie KIP outcomes)	<ul style="list-style-type: none"> • Full cost of trips covered using school fund. 	SBM	July 2020
All looked after, CP and CIN children meet ARE and feel safe in school	Targeted support through PEP process. HM out of class to attend meetings along with HT	EEF +5 months (one to one tutoring) EEF + 4 months(social and emotional support) Support plans in place for all children	<ul style="list-style-type: none"> • Children meet ARE • Pupil Voice • Reviewed by governing body 	HM (LAC lead)	Termly
All parents can access learning workshops and celebration events throughout the year	Targeted support for parents to engage and collaborate in learning so they can help children at home	EEF + 3 months (parental engagement) Low levels of parental engagement to events with a learning focus e.g. phonics, maths workshops, e-safety	<ul style="list-style-type: none"> • Register of attendance • Parent voice 	Head/ subject leads	
Financial assistance provided to families of disadvantaged children towards uniform costs.	Bursary for 1x jumper/cardigan per academic year offered to all disadvantaged children.	Ensure our value of 'everybody' is embedded to avoid any barrier to inclusion	<ul style="list-style-type: none"> • Annual invitation to parents. • Additional financial support available on an individual basis. 	SBM	July 2020
Families of disadvantaged/vulnerable children have access to financial support towards before/after school childcare.	Bursaries towards cost of Breakfast Club and After-School Club available.	EEF +5 months (Extending school hours) Support for access to work for low income families (Heckman equation)	<ul style="list-style-type: none"> • No charge for FSM children to attend Breakfast Club. • Financial support available on individual basis, subject to circumstances. 	Head SBM	July 2020
FSM children have mid-morning milk, if desired.	Milk provided free of charge to all PP children.	Ensure our value of 'everybody' is embedded to avoid any barrier to inclusion	<ul style="list-style-type: none"> • Ordered and monitored by school office. 	SBM	July 2020
Reduce level of persistent absence for PP children.	Support families with transport to school.	Ensure environmental factors do not represent a barrier to accessing school.	<ul style="list-style-type: none"> • Provide taxi transport to/from school as appropriate 	Head / SBM	July 2020
Total budgeted cost					£9,765

3. Review of expenditure

Previous Academic Year

2019/20

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
Disadvantaged children's outcomes at the end of KS1 and KS2 are at least in line with national with diminishing difference for within school comparisons	<p>Targeted interventions to include TT Rock Stars, Hegarty Maths, NESSY, consolidation of Phase 5 and 6 phonics</p> <p>Focus upon responsive teaching using whole class feedback alongside effective use of support staff</p>	<p>KS1 (March 2020 Teacher Assessments)</p> <p>Reading 82% (PP 88%) Writing 67% (PP 63%) Maths 73% (PP 75%)</p> <p>Combined 60% (PP 63%)</p> <p>KS2 (March 2020 Mock outcomes)</p> <p>Reading 80% (PP 78%) Writing 82% (PP 67%) Maths 82% (PP 56%)</p> <p>Combined 73% (PP 60%)</p>	<ul style="list-style-type: none"> - TT rock stars has increased children's understanding of times tables and their overall performance in maths. Embed within Years 3 and 4 next year - Hegarty maths works well for Year 6 focusing on retrieval and practise - Continue for Year 6 and introduce for Year 5 - Sumdog for years 3-5 works well for reinforcement of previous concepts taught – introduce for Year 2 - Nesy is improving reading skills of reluctant readers allowing children to access curriculum 	£17,623
Diminishing difference in outcomes in maths for disadvantaged children compared to all children	An extra teacher employed for maths throughout KS2	<p>Maths outcomes held at 82% having risen by 22 % previous year.</p> <p>Disadvantaged outcomes in maths rose from 36% achieving expected standard in 2017-18 – 71% achieving in 2018-19, maths outcomes would have potentially been sustained had children had full year.</p>	<ul style="list-style-type: none"> - Smaller more focused classes have made a difference - Year specific groups work - A review of Y3/4 maths showed that separate year group work was producing better outcomes for children - Continue to split for 2020-21 	£2,550
Improve levels of oracy	Use of specific oracy training as part of Quality First Teaching (QFT)	<p>Staff training held to embed vocab approach across the school building in tier 1, 2 and 3 words.</p> <p>Improved writing outcomes at Y6 (73-82%) Sustained outcomes at Y2 (70%)</p> <p>Disadvantaged outcomes sustained across KS2 2017-18 – 64% 2018-19 - 57% 2019-20 67% KS1 2017-18 - 50% 2018-19 – 57% 2019-20- 63%</p>	<ul style="list-style-type: none"> - Continued focus on vocabulary through staff meeting, monitoring, moderation and coaching sessions - Look at improvements in writing outcomes via enhanced vocabulary. 	£150

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
Children have access to a wide choice of activities at lunchtime.	Lunchtime Club	Lunch club is well attended by approximately 25 children per day who demonstrate good levels of well-being in accessing the choice. The provision is universal with the lunch club LSA aware of PP children.	Continue funding universal offer for lunch club as part of widening opportunities for PP and all children.	£3,344
Children's academic and emotional wellbeing is monitored and developed.	Learning Mentor	<p>Learning mentor has been very proactive with support plans and using PP list to prioritise work sessions. Currently over 50% of PP children are seen by LM. Work mostly around social and emotional support and around children who have experienced trauma.</p> <ul style="list-style-type: none"> - LM attended courses on trauma and sensory processing as well as accessing LM network across North Somerset - NSPCC sessions attended by all children - Young Carers group set up and assemblies run for KS2 - Revealed project workshops for upper KS2 around mental health and staying safe online - Kooth assemblies for upper KS2 about mentoring support 	<ul style="list-style-type: none"> - Majority of pupil premium children have social and emotional needs, have suffered trauma and had adverse childhood experiences. Support given via this service has enabled children to access the learning within the classroom. - Further support for children with language delay and communication issues required for EYFS/Y1 - Specialist EYFS TA role to pick up this work 	£21,703

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
Disadvantaged children's outcomes at the end of KS1 and KS2 are at least in line with national with diminishing difference for within school comparisons.	<p>Uphill Oracy Framework to support critical thinking – starting with Council Crew stem sentences</p> <p>Numbers Count Programme (KS2) First Class @ Number</p> <p>Talk Boost (Speech and Language therapy intervention)</p>	<p>KS1 (March 2020 Teacher Assessments)</p> <p>Reading 82% (PP 88%) Writing 67% (PP 63%) Maths 73% (PP 75%)</p> <p>Combined 60% (PP 63%)</p> <p>KS2 (March 2020 Mock outcomes)</p> <p>Reading 80% (PP 78%) Writing 82% (PP 67%) Maths 82% (PP 56%)</p> <p>Combined 73% (PP 60%)</p>	<ul style="list-style-type: none"> - Disadvantaged outcomes are improving at both key stages. - Talk boost has supported children in EYFS to communicate more effectively and to make progress in this area of learning - Maths outcomes have improved in KS2 as numbers count addresses and closes gaps in basic level maths 	£3,634
Diminish difference in attainment between PP and non-PP children so all children at 75% 'Secure At' by the end of year.	Pupil Progress Meetings (Head teacher, Deputy Head Lower School Leader and SENco)	<p>KS1 (March 2020 Teacher Assessments)</p> <p>Reading 82% (PP 88%) Writing 67% (PP 63%) Maths 73% (PP 75%)</p> <p>Combined 60% (PP 63%)</p> <p>KS2 (March 2020 Mock outcomes)</p> <p>Reading 80% (PP 78%) Writing 82% (PP 67%) Maths 82% (PP 56%)</p> <p>Combined 73% (PP 60%)</p>	<ul style="list-style-type: none"> - Disadvantaged performance improving across the school - Reading outcomes remain good, writing and maths require more focus - All PP children will be discussed within pupil progress meetings and progress tracked. 	£1,386

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
Disadvantaged children access cultural / outdoor knowledge with first-hand experiences.	<p>Expeditionary Learning opportunities and forest school for Y2+</p> <p>New cookery facilities to give children more opportunity to develop understanding of cooking/ nutrition.</p>	<p>PP children (Y3, Y4 and Y5) participated in Forest School programme during the academic year.</p> <p>Kitchen moved to community room. Equipment purchased including mobile induction hobs to allow children to work as a class. Cookery taught as part of DT curriculum.</p>	<ul style="list-style-type: none"> - Staff to plan one cookery project as part of DT project - Forest school to continue – employ an extra member of staff to allow children to go off site. 	£1,902 (YM)
Level of participation in wider sporting opportunities is increased for disadvantaged children (currently 30% to 75%).	<p>PE Co-ordinator to continue to develop sporting opportunities.</p> <p>Active participation in inter-school sports competitions.</p>	The school attended 18 sporting activities during the year. Disadvantaged children have been given opportunities to attend activities throughout the year.	Continue to positively target disadvantaged children for these activities to encourage sport participation. Improve monitoring of attendance and impact going forward.	£0

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
Disadvantaged children have an opportunity to learn a musical instrument.	Bursary to cover 30% of music tuition fees (KS2 children only).	7 children out of 32 eligible KS2 PP children have accessed this opportunity, receiving 142 lessons between them. Widening opportunity and support for musicality and link with improving mathematical thinking.	We need to continue to promote this opportunity and target all PP children.	£360
All disadvantaged children attend school trips, including residential trips.	Bursaries to cover full cost of school trips provided to all disadvantaged children.	Yes	Continue with this approach to support widening opportunities for children and enhancing experiential curriculum.	£3,324
Financial assistance provided to families of disadvantaged children towards uniform costs.	Bursary for 1x jumper/cardigan per academic year offered to all disadvantaged children.	Yes – support provided for 30 PP children. All PP families were offered a jumper/cardigan ahead of start of 2018/19 academic year (via text message). Financial support provided to family with 2 PP children to purchase school uniform and PE kits.	Continue to offer school jumper/cardigan to PP children annually (prior to start of each academic year). Proactively offer support to individual families as required, e.g. swimming costumes, PE kit etc.	£560
Families of disadvantaged children have access to financial support towards before/after school childcare.	Bursaries towards cost of Breakfast Club and After-School Club available.	4 FSM children accessed free breakfast club (162 sessions)	Continue with this approach to support families to access work and childcare.	£405
FSM children have mid-morning milk, if desired.	Milk provided free of charge to all PP children.	Morning milk offered to all PP children over 5yrs – average take-up of 59%	Continue with approach	£1,527
Reduce level of persistent absence for PP children.	Support families with transport to school.	No transport support required.	Continue to consider most appropriate approaches to support attendance, depending on specific family circumstances.	£0