

Hook Junior School

Overview of Pupil Premium Expenditure and Impact

2013 – Present Day

Pupil Premium Overall Strategy

- To narrow the disadvantaged gap by addressing inequalities and raising the attainment of those pupils in low income families
- To improve full access to the curriculum and, where necessary, make accelerated progress in order to reach and in some cases exceed national expectations
- To ensure that disadvantaged pupils have increased access and participation in extra-curricular activities

<u>Pupil Premium Allocation</u>	<u>How the Pupil Premium allocation was spent</u>	<u>Impact on the expenditure on eligible and other pupils</u>
2013 to 2014 - £56,615	- Running of Numbers Count Intervention and training	- Average number age of pupils attending the Numbers Count intervention improved by 1 year 3 months over a 12 week block
	- To establish a nurture group system to address the five skills of learning, including the purchase of resources	- Improvements in individual targets linked to Boxall Profile. 100% Nurture Group children improved / achieved against their own targets.
	- To set up early morning toast groups	- Pupil conferencing through toast group questionnaires showed children valued a regular weekly time to join as group and have an opportunity to talk / get to know a key adult. Attendance of these children improved by 20%.
	- Additional time for Emotional Literacy Assistants to address needs of PP Pupils	- Children followed individual programme to address their specific needs. Progress was noted against individual targets.
	- Release time for subject leaders to monitor pupil premium attainment and progress	- Pupil Premium children are generally in line with age expected levels across the majority of subjects and are exceeding in Music and P.E.
	- Subsidising of residential and day visits	- All children attended residential and day visits provided by the school / year group.
	- To increase participation in clubs	- At the start of the year 46.8% of pupil premium children attended a club and 17% said that they would like to join one. By spring this increased to 87% attending a club and the children who did not attend all said they did not want at

		this stage to take up the opportunity.
	- 1 : 1 and small group tuition from qualified and experienced teachers	- Across the school, Pupil Premium children achieved above expected progress in Reading, Writing and Maths. - As a general rule PP progress across the Key Stage is in line with non-PP children. The only identified gap is in Year 4 reading and maths
	- Attendance at Narrowing the Gap Hampshire Hundreds Project	- Increasing awareness of procedures around Pupil Premium children. Opportunity to reflect on practice and provision providing.
	- Opportunity to learn an instrument through Listen to Me Music Programme	- All children in Year 3 and 4 have had received a termly block, from a Hampshire Music Teacher, learning to play an instrument.
2014 to 2015 – £75,770	- Deployment of HLTAs and LSAs to work with the PP children in intervention groups and with specific programmes in literacy and maths.	- 100% of reading, numeracy and spelling intervention programmes have impacted on PP progress in terms of development within their age of attainment e.g., reading, spelling and number ages. The expected progress between assessments for PP children is 4 months progress and the average for each intervention group exceeded this amount. - End of Year assessments show that over the year impact has been made in the following areas where support has been allocated: - Year 3 Writing – the gap has closed between Free School Meals and Non Free School Meals by 12 weeks - Year 4 Writing – the gap has slightly closed between Free School Meals and Non Free School Meals by 5 weeks - Year 4 Maths - the gap has slightly closed between Pupil Premium and Non-Pupil Premium by 10 weeks - Year 5 Reading – the gap has slightly closed between Pupil Premium and Non-Pupil Premium by 5 weeks - Year 5 Writing – the gap between Pupil Premium and Non-Pupil Premium has now closed - Year 6 Writing - the gap has slightly closed between Free School Meals and Free School Meals by 3 weeks
	- Appointment of an experienced teacher to teach targeted literacy support in Year 6.	
	- 1 : 1 and small group tuition from qualified and experienced teachers	
	- To release subject leaders on a rota system in order to be able to monitor the progress, attainment and provision provided for the pp children.	- End of year reports by each foundation subject leader: - Computing - The progress of pupils with SEN, VC or Pupil Premium is 20% higher than the previous year, with the majority now achieving expectations. - Science – progress has been made in the number of pupil premium children making expected progress over the year. - RE – 20% increase on pupil premium children working at or

		<p>beyond age expected levels compared to the same time last year.</p> <ul style="list-style-type: none"> - PE - Compared to the autumn term, there are now fewer pupil premium children below expectations and towards the top end of the school, year 6 in particular, there is an increase in the number of PP children that are exceeding expectations. - PDL - The overall % of pupils achieving age related expectations has improved since last year. - History - Children working at age expected level has increased, showing PP children are progressing well in all areas. - Geography - PP children across the school have made progress since autumn term. Significant progress since the autumn term in yr4 has been made. - Music - Rocksteady, as peripatetic music, has improved the uptake from VC and PP children with extra-curricular, with 30% children (total of 48) attending Rocksteady. - D&T and Art – The majority of PP children are now working at age expected levels and improvements have been made since Autumn. - MFL - PP children have made good progress in MFL this year. There are more children now exceeding and when comparing it to the previous year (Spring2014) PP children have made substantial progress.
	<ul style="list-style-type: none"> - Pastoral Support Worker employed to deliver nurture group interventions and classroom support. 	<ul style="list-style-type: none"> - All children who attend the main nurture group are assessed through the Boxall Profile. Assessments of children's progress against each strand are ongoing and a noticeable difference can be seen with 100% of children making significant improvement against their September baseline assessment. - Progress in reading, spelling and maths. (expected progress 4 months) - <u>Nurture Group children's results:</u> - Reading 1 year average progress - Spelling 4 months average progress - Number 6 months average progress
	<ul style="list-style-type: none"> - Running of a lunchtime club for vulnerable children who find it difficult to cope with social situations on the playground. 	<ul style="list-style-type: none"> - Incidents happening with specific tracked children were reduced by 75% at lunchtime.
	<ul style="list-style-type: none"> - Emotional Literacy Support sessions provided to specifically address the needs of vulnerable PP children. 	<ul style="list-style-type: none"> - PP children given the opportunity to attend ELSA sessions as and when the need arises. 100% of these children have achieved the targets set at the start of their ELSA

		programme.
	- Costs of a Chelsea FC lunchtime football club from Spring Term 2014 provided for PP children interested in joining.	- 100% of pp children who wanted to attend are given a place in the club.
	- Providing children with resources in order that barriers can be removed to them attending clubs.	- 100% of pupil premium children have been asked if there are any clubs they wish to attend and if there are any barriers to them joining. Any identified barriers addressed e.g., purchase of football boots.
	- Financing of individual children, in order for them to attend a club of their choice.	- Average attendance of FSM = 94.1% - Percentage of Pupil Premium currently attending clubs = 87% - 100% of PP children were asked if they wanted to attend clubs and all were offered the opportunity. Of the 13% not attending, the majority were already doing lots of activities at home whereas a smaller number did not wish to join a club at present; though they stated they would in the future.
	- Participation on school trips and residential visit.	- Where financial difficulties arise, 100% of pp children have trips and residential visits financed for them, thus, finance is never a barrier.
	- Admin support for PP children / parents	- Parents are kept abreast of enrichment activities on offer. 87% of PP children have taken up enrichment support. Barriers to attendance have been removed through the resourcing of equipment and liaison with club providers to enable attendance.
	- Opportunity to learn an instrument through Listen to Me Music Programme	- 100% of Year 3 PP children have been given the opportunity to learn an instrument under the tuition of a Hampshire Music specialist teacher.
2015 – 2016 - £64,603	- To purchase Language and Speech Link (assessment and target setting) programme in order to be able to improve the provision given to our pupil premium children with communication difficulties.	- 100% of children who have completed their individual speech sessions have achieved their targets, many of which were set from the purchased assessment tool.
	- To purchase a reading support programme tool (Accelerated Reading) to monitor and manage independent reading practice for Pupil Premium children, motivating them to read for pleasure.	- 100% of pupil premium children, who have been placed in the sample group for the Accelerated Reading Programme, have all made progress in their reading standardised scores from Spring to Summer Term. On average they have progressed by 8 standardised points.
	- To purchase a personalised maths practise programme that makes data driven decisions that guide Pupil Premium children to mastery of curriculum linked skills.	- 100% of pupil premium children have access to the Easi Maths programme - 88% of Pupil Premium children have made progress in their Standardised Maths scores from Spring to Summer, this is a higher percentage than other groups in the school.
	- To encourage pupil premium children to develop a love of reading and books.	- 100% of children attending the reading clubs have found them a positive experience (pupil conferencing)

		<ul style="list-style-type: none"> - 100% of pupil premium children who have attended these reading groups have made progress in their standardised reading scores. - When tested, these children have on average, improved their reading age by 9 months in a 7 month period.
	<ul style="list-style-type: none"> - To provide 'closing the gap' teaching sessions, as and when required, for Pupil Premium children across the school in maths and literacy. 	<ul style="list-style-type: none"> - 100% of Year 3 Pupil Premium children in reading have made expected progress, outperforming children not in these groups. - The percent of FSM children attaining mastery in Maths is higher than that of their non-FSM peers. - In Year 4, PP children are making better than expected progress across maths, reading and spelling, this is rapid compared to their peers. - In Year 5, FSM are making rapid progress in writing and maths, compared to their peers.
	<ul style="list-style-type: none"> - To regularly monitor and evaluate Pupil Premium attainment and progress to ensure that individual learning needs are being met and any necessary intervention planned in. 	
	<ul style="list-style-type: none"> - To employ a qualified teacher with a specific responsibility to teach Pupil Premium children in English and Maths across the school in order support them to close gaps in learning. 	
	<ul style="list-style-type: none"> - To offer pastoral support to address pupil premium pupil's emotional and social needs, as and when they arise, so that barriers to learning are removed. 	<ul style="list-style-type: none"> - 100% of teachers agree and 88% strongly agree that pastoral has a positive impact on the PP children in the school. - 100% of teachers strongly agree that nurture group helps their PP children not to fail at school. - 100% of parents strongly agree their PP child has benefited from coming to nurture group. - 100% of parents agree that their child gets on better in class since they have attended a nurture group.
	<ul style="list-style-type: none"> - To provide social, behavioural and emotional support at playtimes and lunchtimes for those PP children who experience difficulties at playtime. 	
	<ul style="list-style-type: none"> - To provide improved emotional, behavioural and social provision for PP children through ELSA delivered intervention programmes. 	<ul style="list-style-type: none"> - 100% of PP children have had the opportunity to join in trips and the Year 6 PP children have undertaken a residential visit to Marchants Hill. - 82% of PP children now participate in club in school.
	<ul style="list-style-type: none"> - To provide extracurricular opportunities for PP children within the school day. 	
	<ul style="list-style-type: none"> - To provide PP children with resources and equipment to enable them to attend clubs of their choice. 	
	<ul style="list-style-type: none"> - To improve pupil engagement by responding to 'pupil voice' in order to provide an extra-curricular club in which they wish to participate. 	
	<ul style="list-style-type: none"> - To provide PP children with opportunities to enjoy activities they otherwise could not experience. 	
2016 – 2017 - £57,960	<ul style="list-style-type: none"> - To maintain the license for the Language Link speech and language assessment tool, with the aim to continue to be able to improve the provision given to our pupil premium children with communication difficulties. 	<ul style="list-style-type: none"> - 100% of PP children receiving speech intervention have now completed at least their main speech target with Language Link being used to resource and assess the children in their speech sessions.
	<ul style="list-style-type: none"> - To maintain the license for the reading support programme tool, Accelerated Reading, with the aim to monitor and manage independent reading practice for Pupil Premium children, motivating them to read for 	<ul style="list-style-type: none"> - The focus group for this programme this year has been Year 4 – 6 Pupil Premium children. - Average progress in reading ages for this group is 42 weeks in a 20 week assessment period.

	<p>pleasure.</p>	<ul style="list-style-type: none"> - The average yearly progress for Pupil Premium children across the school is above the expected progress of 6 points. The total in brackets is for the non-PP group) <ul style="list-style-type: none"> Year 4 – 6.1 (6.0) Year 5 – 6.5 (6.5) Year 6 – 6.6 (6.4)
	<ul style="list-style-type: none"> - To maintain the license for Easi-Maths, in order to support Pupil Premium children to consolidate their mathematical skills and achieve age-related expectations in Maths. 	<ul style="list-style-type: none"> - The average yearly progress for Pupil Premium children across the school in Maths is above the expected progress of 6 points. The total in brackets is for the non-PP group. <ul style="list-style-type: none"> Year 3 – 6.1 (6.2) Year 4 – 6.2 (6.1) Year 5 – 6.7 (6.5) Year 6 – 6.4 (6.5) - Improvement in average usage with PP children over the school year (30 day periods) <ul style="list-style-type: none"> Autumn Term – each child 9 minutes Spring Term – each child 12 minutes Summer Term – each child 63 minutes
	<ul style="list-style-type: none"> - To provide 'closing the gap' teaching sessions, as and when required, for Pupil Premium children in maths and literacy. 	<ul style="list-style-type: none"> - The focus of these sessions was Year 6 PP children in Writing and Maths. Against teacher assessment, 100% of Year 6 PP children met their end of year target in Maths and Writing with 14%, in both areas, exceeding their target. - The average yearly progress for Year 6 PP children across the school in Maths is above the expected progress of 6 points. The total in brackets is for the non-PP group. <ul style="list-style-type: none"> Maths - Year 6 – 6.4 (6.5) Writing - Year 6 – 7.0 (6.9)
	<ul style="list-style-type: none"> - To offer pastoral support to address pupil premium pupil's emotional and social needs, as and when they arise, so that barriers to learning are removed. 	<ul style="list-style-type: none"> - Over the year, we have run 9 main pastoral interventions including ELSA, nurture groups, Lego groups, Self-esteem groups, etc. - 54% of the PP children in the school have been on a pastoral support programme at some time over the year. - Boxall Profile (% of PP children that made progress in each area): <ul style="list-style-type: none"> Purposeful attention, Constructive Participation, Accommodates to others, Constructive responses, Maintains standards – 83% Connects Experiences, Insightful Involvement, Cognitive Engagement, Emotionally Secure, Accepts constraints – 100%
	<ul style="list-style-type: none"> - To provide social, behavioural, learning and emotional support at playtimes and lunchtimes for those PP children who experience difficulties at playtime or with their home 	<ul style="list-style-type: none"> - The lunch group is available every day and the majority of regular children belong to PP, SEN or VC groups. - 92% of Pupil Premium children are aware of the availability

	learning.	<ul style="list-style-type: none"> - of the homework and lunch clubs. - 93% of Pupil Premium children state that they enjoy playtime.
	<ul style="list-style-type: none"> - To provide improved emotional, behavioural and social provision for PP children through ELSA delivered intervention programmes. 	<ul style="list-style-type: none"> - 15% of PP children undertook a specific ELSA programme. - Emotional Literacy Questionnaire Results (% of PP children that made progress in each area): Self-Awareness – 88% Self-regulation – 75% Motivation – 75% Empathy – 75% Social Skills – 75%
	<ul style="list-style-type: none"> - To provide extracurricular opportunities for PP children within the school day. 	<ul style="list-style-type: none"> - 82% of our Pupil Premium children attended a club (this is slightly above 72% of the whole school population that attended a club) - PP children who do not currently attend a club were asked if they wish to attend a club and if required, actions took place to ensure these children got a place in their desired club. - 100% of the Pupil Premium children in Year 6, whose families wished them to attend, went to Marchants Hill. - 100% of children across the school are being given an opportunity to learn an instrument as part of the music curriculum.
	<ul style="list-style-type: none"> - To provide PP children with resources and equipment to enable them to attend clubs of their choice. 	
	<ul style="list-style-type: none"> - To provide PP children with opportunities to enjoy activities they otherwise could not experience. 	
2017 – 2018 - £65,297	<ul style="list-style-type: none"> - To narrow the gap between PP children and the rest of the cohort in terms of academic progress across the year. - To enable all PP children to achieve their personal end of year target in reading, writing and maths. - To provide 'closing the gap' and 'pre-teaching' opportunities, as and when required, for PP children in reading, writing and maths. 	<p>2018 Year 6 DATA – Disadvantaged Pupil Progress was above all pupil groups in reading and writing. All children not meeting EOY targets have been identified and planning provision adapted for Summer 2 onwards. <u>Data Headlines from Additional Support - Summer Mid-Term 2018</u> 100% of disadvantaged children in Year 6 reading have already met their end of year target. <u>Maths and Reading Progress</u> – Disadvantaged progress is at least at expected (5 points or above). In Y3, 4 and 6 disadvantaged progress is more than non-disadvantaged.</p>
	<ul style="list-style-type: none"> - To enable the PP children on the Accelerated Reading Programme to achieve their personal end of year reading target and to make above expected progress in their reading age. 	73% of the disadvantaged children on the programme are now above scale on the reading age test (10 years 10 months plus). This compares to 27% at the start of the year.
	<ul style="list-style-type: none"> - For all identified PP children to show expected progress and meet their individual SLCN targets. 	Speech and Language Targets – 100% of children have achieved their initial SLCN target. 92% have met their second and 58% of children have achieved their third. There are 12 children on regular SALT programmes with a further 14 being tested on Language Link this year.

	<ul style="list-style-type: none"> - For PP children to consolidate mathematical skills learnt in class in order to achieve their end of year target in Maths. 	<p><u>Maths Progress</u> – Disadvantaged progress is at least at expected (5 points or above). In Y3, 4 and 6 disadvantaged progress is more than non-disadvantaged. 100% of PP children accessing Easi Maths to reinforce classroom learning</p>
	<ul style="list-style-type: none"> - For all PP children to have positive play experiences and to feel safe at school. 	<p>48% of the school population have accessed the lunch club at some point this year. 64% of the disadvantaged group have accessed the lunch group at some point. 89% of the frequent visitors in the autumn / Spring term have now transitioned back onto the playground.</p>
	<ul style="list-style-type: none"> - To address children's social and emotional needs within a welcoming, safe, supportive classroom environment so that barriers to learning can be removed. 	<p>94% of children completing a pastoral programme in the Spring Term have showed progress in their target area (Emotional Literacy Questionnaire - ELQ). 71 children across the school have benefited from a pastoral programme in school this year. Acorn Room fully open and operational.</p>
	<ul style="list-style-type: none"> - To address individual PP children's emotional and social needs, through an individually tailored programme, in order to impact positively on their learning. 	<p>96% of children completing their pastoral programme in the Autumn Term have showed progress in their target area (ELQ)</p>
	<ul style="list-style-type: none"> - For PP groups to have at least 97% attendance in order that they cover all aspects of the curriculum and to allow staff to address any individual needs. 	<p><u>Autumn Term</u> PP attendance was 95.16% compared to 96.52% for all children. <u>Spring Term</u> PP attendance was 95.4% compared to 96.6% for all children. <u>Summer-Mid term</u> PP attendance was 95.47 compared to 97.19 for non PP children.</p>
	<ul style="list-style-type: none"> - For all PP children to participate in curriculum enrichment activities. 	<p>100% of PP children went on the Year 6 residential trip to Marchants Hill.</p> <p>87% of PP children asked went to a club either in or after school (including lunch club)</p> <p>100% of disadvantaged children had the opportunity to participate in year group activities / experiences e.g., trips, visitors, workshops.</p>

<p>2018 – 2019 £70,480</p>	<p>PP Attainment and Progress</p> <ul style="list-style-type: none"> - All pupils to access Quality First Teaching in the classroom with a no excuses / high expectations for all culture permeating all lessons. - All learning needs in Maths and English to be addressed through targeted interventions. - All staff to be trained in English and maths in areas that are weaker for a significant proportion of PP children. - All pupils have aspirations for their learning and have clear goals to follow. - PP children in need to be given opportunities to attend pre-read sessions in order to have access/understanding to a guided reading text prior to meeting in the class. 	<p>PP Attainment and Progress</p> <p>Year 6 SATs Results</p> <table border="1" data-bbox="1279 304 1888 547"> <thead> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged M+ (excluding one PP child below POS)</td> <td>82%</td> <td>82%</td> <td>100%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>90.2%</td> <td>80.4%</td> <td>90.2%</td> </tr> </tbody> </table>		Maths	Reading	Writing	Disadvantaged M+ (excluding one PP child below POS)	82%	82%	100%	Non-disadvantaged	90.2%	80.4%	90.2%
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Non-disadvantaged	90.2%	80.4%	90.2%											
	<p>Reading Enrichment Activities</p> <ul style="list-style-type: none"> - PP children to be given additional opportunities to develop an increased awareness of different books/authors and an enjoyment of reading. 	<p>Reading Enrichment Activities</p> <p>Visit to author was completed with 100% of the children giving a positive report of the experience. Librarian has ran story sessions for PP children and devised reading incentives in order to encourage these children to read a wider variety of text e.g., reading bingo. New books have been purchased to further engage children in different text.</p>												
	<p>Purchase of Additional Ed Psych hours and identification tools</p> <ul style="list-style-type: none"> - PP children with literacy difficulties to be assessed in order to identify any language barriers to their learning. - PP children with specific difficulties to be assessed in order for their specific learning barriers to be identified. 	<p>Purchase of Additional Ed Psych hours and identification tools</p> <p>A total of 7 children have been seen by the Ed Psych for the full assessment process this year, compared to 4 children the previous year. This allowed us to do work with the Ed Psych beyond the EHCP assessments, with a particular success being the implementation / delivery of a Cognitive Behavioural Therapy Programme which is now used by our ELSAs to help children overcome fears and anxieties. Additional hours were purchased to address PP children's needs. Individual goal for each child seeing the Ed Psych has been achieved.</p> <p>18 PP children have been tested on the Language Link Assessment tool this year. Of those that need, a specific programme has been set up using the suggested resources. All children have shown improvements against their starting point. Teachers and LSAs have also received training so they are able to use the programme with any child causing concern.</p>												
	<p>Additional Learning Support Hours</p> <ul style="list-style-type: none"> - Employment of an additional LSA in order to work with PP children on personalised programmes 	<p>Additional Learning Support Hours</p> <p>Additional hours used in the classroom to allow for a greater number of children to receive adult support (builds into above PP data re: progress and achievement)</p>												
	<p>Structured Play Opportunities</p>	<p>Structured Play Opportunities</p>												

	<ul style="list-style-type: none"> - Positive play skills /opportunities to be developed through the purchase of resources to encourage play / interaction. 	Sports Coach and Sports Leaders have run daily play opportunities each play / lunch time. Positive interaction and engagement has been observed. 97% of PP that were pupil conferenced said that they enjoyed playtime and it was a positive experience.
	<p>Lunch Club</p> <ul style="list-style-type: none"> - All children to have access to the indoor Lunch Club in which they can experience a safe place to play in a structured environment. 	<p>Lunch Club</p> <p>Lunchtime continues to be a success. 76 different children have accessed the club at some point this year. 10 children are regular attenders but the other children use the service as and when they need. More resources have been purchased and all children who were asked said they enjoyed playing with the Lego, drawing and playing with friends in a quiet / small space.</p>
	<p>ELSA Support / CBT Programmes</p> <ul style="list-style-type: none"> - ELSA / Pastoral sessions to be available to PP children in order to address any individual social and emotional needs. - Homunculi CBT approach to be used as a different technique to engage with disadvantaged children (exploring areas of concern which may be a barrier to positive mental health / learning) 	<p>ELSA Support / CBT Programmes</p> <p>Homunculi CBT programme now in place and used with 2 dis children. Training purchased and delivered by Ed Psych. Both children were observed at home and school to have reached their goals in terms of change in behaviour and thoughts (recognised by Ed Psych review). Programme now able to be used more widely across the school.</p> <p>All children that have attended ELSA sessions have been assessed on the ELQ – 96% of children showed improvement in their area of need following their participation in a programme. 42% of children receiving ELSA were PP but by the nature of requiring these sessions, all children were vulnerable or disadvantaged in some way.</p>
	<p>Lego Therapy Groups and Resources</p> <ul style="list-style-type: none"> - Identified PP children to have an opportunity to develop their social communication and interaction skills within a structured group environment. 	<p>Lego Therapy Groups and Resources</p> <p>36 vulnerable / disadvantaged children have been involved in Lego Groups this year. 100% of pupils assessed had met their social targets in the group. 100% of pupils conferenced love the Lego group and parents have spoken fondly about how much the children value these sessions.</p>
	<p>Medical Needs / Welfare Support</p> <ul style="list-style-type: none"> - Specific medical PP needs addressed and additional support for vulnerable children after lunchtime in order that they can go back to class as soon as possible in the afternoon 	<p>Medical Needs / Welfare Support</p> <p>All staff are now first aid trained – training Autumn 1. Additional lunch staff hours were purchased to ensure all medical / welfare needs were dealt with before the children returned to class as soon as it was safe to do so.</p>
	<p>Attendance</p> <ul style="list-style-type: none"> - PP attendance to be in line with that of other children. In cases where this is not achieved, evidence of actions to support families to improve attendance level. 	<p>Attendance</p> <p>PP attendance was 96.2% Attendance for all pupils was 96.2%.(98% without persistently absent)</p>
	<p>Trips and Visits</p> <ul style="list-style-type: none"> - Financial barriers to be remove so that all disadvantaged Year 6 children can attend the residential trip to Marchants Hill 	<p>Trips and Visits</p> <p>All PP children who were able to go to Marchants Hill attended the trip (one child unable to go for family reasons). The school funded proportions of PP places and additional individual pastoral work took</p>

	<ul style="list-style-type: none">- Financial barriers to be remove so that all disadvantaged children can participate in curriculum trips, workshops and attend clubs of their choice.	place with 6 children who were anxious about staying away. All PP children have attended visits and any financial barriers were removed. Visitors were brought into the school to further enrich children's learning. 100% of PP children attended.
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