William Torbitt Primary School

Pupil Premium Report

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

KEY PRINCIPLES FOR USING PUPIL PREMIUM AT WILLIAM TORBITT PRIMARY:

1. William Torbitt has a school-wide commitment to raise achievement for pupils who are eligible for Pupil Premium and knows these pupils must make faster progress than non-eligible pupils, and is determined to achieve this.

2. William Torbitt does not confuse eligible pupils with low ability, and strives to 'bring out the best' in this group of pupils and support them to achieve the highest levels.

3. William Torbitt creates an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focusing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of literacy and numeracy skills.

4. William Torbitt uses assessment systems to track and enable thorough analysis of data (Reading, Writing and Mathematics) to identify pupils who are underachieving.

5. William Torbitt directs resources and interventions in an aim to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
6. William Torbitt uses data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.

7. The Pupil Premium Leader and the Headteacher have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.

8. William Torbitt ensures class teachers, year group leaders and subject leaders know which pupils are eligible for Pupil Premium, so they can take responsibility for accelerating progress and accountability is shared across the school.

William Torbitt Primary School Pupil Premium Expenditure Plans 2015 -16, and evaluation of impact.

Key Stage 1 Attainment gaps overtime

Average point scores by disadvantaged pupils

All subjects	2013				2014				2015			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
Disadvantaged pupils	15	13.8	16.3	-2.5	14	15.8	16.4	-0.6	12	16.8	16.6	0.2
Other pupils	73	16.6		0.3	76	16.5		0.1	77	16.8		0.2
Within school gap		-2.8				-0.7				0.1		

Reading												
Disadvantaged pupils	15	14.5	16.8	-2.3	14	16.6	17.0	-0.4	12	17.5	17.1	0.4
Other pupils	73	17.1		0.3	76	16.8		-0.2	77	17.1		0.0
Within school gap		-2.6				-0.2				0.4		

Writing												
Disadvantaged pupils	15	13.4	15.5	-2.1	14	15.1	15.6	-0.5	12	16.2	15.8	0.3
Other pupils	73	16.0		0.5	76	15.9		0.3	77	16.1		0.3
Within school gap		-2.6				-0.8				0.1		

Mathematics												
Disadvantaged pupils	15	13.5	16.5	-3.0	14	15.7	16.7	-1.0	12	16.8	16.9	0.0
Other pupils	73	16.7		0.2	76	16.7		0.0	77	17.1		0.2
Within school gap		-3.2				-1.0				-0.2		

Percentage of pupils attaining level 2 or above at Key Stage 1

Reading	2013				2014				2015			
	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	15	67	92	-25	14	93	92	1	12	100	93	7
Other pupils	73	92		0	76	93		1	77	96		3
Within school gap		-25				0				4		

Writing												
Disadvantaged pupils	15	60	89	-29	14	93	89	4	12	100	91	9
Other pupils	73	89		0	76	96		7	77	94		3
Within school gap		-29				-3				6		

Mathematics												
Disadvantaged pupils	15	60	94	-34	14	100	94	6	12	100	95	5
Other pupils	73	95		1	76	99		5	77	95		0
Within school gap		-35				1				5		

Percentage of pupils attaining level 3 or above at Key Stage 1

Reading	2013				2014				2015			
	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	15	13	34	-21	14	29	35	-6	12	25	37	-12
Other pupils	73	40		6	76	30		-5	77	31		-6
Within school gap		-27				-1				-6		

Writing												
Disadvantaged pupils	15	7	18	-11	14	14	19	-5	12	8	21	-13
Other pupils	73	25		7	76	14		-5	77	23		2
Within school gap		-18				0				-15		

Mathematics												
Disadvantaged pupils	15	7	27	-20	14	14	28	-14	12	25	30	-5
Other pupils	73	30		3	76	24		-4	77	36		6
Within school gap		-23				-10				-11		

Disadvantaged Pupils attain well in KS1, overall. The gap between them and other pupils within the school has narrowed overtime.
As a school, we must turn our focus to ensure more disadvantaged pupils are achieving the higher levels of attainment in reading, writing and mathematics.

Key Stage 2 Progress and Attainment overtime (Closing the gap analysis)

Value Added

Overall	2013 Cohort	2013 School	2014 Cohort	2014 School	2015 Cohort	2015 School
Disadvantaged pupils	20	99.8	17	99.4	14	98.3
Other pupils	68	100.9	73	100.3	67	100.3
Mathematics						
Disadvantaged pupils	20	100.1	17	99.1	14	99.2
Other pupils	68	101.5	73	100.3	67	101.0
Reading						
Disadvantaged pupils	20	99.0	17	99.6	14	97.7
Other pupils	68	100.4	73	99.9	67	99.6
Writing (TA)						
Disadvantaged pupils	20	99.9	17	99.7	14	96.9
Other pupils	68	100.4	73	100.7	67	99.6

Average Point Scores

Overall	2013 Mathematics, Reading and Writing (TA) Cohort	School	National Other	Diff	2014 Mathematics, Reading and Writing (TA) Cohort	School	National Other	Diff	2015 Mathematics, Reading and Writing (TA) Cohort	School	National Other	Diff
Disadvantaged pupils	21	28.1	29.1	-1.0	17	28.2	29.4	-1.2	15	26.8	29.5	-2.7
Other pupils	68	29.5	29.1	0.4	75	29.5	29.4	0.1	71	30.8	29.5	1.3
Within school gap		-1.4				-1.3				-4.0		
Mathematics												
Disadvantaged pupils	21	28.8	29.5	-0.7	17	28.1	29.8	-1.7	15	27.8	29.8	-2.0
Other pupils	68	30.4	29.5	0.9	75	29.6	29.8	-0.2	71	31.7	29.8	1.9
Within school gap		-1.6				-1.5				-3.9		
Reading												
Disadvantaged pupils	21	27.3	29.2	-1.9	17	28.8	29.7	-0.9	15	26.2	29.6	-3.4
Other pupils	68	28.9	29.2	-0.3	75	29.3	29.7	-0.4	71	30.1	29.6	0.5
Within school gap		-1.6				-0.5				-3.9		
Writing (TA)												
Disadvantaged pupils	21	27.6	28.3	-0.7	17	28.1	28.6	-0.5	15	25.4	28.9	-3.5
Other pupils	68	28.2	28.3	-0.1	75	29.4	28.6	0.8	71	29.5	28.9	0.6
Within school gap		-0.6				-1.3				-4.1		
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	21	26.4	28.8	-2.4	17	28.1	29.4	-1.3	15	28.6	29.9	-1.3
Other pupils	68	28.2	28.8	-0.6	75	30.1	29.4	0.7	71	31.8	29.9	1.9
Within school gap		-1.8				-2.0				-3.2		

Percentage of pupils attaining level 5 or above at Key Stage 2

Overall	2013 Mathematics, Reading and Writing (TA)				2014 Mathematics, Reading and Writing (TA)				2015 Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	21	14	26	-12	17	18	29	-11	15	0	29	-29
Other pupils	68	26	26	0	75	33	29	4	71	38	29	9
Within school gap		-12				-15				-38		
Mathematics												
Disadvantaged pupils	21	33	47	-14	17	24	48	-24	15	33	48	-15
Other pupils	68	51	47	4	75	41	48	-7	71	63	48	15
Within school gap		-18				-17				-30		
Reading												
Disadvantaged pupils	21	29	51	-22	17	47	56	-9	15	13	55	-42
Other pupils	68	53	51	2	75	44	56	-12	71	54	55	-1
Within school gap		-24				3				-41		
Writing (TA)												
Disadvantaged pupils	21	19	36	-17	17	29	39	-10	15	7	42	-35
Other pupils	68	32	36	-4	75	44	39	5	71	48	42	6
Within school gap		-13				-15				-41		
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	21	29	53	-24	17	47	58	-11	15	47	61	-14
Other pupils	68	56	53	3	75	59	58	1	71	75	61	14
Within school gap		-27				-12				-28		

Greater focus is required on our disadvantaged pupils in KS2. Similarly, the school wants to see more of its disadvantaged pupils attaining more highly by the end of the Key Stage.

Year KS1 and 2 Progress in 2015-6: Comparing Non-Pupil Premium Pupils with Pupil Premium Pupils

Non-Pupil Premium Pupils

Year 2 (109 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	75 (68.8%)	74 (67.9%)	77 (70.6%)	75.3 (69.1%)
Progressed by 3 steps	13 (11.9%)	18 (16.5%)	14 (12.8%)	15.0 (13.8%)
Progressed by 2 steps	4 (3.7%)	3 (2.8%)	3 (2.8%)	3.3 (3.1%)
Progressed by 1 step	3 (2.8%)	1 (0.9%)	2 (1.8%)	2.0 (1.8%)
No steps progress	14 (12.8%)	13 (11.9%)	13 (11.9%)	13.3 (12.2%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 3 (70 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	39 (55.7%)	42 (60.0%)	46 (65.7%)	42.3 (60.5%)
Progressed by 3 steps	14 (20.0%)	19 (27.1%)	14 (20.0%)	15.7 (22.4%)
Progressed by 2 steps	8 (11.4%)	0 (0%)	2 (2.9%)	3.3 (4.8%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	9 (12.9%)	9 (12.9%)	8 (11.4%)	8.7 (12.4%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 4 (72 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	26 (36.1%)	42 (58.3%)	44 (61.1%)	37.3 (51.9%)
Progressed by 3 steps	15 (20.8%)	8 (11.1%)	4 (5.6%)	9.0 (12.5%)
Progressed by 2 steps	18 (25.0%)	5 (6.9%)	8 (11.1%)	10.3 (14.4%)
Progressed by 1 step	1 (1.4%)	5 (6.9%)	4 (5.6%)	3.3 (4.6%)
No steps progress	12 (16.7%)	12 (16.7%)	12 (16.7%)	12.0 (16.7%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 5 (66 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	27 (40.9%)	44 (66.7%)	24 (36.4%)	31.7 (48.0%)
Progressed by 3 steps	11 (16.7%)	13 (19.7%)	13 (19.7%)	12.3 (18.7%)
Progressed by 2 steps	18 (27.3%)	2 (3.0%)	14 (21.2%)	11.3 (17.2%)
Progressed by 1 step	3 (4.5%)	0 (0%)	6 (9.1%)	3.0 (4.5%)
No steps progress	7 (10.6%)	7 (10.6%)	8 (12.1%)	7.3 (11.1%)
Regressed	0 (0%)	0 (0%)	1 (1.5%)	0.3 (0.5%)

Year 6 (69 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	60 (87.0%)	59 (85.5%)	54 (78.3%)	57.7 (83.6%)
Progressed by 3 steps	1 (1.4%)	1 (1.4%)	4 (5.8%)	2.0 (2.9%)
Progressed by 2 steps	0 (0%)	0 (0%)	4 (5.8%)	1.3 (1.9%)
Progressed by 1 step	0 (0%)	1 (1.4%)	0 (0%)	0.3 (0.5%)
No steps progress	8 (11.6%)	8 (11.6%)	7 (10.1%)	7.7 (11.1%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 7 (70 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	43 (61.4%)	35 (50.0%)	39 (55.7%)	39.0 (55.7%)
Progressed by 3 steps	8 (11.4%)	15 (21.4%)	12 (17.1%)	11.7 (16.7%)
Progressed by 2 steps	15 (21.4%)	14 (20.0%)	11 (15.7%)	13.3 (19.0%)
Progressed by 1 step	2 (2.9%)	2 (2.9%)	2 (2.9%)	2.0 (2.9%)
No steps progress	2 (2.9%)	4 (5.7%)	6 (8.6%)	4.0 (5.7%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Pupil Premium Pupils

Year 2 (11 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	9 (81.8%)	9 (81.8%)	10 (90.9%)	9.3 (84.8%)
Progressed by 3 steps	2 (18.2%)	1 (9.1%)	0 (0%)	1.0 (9.1%)
Progressed by 2 steps	0 (0%)	1 (9.1%)	1 (9.1%)	0.7 (6.1%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 3 (15 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	6 (40.0%)	10 (66.7%)	7 (46.7%)	7.7 (51.1%)
Progressed by 3 steps	6 (40.0%)	2 (13.3%)	3 (20.0%)	3.7 (24.4%)
Progressed by 2 steps	0 (0%)	1 (6.7%)	3 (20.0%)	1.3 (8.9%)
Progressed by 1 step	1 (6.7%)	0 (0%)	0 (0%)	0.3 (2.2%)
No steps progress	2 (13.3%)	2 (13.3%)	2 (13.3%)	2.0 (13.3%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 4 (19 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	11 (57.9%)	13 (68.4%)	13 (68.4%)	12.3 (64.9%)
Progressed by 3 steps	3 (15.8%)	2 (10.5%)	3 (15.8%)	2.7 (14.0%)
Progressed by 2 steps	3 (15.8%)	2 (10.5%)	3 (15.8%)	2.7 (14.0%)
Progressed by 1 step	2 (10.5%)	2 (10.5%)	0 (0%)	1.3 (7.0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 5 (25 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	10 (40.0%)	13 (52.0%)	7 (28.0%)	10.0 (40.0%)
Progressed by 3 steps	5 (20.0%)	8 (32.0%)	5 (20.0%)	6.0 (24.0%)
Progressed by 2 steps	6 (24.0%)	0 (0%)	7 (28.0%)	4.3 (17.3%)
Progressed by 1 step	1 (4.0%)	0 (0%)	3 (12.0%)	1.3 (5.3%)
No steps progress	2 (8.0%)	4 (16.0%)	3 (12.0%)	3.0 (12.0%)
Regressed	1 (4.0%)	0 (0%)	0 (0%)	0.3 (1.3%)

Year 6 (22 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	21 (95.5%)	20 (90.9%)	18 (81.8%)	19.7 (89.4%)
Progressed by 3 steps	0 (0%)	0 (0%)	1 (4.5%)	0.3 (1.5%)
Progressed by 2 steps	0 (0%)	1 (4.5%)	0 (0%)	0.3 (1.5%)
Progressed by 1 step	0 (0%)	0 (0%)	2 (9.1%)	0.7 (3.0%)
No steps progress	1 (4.5%)	1 (4.5%)	1 (4.5%)	1.0 (4.5%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 7 (24 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	17 (70.8%)	16 (66.7%)	19 (79.2%)	17.3 (72.2%)
Progressed by 3 steps	4 (16.7%)	5 (20.8%)	2 (8.3%)	3.7 (15.3%)
Progressed by 2 steps	2 (8.3%)	1 (4.2%)	2 (8.3%)	1.7 (6.9%)
Progressed by 1 step	0 (0%)	1 (4.2%)	0 (0%)	0.3 (1.4%)
No steps progress	1 (4.2%)	1 (4.2%)	1 (4.2%)	1.0 (4.2%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

William Torbitt Primary School Evaluation for Pupil Premium Expenditure 2015/16

FUNDING ALLOCATION FOR 2015-16

·   £1,300 for each eligible primary aged pupil
·   £1,900 for each Looked After Child

Allocation £145,000

Area of Expenditure	Cost	Expected impact	Impact summary
Employment of an Inclusion Assistant	£ 16,500	Target pupils and their families are well supported (academically + pastorally).	This role has meant that the school's very vulnerable families have been supported far better by the inclusion assistant. Regular contact with families to ensure they receive good advice and that no patterns of poor attendance / punctuality re-emerge, and that deadlines for transition administration are not missed (secondary / Nursery / Reception). Her role has been instrumental in ensuring quality safeguarding provision (see Safeguarding report) Impact can be seen in many families (see Case Studies.) 2 out of the 4 case studies were PP – 1 had an improvement in attendance from 83% to 100%. Other PP case had good attendance.
Continuing professional development with a focus on quality first teaching (courses, modelling, covering of classes to release teachers for CPD, including for observing, peer coaching and mentoring	£25,000	Appropriate support and challenge in the classroom for pupils eligible for pupil premium, so activities and learning are more carefully matched to pupils' needs on a day-to-day basis in the classroom	Staff had continued training around vulnerable children and how they can support in class. The staff have highlighted key children in planning/progress meetings to ensure that they are discussed and strategies are highlighted so they can reach their

			potential. The school acknowledges that more work is needed in this area, however, the quality of teaching has improved by a further 25% in the Year 2015-16
Employment of Inclusion Leader	£25,000	To ensure high quality support for key children with a focus on PP. The staff member will ensure that support given is of good quality with a focus on making sure PP will make at least expected progress	There is a more joined up approach with the Inclusion leader ensuring PP pupils get correct provision.
Remissions for extra-curricular activities, music tuition and the Year 5 residential	£2000	Target children have the opportunity to take part in activities they may not have had the chance to previously. They are motivated to come to school and enjoy taking part in sports and the arts. Target pupils benefit from broadening and enriching experiences within and outside of the school day. Raised self-confidence. Opportunities to try new skills. Opportunities to refine existing strengths and talents.	4 children benefitted from funding for the trip to Norfolk. The impact on these children was very positive, particularly in terms of their social development. No children took up music tuition funding. Various clubs Art/Football/Street Dance/cookery clubs - throughout the year, some of our PP children have taken up places in these clubs. The Inclusion Assistant is raising the profile and highlighting vulnerable children to ensure that these children get the opportunities. This work will continue every year with an emphasis on ensuring out of hours provision.
Year Group Leader release to monitor and support year group colleagues and meeting with deputy head teachers – Quality First Teaching	£25,000	Improved practice in the classroom so that individual pupils' needs are being met	Year Group Reviews and Year Group leader support has had an impact on the quality of teaching and learning. The quality of teaching improved by a further 25% between September 2015 and July 2016.

Part of DHT's role in supporting pupils eligible for pupil premium	£14,000	There is an overview of support for each pupil with next steps to move them on in their learning outlined with relevant staff.	Time to coordinate the various staff members and some building of relationships with parents – authorising things to be done, so that they were more quickly acted upon – re: attendance, child protection, Child in Need meetings, Team around the child meetings and CAFs. Also ensuring that staff who are supporting are being effective in their role
Provision for a part-time Inclusion Teacher	£9,000	Teachers are supported in-class to ensure their vulnerable pupils are making good progress	From January 2016, this member of staff was moved to Year 6 due to staffing needs. The Inclusion Leader was then used to support the identified vulnerable pupils in Y6 for the remainder of the year.
Additional teachers (+ proportion of senior leaders' time) for booster in Year 6 and to provide flexibility for more responsive teaching in English and maths lessons (paired teaching)	£18,500 + £10,000	Increase in the % of pupil premium pupils achieving the higher levels in English and Maths	HT supported Y6 to ensure they planned high quality provision and set high expectations. Also the English seminars led by the HT had a marked impact on the GPS / writing outcomes.

William Torbitt Primary School Evaluation for Pupil Premium Expenditure 2016/17

FUNDING ALLOCATION FOR 2016-17

Allocation £126,000

Area of Expenditure	Cost (£)	Expected impact
SLT raising the profile of PP through the school	10,000	Consistency of approach to monitoring and tracking the pupils throughout the whole school. More direction in progress meetings for teachers. Focus in KS1 is for HA PP children and in KS2 it is PP children of all abilities. We expect to see better outcomes for pupils. There will be an overview of support for each pupil, with next steps to move them on in their learning outlined with relevant staff.
Role of the Inclusion Leader in raising the PP throughout the school	7,000	To ensure high quality support for key children with a focus on PP. The staff member will ensure that support given is of good quality, with a focus on making sure PP make at least expected progress. Ensuring there are better outcomes for all PP children
Role of the Inclusion Assistant in ensuring improve out comes for the PP children	23,000	Target pupils and their families are well supported (academically + pastorally). Better outcomes for PP children
Tracking Pupils and ensuring assessment feeds consistently and effectively into the planning of challenging and well-pitched lessons	12,000	More focus on PP in progress mtgs Better outcomes for pupils Rigorous tracking and monitoring systems for all pupils –ensuring in planning, meetings, books and in classroom these pupils are monitored rigorously
Professional coaches for clubs and lunchtime and after school	6,000	Target children have the opportunity to take part in activities they may not have had the chance to previously. They are motivated to come to school and enjoy taking part in sports and the arts. Target pupils benefit from broadening and enriching experiences within and outside of the school day. Raised self-confidence. Opportunities to try new skills. Opportunities to refine existing strengths and talents. Also this is a way to improve attendance as parents will be provision in place to ensure that children can get into school.

LSA interventions	5,000	More bespoke interventions in place – meeting the needs of the PP children Better outcomes for pupils Needs being met to ensure at least good progress.
Interventions (Sp&L, Social skills,)	1,500	Target areas of need with regards to non- academic to improve progress. Better outcomes for children
Booster interventions in Y6	18,000+10,000	Increase in the % of pupil premium pupils achieving the higher levels in English and Maths
Extended School funding	2,000	Target children have the opportunity to take part in activities they may not have had the chance to previously. They are motivated to come to school and enjoy taking part in sports and the arts. Target pupils benefit from broadening and enriching experiences within and outside of the school day. Raised self-confidence. Opportunities to try new skills. Opportunities to refine existing strengths and talents.
Norfolk Trip	1,300	Target children have the opportunity to take part in activities they may not have had the chance to previously. They are motivated to come to school and enjoy taking part in sports and the arts. Target pupils benefit from broadening and enriching experiences within and outside of the school day. Raised self-confidence. Opportunities to try new skills. Opportunities to refine existing strengths and talents. This will then be transferred back into the classroom and through their work.
Parent consultations with parents of PP children.	3,400	Support for parents to support their children Parents fully understand what the next steps for children to make progress Parent to engage with the school and understand what money can be spent on. Better outcomes for pupils
Funding per pupil (£60)	6,500	Target children have the opportunity to take part in activities they may not have had the chance to previously. They are motivated to come to school and enjoy taking part in sports and the arts. Target pupils benefit from broadening and enriching experiences within and outside of the school day. Raised self-confidence. Opportunities to try new skills. Opportunities to refine existing strengths and talents. This will then be transferred back into the classroom and through their work.
For issues, as they arise e.g. Breakfast Club funding, etc…	10,300	