

# 2018-2019 Pupil Premium Grant (PPG) Strategy Statement and **Impact Review** (see red text)

## Nunney First School

1. Summary information					
School	Nunney First School				
Academic Year	2018-2019	Total PPG budget	£10,560	Date of most recent internal PPG review	April 2019
Total number of pupils	39	Number of pupils eligible for PP	8 (20.5%)	Date for next internal review of this strategy	Sept 2019

2. June 2018 Attainment							
	PPG Pupils Nunney		All Pupils Nunney		National Average (all pupils)	Number in Cohort	PPG Entitlement IN Cohort
EYFS Good Level of Development	2/2	100%	7/8	88%	71.5%	8	2
Year 1 Phonics	0/0	-	3/4	75%	82.5%	4	0
KS1 % achieving in reading, writing and maths	0/1	0%	4/10	40%	Use KS2 64.4% as a guide	10	1
KS1 % meeting age related standards in reading	0/1	0%	6/10	60%	75%	10	1
KS1 % meeting age related standards in writing	0/1	0%	4/10	40%	70%	10	1
KS1 % meeting age related standards in maths	1/1	100%	5/10	50%	76%	10	1

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Oral language skills on entry to school are often lower for pupils eligible for PPG than for other pupils; this slows reading and writing progress in subsequent years.
<b>B.</b>	Some pupils entitled to the PPG have limited life experiences; this impacts on the knowledge, skills and understanding they bring to their learning.
<b>C.</b>	Many pupils entitled to the PPG do not receive support with homework from parents and carers; this impacts on their rate of progress from the outset.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	The aspirations held by pupils and their families can be low. Many need encouragement to attend after school clubs and to participate in the residential visit and other life widening experiences offered by the school such as the 'Light the Night' festival, village roaming nativity etc.
<b>E.</b>	4/8 pupils entitled to the PPG have siblings with complex SEND who attend special schools. This places strain on the family and reduces opportunities to engage in wider life experiences.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Parents of children entitled to the PPG are actively involved in their child's education and support them to get the most out of all the opportunities provided by the school.	<ul style="list-style-type: none"> <li>- Pupils entitled to the PPG read regularly at home (4 times per week +).</li> <li>- Pupils entitled to the PPG use Mathletics at home.</li> <li>- Parents of children in receipt of the PPG attend celebrations of children's learning organised by the school.</li> <li>- Parents of those entitled to the PPG attend parents' meetings.</li> <li>- 7/8 pupils entitled to the PPG attend at least 4 after or before school clubs across the year.</li> </ul>
<b>B.</b>	Reception pupils entitled to the PPG make rapid progress across their first year in school. They enter KS1 with attainment in line with or above that expected of pupils their age.	Pupils entitled to the PPG achieve a Good Level of Development by the end of the EYFS.
<b>C.</b>	Where attainment gaps exist for children in receipt of the PPG, high quality one-to-one and small group support using structured interventions is provided	A register of interventions provides evidence that pupils make good progress as a result of accessing interventions in a timely and timeframed manner. Interventions are carefully chosen and in some cases tailored to the specific needs of a pupil.
<b>D.</b>	Attendance for each child entitled to the PPG is 95%+ for the 2018-2019 academic year	July 2019 registration certificates show the attendance of each pupil entitled to the PPG to be 95% or above.

5. Planned expenditure					
Academic year	2018-2019				
The three headings below show how Nunney First School is using the Pupil Premium Grant 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?
<b>A.</b> Pupils regularly practise their maths skills using fun and motivational online activities linked to the National Curriculum. Through regular rehearsal, children's maths skills improve and their attainment increases.	Embed the use of cloud based Mathletics software using this at school, at home and for intervention catch-up work.	Whilst parents typically hear children read at home, they are considerably less motivated about helping them to learn key number fluency facts. Pupils and parents are competent and confident users of IT; many have devices with Internet access that they use at home. The school introduced Mathletics last year but self-evaluation indicates that we did not maximise its use. We wish to correct this across 2018-2019.	Charts that are part of the software show pupils their strengths and areas for improvement. They also itemise usage across each term.  Teachers will regularly (at least twice per week) monitor pupils' progress through the software and will set new tasks to support learning.	AH	December 2018 April 2019 July 2019

		Mathletics software provides each child with a secure login, which allows them access to a personalised bank of maths activities and games at the right level for them.	Mathletics awards will be presented in assembly.  Teachers will run a Mathletics after school club in terms 3 and 4 to encourage pupils to use the software.		<b>£248</b>
<b>B.</b> Reception pupils receive the support they need at the point of impact; this, in partnership with quality first teaching, enables them to make accelerated progress in areas of learning that contribute to a Good Level of Development.	An additional TA to work alongside existing staff in our mixed Reception / Year 1 class for 3 mornings per week to enable smaller group sizes and targeted teaching.	Research provides evidence that narrowing the gap is more achievable the younger the child is. It also shows that feedback delivered closest to the point of action is the most powerful in moving learning forward.  Children who receive high quality feedback at the point when they are working or immediately they finish are best placed to celebrate their successes, remember the key learning points and act on next step improvement prompts.	December 2018, March 2019 and June 2019 Pupil Progress Meetings and data captures will enable the impact of this additional support to be discussed, reviewed and documented.  Monitoring of the work of all teachers and TAs using informal drop-ins, learning walks and formal lesson observations will take place across the year.	SH	<b>£4,000</b>
<b>Anticipated cost</b>					<b>£4,248</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> Pupils entitled to the PPG who are working significantly below age related expectations in reading and writing receive personalised support to make catch-up progress.	Implementation of Individualised Literacy Interventions (ILIs)  Participating pupils will receive 3 x 30 minute one-to-one sessions per week for a 10 week period, led a TA trained to use ILI resources. Delivery and progress will be overseen by the SENCO.	The ability to read and write is a basic life skill. In preparing children for the next phase of their education, Nunney First School strives to ensure that all pupils have mastered the basics of reading and writing by the time they leave at the end of Year 4.  An ILI is an intensive Wave 3 input specifically designed to meet the needs of pupils with significantly delayed literacy skills. It is an evidence based intervention suitable for pupils between Years 2 and 9.	Standardised assessments for reading and spelling are carried out at the start and end of the programme. These are returned to Somerset Council's Learning Support Service.  Every month and after observing part of an ILI session, the SENCO will review with the TA, the progress the pupil is making.	PA / FL / AH	At the end of each 10-week block - December 2018 April 2019 July 2019  £340 per pupil per ILI to include release time for the SENCO 3 x ILIs with TA/HLTA @ £350 each = <b>£1,050</b>

<p><b>B.</b> Pupils' approach to reading and learning is transformed through weekly one-to-one reading support across a complete school year. Participating pupils are more engaged and regular readers and meet age related expectations in reading <u>OR</u> secure a gain in their reading age that is greater than 24 months.</p>	<p>Engagement with the Beanstalk Reading Programme</p> <p>Participating pupils will receive 2 x 25 minute one-to-one reading session per week with a trained Beanstalk reading mentor across the school year.</p>	<p>The programme is targeted at children who have fallen behind with their reading, lack confidence, or struggle with their fluency, comprehension or vocabulary. The School will target pupils who are entitled to the PPG, do not read regularly at home and have the potential to be more fluent and engaged readers.</p> <p>Beanstalk aims to:</p> <ul style="list-style-type: none"> <li>• Improve the child's reading ability</li> <li>• Inspire the child's confidence in their own ability</li> <li>• Increase the child's enjoyment of reading.</li> </ul>	<p>Salford reading and comprehension ages will be assessed and recorded at the beginning and end of the intervention for pupils in Years 2 – 4. A standardised reading assessment will not be used for pupils in Year 1.</p> <p>Discussion between the reading mentor and class teacher will take place at the end of each term.</p>	<p>AH / CS</p>	<p>At the end of each term December 2018 February 2019 May 2019 July 2019</p> <p>£216 per pupil x 3 pupils = <b>£648</b></p>
<p><b>C.</b> Pupils' gain fluency in the fundamentals of mathematics, developing the conceptual understanding that enables them to recall and apply age appropriate maths knowledge, skills and understanding in a range of contexts.</p>	<p>Use of the 5 Minute Number Box resource</p> <p>Participating pupils will receive 5 x 10 minute one-to-one sessions per week for a 10 week period, led by a TA.</p> <p>Delivery and progress will be overseen by the class teachers.</p>	<p>The 5 Minute Number Box provides 10 minutes of one-to-one teaching <u>every</u> day for pupils accessing the programme and affords the over learning some pupils benefit from.</p> <p>Use of multi-sensory teaching methods, as well as systematic progression through concrete, pictorial then abstract sequences for all new learning, which are built into the programme, fill gaps in pupils' understanding. The pace of the programme is dictated by the child, with time provided to rehearse key skills until they are secure.</p>	<p>An initial assessment provided as part of the intervention resources, identifies gaps in each child's maths knowledge, skillset and understanding. Precision teaching then takes place as directed by the programme, to fill identified gaps.</p> <p>Sessions will be timetabled and led by a named TA who is familiar with the programme and the delivery style it uses.</p> <p>The Headteacher will monitor each child's progress through the programme, reassessing them after a 5 week period.</p>	<p>LB / PA</p>	<p>At the end of each 10 week block from January – July 2019</p> <p>- April 2019 - July 2019</p> <p><b>£200</b> – 2 pupils with TA or HLTA</p>
<b>Anticipated cost</b>					<b>£1,898</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>A.</b> Attendance of pupils entitled to the PPG is at least 95% across the 2018-2019 academic year</p>	<p>Headteacher to address poor attendance where this exists. Families entitled to the PPG have priority access to this support.</p>	<p>Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children's learning.</p>	<p>Termly attendance monitoring with swift action taken where concerns arise.</p> <p>Regular contact with target families to ensure a consistent message, hold parents/carers to account, celebrate successes and address concerns.</p>	<p>SH</p>	<p>October 2018 December 2018 February 2019 April 2019 May 2019 July 2019</p> <p><b>£500</b></p>
<p><b>B.</b> Y4 pupils entitled to the PPG participate in the residential visit.</p>	<p>Strong encouragement for pupils to attend</p>	<p>Equal opportunities - no child will be excluded from extra-curricular activities on the grounds of cost.</p> <p>Children's life experiences are enriched and their aspirations are raised.</p> <p>Growth in self-belief and self-confidence supports Y4 pupils' move to middle school in September 2019.</p>	<p>The messages about PPG being used to cover the cost of the visit for pupils entitled to the Grant is made clear in residential visit communication.</p> <p>Headteacher/class teachers will communicate with parents and pupils who are reticent about attending.</p>	<p>SH</p>	<p>September 2018 January 2019 April 2019</p> <p>£154 x 2 = <b>£308</b></p>
<p><b>C.</b> Pupils from low-income households have equitable access to before and after school clubs and sports provision that sit outside statutory curriculum provision and incur a financial contribution from parents/carers.</p>	<p>Teachers and TAs engage with parents of pupils entitled to the PPG encouraging them to sign their children up to a club/s of their choice.</p>	<p>Pupils in receipt of the PPG have priority and unpaid access to after school clubs including sports provision led by professional coaches that takes place on the school site. This improves their physical and emotional wellbeing and extends their life experiences.</p> <p>KS2 pupils entitled to the PPG participate in a block of 8 swimming sessions at no cost to their parent/s. Pupils enjoy swimming and are well positioned to participate in the statutory swimming provision provided in Upper Key Stage 2.</p>	<p>Regular monitoring of participation in clubs to ensure eligible pupils are accessing this provision.</p> <p>Targeting of families not making use of this provision.</p>	<p>AH / SH</p>	<p>December 2018 March 2019 June 2019</p> <p>Breakfast Club - £1,950 After school Clubs - £1,216 Swimming - £60</p> <p>Enrichment Clubs = <b>£3,226</b></p>
<p><b>D.</b> Provide a free school meal at lunchtime to pupils entitled to the Pupil Premium Grant.</p>	<p>Free School Meal scheme</p>	<p>As a result of access to a balanced diet, pupils are better able to concentrate and make expected academic progress.</p>	<p>School wide promotion of the benefits to parents and children of taking up free school meals where they meet the criteria for this.</p>	<p>SH</p>	<p>October 2018 - Census January 2019 - Census May 2019 – Census</p>

		Pupils from low income families receive a hot, nutritionally balanced meal at school each day.			£2.45 x 5 x 38 x 8 = <b>£3,724</b>
<b>Anticipated cost</b>					<b>£7,758</b>
<b>(2018-2019) TOTAL BUDGETED COST</b>					<b>£13,904</b>

**6. Review of expenditure in 2018 – 2019 COMPLETED OCTOBER 2019**

**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																	
<p><b>A.</b> Pupils regularly practise their maths skills using fun and motivational online activities linked to the National Curriculum. Through regular rehearsal, children's maths skills improve and their attainment increases.</p>	<p>Embed the use of cloud based Mathletics software using this at school, at home and for intervention catch-up work.</p>	<ul style="list-style-type: none"> <li>Lesson observations and summative assessment outcomes show that nearly all pupils make good progress in maths within individual lessons, across sequences of learning and over time.</li> <li>Pupils enjoy Mathletics and many use it at home.</li> <li>Number fluency is no longer a barrier to mathematical learning for most pupils.</li> <li>2019 attainment outcomes in maths were strong:</li> </ul> <table border="1" data-bbox="775 778 1227 995"> <thead> <tr> <th colspan="3">EYFS Number ELG / KS1 SATs</th> </tr> <tr> <th></th> <th>% Expected Standard</th> <th>% Exceeding / Greater Depth</th> </tr> </thead> <tbody> <tr> <td>EYFS*</td> <td>100</td> <td>42</td> </tr> <tr> <td>Y2</td> <td>100</td> <td>50</td> </tr> </tbody> </table> <p>*3 of the 12 Reception pupils are entitled to the PP</p>	EYFS Number ELG / KS1 SATs				% Expected Standard	% Exceeding / Greater Depth	EYFS*	100	42	Y2	100	50	<ul style="list-style-type: none"> <li>We will continue to subscribe to Mathletics. For a small school it's per pupil subscription works well.</li> <li>Pupils were motivated by the certificates that were awarded for regular use. However, records show that pupils with high mathematical aptitude were consistently more motivated to rehearse maths skills and knowledge outside maths lessons than those who find the learning harder to master.</li> <li>Introducing a free, online maths after school club which ran across terms 3 and 4 and was led by both teachers worked really well. Pupils' engagement with Mathletics rose considerably as a result. Reluctant Mathletics users and those entitled to the PP were encouraged to attend and given additional attention to motivate and engage them. This had high impact.</li> <li>For 2019-2020 we plan to use Mathletics in our mixed class of Year 2, 3 and 4 pupils as part of quality first teaching. This will enable the teacher to teach groups to year group objectives whilst others use Mathletics to rehearse and apply recently taught knowledge and skills.</li> </ul>	<p>£248</p>					
EYFS Number ELG / KS1 SATs																					
	% Expected Standard	% Exceeding / Greater Depth																			
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<p><b>B.</b> Reception pupils receive the support they need at the point of impact; this, in partnership with quality first teaching, enables them to make accelerated progress in areas of learning that contribute to a Good Level of Development.</p>	<p>An additional TA to work alongside existing staff in our mixed Reception / Year 1 class for 3 mornings per week to enable smaller group sizes and targeted teaching.</p>	<ul style="list-style-type: none"> <li>This strategy had high impact and June 2019 end of EYFS attainment was high.</li> </ul> <table border="1" data-bbox="775 1129 1227 1391"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">% Expected Standard</th> </tr> <tr> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>92</td> <td>77</td> </tr> <tr> <td>Writing</td> <td>92</td> <td>74</td> </tr> <tr> <td>Maths</td> <td>100</td> <td>80</td> </tr> <tr> <td>GLD</td> <td>92</td> <td>72</td> </tr> </tbody> </table> <p>*3 of the 12 Reception pupils were entitled to the PP</p>		% Expected Standard		School	National	Reading	92	77	Writing	92	74	Maths	100	80	GLD	92	72	<ul style="list-style-type: none"> <li>TAs, working under the direction of experienced and proactive teachers on tightly framed and time limited interventions, have had excellent impact on ensuring that pupils make the best possible progress.</li> <li>Regretfully, for 2019-2020 budgetary constraints and high SEND needs will not permit us to maintain this strategy.</li> </ul>	<p>£4,000</p>
	% Expected Standard																				
	School	National																			
Reading	92	77																			
Writing	92	74																			
Maths	100	80																			
GLD	92	72																			

		<ul style="list-style-type: none"> <li>• Drip-feed 'keep up support' provided as soon as children and particularly those entitled to the PP started to fall behind was central to achieving these high end of year EYFS outcomes.</li> <li>• During an April 2019 Section 5 Ofsted inspection, the Inspector noted the impact of the support the school provides for vulnerable learners.</li> </ul>		
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## 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
A. Pupils entitled to the PPG who are working significantly below age related expectations in reading and writing receive personalised support to make catch-up progress.	<p>Implementation of Individualised Literacy Interventions (ILIs)</p> <p>Participating pupils will receive 3 x 30 minute one-to-one sessions per week for a 10 week period, led a TA trained to use ILI resources. Delivery and progress will be overseen by the SENCO.</p>	<ul style="list-style-type: none"> <li>• In the autumn term, a second TA was trained to deliver ILIs, meaning we were able to double the number of pupils receiving this one-to-one, bespoke, targeted support.</li> <li>• In 2018-2019, two pupils entitled to the PP benefited from 2 x 10 week ILIs each. These were run back-to-back across the spring and summer terms. They were delivered according to the programme's parameters. From low starting points, both pupils made steady quantitative progress. Of greater note, and as a result of work pitched at an accessible level, there was notable soft data improvement in motivation, engagement, self-belief and willingness to engage with reading as well as class based learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The school holds evidence to show that where pupils have failed to make expected progress through small group teaching of specific literacy skills, a graduated move to one-to-one teaching for a focused block of time sees them making progress that is typically in excess of 3.5 times that expected in the same period of time without this support.</li> <li>• Across 2019-2020 the school will continue to offer ILIs where a pupil's needs indicate that an Individualised Literacy Intervention is likely to be appropriate. Priority access will be given to children entitled to the PP.</li> </ul>	£1,400
B. Pupils' approach to reading and learning is transformed through weekly one-to-one reading support	<p>Engagement with the Beanstalk Reading Programme</p> <p>Participating pupils will receive 2 x 25 minute</p>	<ul style="list-style-type: none"> <li>• 3 pupils entitled to Ever 6 PP funding engaged in the Beanstalk Reading programme. Their reading repertoire expanded notably as did their engagement with reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to engage with the Beanstalk Reading Programme. Reading volunteers trained by Beanstalk were extremely reliable and the books they brought in to share and read with children were motivational and made the reading sessions special</li> </ul>	£660



across a complete school year. Participating pupils are more engaged and regular readers and meet age related expectations in reading <u>OR</u> secure a gain in their reading age that is greater than 24 months.	one-to-one reading session per week with a trained Beanstalk reading mentor across the school year.	All 3 pupils looked forward to the twice weekly 30 minute sessions and showed increased motivation to read. <ul style="list-style-type: none"> <li>Standardised reading scores for 2 of the 3 pupils moved from the lower average range (85–90) to the average range (85 –115) as measured by the New Salford Sentence Reading Test.</li> </ul>	for pupils. The coaching relationship they were able to form with their reading volunteer across the year was particularly important. The programme was particularly beneficial for pupils who receive little or no support with reading at home.	
C. Pupils' gain fluency in the fundamentals of mathematics, developing the conceptual understanding that enables them to recall and apply age appropriate maths knowledge, skills and understanding in a range of contexts.	Use of the 5 Minute Number Box resource  Participating pupils will receive 5 x 10 minute one-to-one sessions per week for a 10 week period, led by a TA.  Delivery and progress will be overseen by the class teachers.	<ul style="list-style-type: none"> <li>Across 2018-2019 the Number Box intervention was only used with one child entitled to the PP. This child benefitted from the programme's multisensory teaching approaches and made very good catch-up progress in respect of maths knowledge and skills that had missed as a result of high absence rates. By June 2019, the pupil was working at the expected standard for their age.</li> </ul>	<ul style="list-style-type: none"> <li>Staff found it difficult to prioritise the 10 minute session per pupil <u>per day</u>, which the programme's little and often approach uses to consolidate learning. Staff using the intervention need to understand the principles on which the programme is built and commit to these.</li> <li>The intervention is neatly packaged to make it readily accessible and quick and easy to use. It will be considered for use again next year where pupils' have specific gaps in their maths skills.</li> </ul>	£100
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Attendance of pupils entitled to the PPG is at least 95% across the 2018-2019 academic year	Headteacher to address poor attendance where this exists. Families entitled to the PPG have priority access to this support.	<ul style="list-style-type: none"> <li>2018-2019 attendance was 97.1% and significantly above the national (2017-2018 = 95.2%). This is a result of the school taking active steps to promote good attendance over time.</li> <li>At 96.1%, 2018-2019 attendance for pupils entitled to the PP is notable lower than that of all pupils. This is attributable to low attendance by 2 pupils. However, support provided for these families prevented pupils' attendance falling to a level where</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining strong relationships with families and addressing concerns early on in the context of emerging patterns was particularly helpful.</li> <li>Use of small step targets and rewards proved motivational.</li> <li>Regular, <u>short</u> review and target setting meetings were effective although this took a lot of time.</li> <li>Maintaining chronologies allowed the impact of meetings and actions to be tracked.</li> </ul>	£300

		<p>they were classed as persistent absentees.</p> <ul style="list-style-type: none"> <li>• Overall, attendance for children on roll entitled to the PP was above the 95% target set and is likely to be above the national percentage for all primary pupils (yet to be published).</li> </ul>		
<b>B.</b> Y4 pupils entitled to the PPG participate in the residential visit.	Strong encouragement for pupils to attend.	<ul style="list-style-type: none"> <li>• Both Y4 pupils in receipt of PP participated in the spring 2019 residential visit. The visit provided new experiences for them, which they enjoyed. This very positive first venture away from home is likely to encourage them to engage in residential visits and wider opportunities in the next stage of their education.</li> </ul>	<ul style="list-style-type: none"> <li>• The cost of the residential visit for pupils entitled to the PP will again be covered by the 2019-2020 PP. Parents/carers will be asked to provide the clothing and equipment pupils need and spending money.</li> <li>• Pupils attending Nunney First School who are entitled to PP typically have reduced wider life experiences. Many of the outdoor and adventurous activities they engage in on the residential visit are new experiences for them.</li> </ul>	£308
<b>C.</b> Pupils from low-income households have equitable access to before and after school clubs and sports provision that sit outside statutory curriculum provision and incur a financial contribution from parents/carers.	Teachers and TAs engage with parents of pupils entitled to the PPG encouraging them to sign their children up to a club/s of their choice.	<ul style="list-style-type: none"> <li>• 7/8 pupils entitled to the PP in 2018-2019 attended 2 or more after school sports clubs across terms 3 - 6. The pupil who didn't participate lived some distance from the school and was collected at the end of the school day as part of a school run. This made attending after school clubs difficult.</li> <li>• 6/8 pupils entitled to the PP attended Breakfast Club each day across the school year. This helped to improve punctuality and ensured a calm and purposeful start to the school day.</li> <li>• Qualitative feedback from pupils who attended clubs was very positive. Typically, comments were about being outside and having something specific to do.</li> </ul>	<ul style="list-style-type: none"> <li>• 2019-2020 PP income will be used to cover the cost of before and after school club attendance for those entitled to the PP. Many of these children live in an isolated rural setting and don't regularly travel to places where out of school activities are specifically put on for children.</li> <li>• We will ask pupils about the clubs they would like to be able to access and will use information they provide to inform our decision making.</li> </ul>	£3,400
<b>D.</b> Provide a free school meal at lunchtime to pupils entitled to the Pupil Premium Grant.	Free School Meal scheme	<ul style="list-style-type: none"> <li>• Take-up was good with 7/8 pupils who received the PP in 2018-2019 choosing to have the hot meal each lunchtime. The seventh pupil had FSMs across the autumn and spring</li> </ul>	<ul style="list-style-type: none"> <li>• In 2019-2020, income for those in receipt of PP funding will continue to be used to provide a daily free, hot midday meal and a drink of milk.</li> </ul>	£3,553

		terms but swapped to packed lunches for the summer term.		
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