

Pupil Premium Vision Statement

The Pupil Premium (PP) is an additional amount of money allocated to schools on a per pupil basis for any child who has been eligible for Free School Meals at any time during the preceding six years – known as FSM ever 6. This is deemed to be the most useful indicator of a child's relative deprivation. Because of the established link between deprivation and educational underachievement, this grant is aimed at giving schools additional resource to support such children in overcoming any barriers they may have in successfully engaging with education. It also applies to Looked After Children and the children of service families.

In Local Authorities funded at or above the national average, this amounts to a real terms injection of additional resource. However, in Devon, funded as we are at 146th out of 150 Local Authorities and in a situation where we are subject to the same inflationary costs as other schools nationally, there is in reality no additional pot. The additional grant is substantially being used to sustain existing activity in which would otherwise be at risk.

Pupils eligible for PP funding at St Peter's will have levels of attainment, and engage in all aspects of school life, at the same level or above as the rest of the school. We will use the funding provided to target support to enable this to happen. Furthermore, we want to raise the aspirations and confidence of these students.

Structure of this document

Content related to the 2015-2016 academic year will focus on two specific areas:

- **how St Peter's CoE Primary School spent the pupil premium allocation**
- **the impact of the expenditure on eligible and other pupils**

Content related to the 2016-2017 Academic Year will focus on five specific areas:

- **St Peter's CoE Primary School pupil premium grant allocation amount**
- **a summary of the main barriers to educational achievement faced by eligible pupils at the school**
- **how we'll spend the pupil premium to address those barriers and the reasons for that approach**

- **how we'll measure the impact of the pupil premium**
- **the date of the next review of the school's pupil premium strategy**

Pupil premium strategy statement (primary) 2015-2016 Summary Information

1. Summary information					
School	St Peter's CoE Primary School				
Academic Year	2015-2016	Total PP budget	£42,290	Date of most recent PP Review	Autumn 2016
Total number of pupils	240	Number of pupils eligible for PP (inc Service & Adopted)	33	Date for next internal review of this strategy	Spring 2016

Pupil premium strategy statement (primary) 2016-2017 Summary Information

2. Summary information					
School	St Peter's CoE Primary School				
Academic Year	2016-2017	Total PP budget	£50,620	Date of most recent PP Review	Autumn 2106
Total number of pupils	270	Number of pupils eligible for PP (inc Service & Adopted)	26	Date for next internal review of this strategy	Spring 2016

3. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% working at age expectation	50%	<i>tbc</i>
% making at least 2 levels of progress in reading (or equivalent)	100%	92%
% making at least 2 levels of progress in writing (or equivalent)	100%	95%
% making at least 2 levels of progress in maths (or equivalent)	83%	91%
<p>KS1</p> <ul style="list-style-type: none"> ● FSM did better than FSM nationally <ul style="list-style-type: none"> ○ 0.8 above NA for maths. <p>KS2</p> <ul style="list-style-type: none"> ● FSM did better than FSM nationally (except L5 maths), and better than SPS non-FSM in reading and writing. <p>FSM over last 3 years. Note, very small sample sizes. No significant trends.</p> <ul style="list-style-type: none"> ● KS1 APS: <ul style="list-style-type: none"> ○ Maths = do better than national average other pupils. Small within-school gap. ○ Writing = variable, but bigger within-school gap than maths. ○ Reading = variable. ● KS2 negligible differences in progress between FSM/non-FSM. ● KS2 APS: <ul style="list-style-type: none"> ○ Maths = need to do better. Nothing significant though. 		

4. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Lack of clarity regarding current Pupil Premium provision. The schools which are the most successful at raising the attainment of their Pupil Premium pupils employ strategic, evidence based and ambitious approaches which build upon an ethos of high quality teaching for all. Furthermore, the most effective schools regularly review the effectiveness of their Pupils Premium strategy to ensure that the needs of all Pupil Premium pupils are supported. This will become part of the school self-improvement cycle.	
B.	Pupils have a fixed mindset. In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits.	
C.	Poor mental mathematics , including procedural calculation, and poor conceptual understanding, including meta skills.	
D.	Lack of cohesive long term provision for Pupil Premium pupils which also includes accountability for progress and attainment. There need to be a clear and cohesive strategy for each Pupil Premium pupil, developed in collaboration with teacher and other intervention leaders, which includes clear barriers, goals/intended outcomes, actions and success criteria.	
E.	Intervention needs to take place earlier (i.e. focus on KS1) to ensure that learning needs are met and attainment gaps are reduced.	
F.	Celebrate the progress and attainment of Pupil Premium pupils. At present, their progress (albeit sometimes below age expectation attainment levels due to barriers) is not celebrated in the same way that the attainment of high attaining pupils is celebrated.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	There is a need to develop and sustain open and purposeful relationships with parents of Pupil Premium pupils.	
5. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	[Lack of clarity regarding current Pupil Premium provision] <ul style="list-style-type: none"> • Reflection and self-evaluation will lead to an assessment of the impact of the current provision. • Reflection and self-evaluation will lead to the identification of gaps within provision, deficient or low 	As a result the school will have clear vision and strategy for the 2016-2017 year which feeds into the

	<p>impact provision and opportunities for future provision.</p> <ul style="list-style-type: none"> ● School uses evidence based approaches to allocate financial and human resources. ● School develops a structured and systematic continuous self-improvement cycle. ● Sustained progress is made which builds upon previous success. ● Future plans form part of the three year strategic vision. <p>The impact will be measured in terms of the progress and improved outcomes for PPG pupils once the provision has been developed.</p>	<p>overall 3 year strategic vision.</p>
<p>B.</p>	<p>[Pupils have a fixed mindset.]</p> <ul style="list-style-type: none"> ● Pupils will develop the confidence to self-regulate and repeat the choices which makes them successful whilst also avoid the choices which inhibit their learning. ● Pupils will develop their growth mindset recognising their small wins along their learning journey. ● Pupils are able to set, monitor and evaluate their own goals. ● The format of the coaching conversations will take the format of: plan (goal set) - review - revise (goals revised/updated) - review <p>The impact will be measured:</p> <ul style="list-style-type: none"> ● through professional conversations with teachers and intervention leaders regarding ‘small signs’ which they have noticed in the children. ● in review coaching conversations with pupils. ● in terms of the progress and improved outcomes for PPG pupils once the provision has been developed. 	<p>Pupils have a growth mindset.</p> <ul style="list-style-type: none"> ● Pupils are able to self-regulate their learning. ● Pupils are able to recognise their own success and growth as well we suggest further strategies to sustain and develop this growth. ● Pupils achieve their goals.
<p>C.</p>	<p>[Mental mathematics]</p> <ul style="list-style-type: none"> ● Pupil make good or better than good progress in their Numeracy, with a specific focus on their mental maths and meta-skills (problem solving). 	<p>PPG children achieve as well as non-PPG children in end of key stage maths assessments.</p>

	<ul style="list-style-type: none"> ● Pupils access daily whole class mental maths lessons. The lesson content will be based upon elicitation of pupil prior knowledge and misconceptions (AfL) and will include opportunity for pupils to apply/practice skills on a daily basis. ● Daily mental maths will include interleaved mental maths practice based upon the four operations. ● Clear evidence in teaching and learning of AfL strategies being used to identify barriers. ● Clear evidence in teaching and learning of AfL strategies being used to personalise learning. ● Clear evidence in teaching and learning of procedural and conceptual gaps being addressed. <p>The impact will be measured by:</p> <ul style="list-style-type: none"> ● looking at the outcomes of this daily practice in their books. ● using assessment information which demonstrates good or better than good progress. ● through professional conversations, coaching conversation and data chats with teachers. 	
<p>D.</p>	<p>[A cohesive long term provision]</p> <ul style="list-style-type: none"> ● Clear, cohesive and collaborative strategy developed for each PPG pupils. ● Responsibility for securing the outcomes to be shared with teachers and intervention leaders. ● Responsibility for teachers and intervention leaders and SENDCo to regularly update and review whole class action plans, including specific Action Plans for Pupil Premium pupils. ● Action plans include specific barriers to learning for each PPG pupil. <ul style="list-style-type: none"> ● Actions and intended outcomes are personalised for Pupil Premium pupils to ensure good or better than good progress. 	<p>There is a clear narrative or chronology to Action Plans which demonstrates continuous improvement and progress.</p> <p>PPG children achieve as well or better than non-PPG children.</p>

	<ul style="list-style-type: none"> • Action plans are regularly updated by a range of members of staff, ensuring that the views of a range of member of staff. • Action plans are regularly reviewed with impact being assessed. <p>The impact will be measured</p> <ul style="list-style-type: none"> • through professional conversations with teachers and intervention leaders regarding ‘small signs’ which they have noticed in the children. • in review coaching conversations with pupils. • in terms of the progress and improved outcomes for PPG pupils once the provision has been developed. 	
E.	<p>[Intervention needs to take place earlier]</p> <ul style="list-style-type: none"> • PPG pupils have access to goal focussed intervention, which does not preclude them from accessing a broad curriculum, to support wellbeing, progress and attainment. • Conceptual and procedural gaps in learning are identified. • Provision is timetabled so that pupils can still access a broad curriculum. • Action plans are updated to reflect the provision which is made to address these gaps. <p>The impact will be measured</p> <ul style="list-style-type: none"> • through professional conversations with intervention leaders regarding ‘small signs’ which they have noticed in the children. • in review coaching conversations with pupils. • in terms of the progress and improved outcomes for PPG pupils once the provision has been developed. 	The school has a clear intervention programme in place for KS1.
F.	<p>[Celebrate]</p> <ul style="list-style-type: none"> • Celebrate the progress and attainment of Pupil Premium pupils. • Pupils acknowledge small steps towards success, whilst still maintaining a future focussed mindset. 	Pupils are regularly recognised for their progress and attainment.

	<ul style="list-style-type: none"> • Parents are engaged and reinforce the celebration of small steps at home. <p>The impact will be measured through</p> <ul style="list-style-type: none"> • evidence of celebrations • conversations and feedback (in many forms) with pupils and adults. 	
G.	<p>[Parental engagement]</p> <ul style="list-style-type: none"> • Parents of PPG pupils have strategies to support their child. • Parents of PPG pupils have a clear understanding of how the school is investing in their child in order to promote opportunities, progress and attainment. • Regular communication between the school and all PPG parents. • Engagement of the parents of PPG pupils with whole school and PPG specific support programme e.g. Maths Evening. • The impact will be measured through conversations and feedback (in variety of forms) from parents. • The impact will be measured in terms of the progress and improved outcomes for PPG pupils once the provision has been developed. 	<p>Parents of PPG pupils are part of a positive partnership with school.</p>

6. Planned expenditure

Academic year	2016-2017
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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?
Whole class teaching to develop meta cognitive skills of pupils	Year 6, Year 5 and some Year 4 pupils to take part in a trial of a Growth Mindset intervention developed by Portsmouth University.	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf	One day training organised with the University of Portsmouth. Teachers to follow well structured and resourced program. Lead teacher to conduct learning walk. Pupils conference.	PSL (lead)	Early Spring 2017
Pupil make good or better than good progress in their Numeracy, with a specific focus on their mental maths	Pupils access daily whole class mental maths lessons. The lesson content will be based upon elicitation of pupil	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/Good_practice_in_primary_maths.doc	Numeracy Co-ordinator, Numeracy Advisor and SLT members to conduct learning walks.	PH (Lead) SLT inc KS1 and KS2 leader (Various)	Initial Review Early Spring 2017 Full Review Summer 2017

<p>and meta-skills (problem solving).</p>	<p>prior knowledge and misconceptions (AfL) and will include opportunity for pupils to apply/practice skills on a daily basis.</p> <p>Daily mental maths will include interleaved mental maths practice based upon the four operations.</p>		<p>The impact will be measured using assessment information which demonstrates good or better than good progress.</p> <p>The impact will be measured through professional conversations, coaching conversation and data chats with teachers.</p>		
<p>Specific subject CPD including Phonics</p>	<p>Teachers to access various CPD (external and internal) opportunities, including Phonics support.</p> <p>The St Peter's Great Teaching Framework meets</p>	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics</p> <p>https://docs.google.com/a/stpeters-budleigh.devon.sch.uk/document/d/1z5asFnamBjamITT3zRpVz-mNG79_mmFCtih_Z_5iWcs/edit?usp=sharing</p>	<p>Action plans to be updated following training.</p> <p>Regular coaching to refer explicitly to the Great Teaching Framework and CPD opportunities.</p> <p>Learning Walks and Data Chats.</p>	<p>Various</p>	<p>Full review Summer 2017</p>

	the needs of PPG pupils.				
SEND and Pupils Premium Whole Staff Training	Teachers to access various CPD (external and internal) opportunities, including specific reference to the needs of PPG pupils. The St Peter's Great Teaching Framework meets the needs of PPG pupils.		Regular coaching to refer explicitly to the Great Teaching Framework and CPD opportunities. Learning Walks and Data Chats.	AF and PSL	Full review Summer 2017
Coaching	Teacher to access coaching support to provide an opportunity to build up success in relation to PPG, identify focuses for development in relation to PPG, intended	https://www.nationalcollege.org.uk/transfer/open/mentoring-and-coaching-core-skills/mccore-s02/mccore-s02-t05.html	SLT lead to be involved in each coaching conversation.	SLT	Summer 2017 with regular mini reviews after each phase of Coaching.

	outcomes, success criteria and support need.				
Total budgeted cost					£20,000
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?
Coaching to develop meta Cognitive skills of Pupil Premium	PPG pupils to take part in a trial of a Growth Mindset intervention developed by Portsmouth University and complete additional activities to enable further exploration and reflection.	https://www.gov.uk/government/uploads/system/uploads/attachme nt_data/file/243919/DFE-RR282.pdf	One day training organised with the University of Portsmouth. JA to follow well structured and resourced program. Lead teacher to conduct learning walk. Pupils conference.	PSL (lead) JA to deliver	Early Spring 2017
Literary specialists (focus on phonics and reading) employed to help assess barriers to reading and deliver personalised	PPG pupils who accessed this support made good or better than good progress within their reading, hence	Employing subject specialist who have the depth of subject knowledge and time capacity to assess and design the most effective provision for pupils.	Lead teacher to conduct learning walk. Pupils conference.		End of Autumn 2016 End of Spring 2017 End of Summer 2017

individual and small group support	progress was made towards closing the attainment gap.		Coaching conversations and data analysis to assess progress.		
Maths support to develop high quality PPG provision in Numeracy	Maths specialist employed to help assess barriers to learning and deliver personalised individual and small group support.	Employing subject specialist who have the depth of subject knowledge and time capacity to assess and design the most effective provision for pupils.	Lead teacher to conduct learning walk. Pupils conference. Coaching conversations and data analysis to assess progress.		End of Autumn 2016 End of Spring 2017 End of Summer 2017
PPG pupils have access to goal focussed intervention, which does not preclude them from accessing a broad curriculum, to support wellbeing, progress and attainment.	PPG pupils have access to goal focussed intervention, which does not preclude them from accessing a broad curriculum, to support wellbeing, progress and attainment.	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf	Lead teacher to conduct learning walk. Pupils conference. Coaching conversations and data analysis to assess progress.	Various	End of Autumn 2016 End of Spring 2017 End of Summer 2017
Total budgeted cost					£15,000
iii. Other 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?
Baseline assessments of current Pupil Premium provision. Where are the current gaps both within our school and on a national level? What are the barriers to learning? Focus on teaching and learning.	Using Guide to Effective Pupil Premium reviews focus on: barriers; desired outcomes; success criteria and evidence based approaches which will help us achieve these outcomes. Focus on teaching and learning.	https://www.gov.uk/government/uploads/system/uploads/attachme nt_data/file/243919/DFE-RR282.pdf http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/ Only when the barriers are known and understood can schools begin the process of defining outcomes, success criteria and approaches.	This will be led by Assistant Headteacher, Phillip Sidaway-Lee, and shared with SLT and Pupil Premium Governor. Members of staff will be encourage to adopt an honest and open approach to information sharing in order to develop an accurate picture.	See left.	End of Autumn Term
Clear, cohesive and collaborative strategy developed for each PPG pupils. Responsibility for securing the outcomes to be shared with teachers and intervention leaders.	Clear, cohesive and collaborative strategy developed for each PPG pupils. Responsibility for securing the outcomes to be shared with teachers and intervention leaders. Responsibility for teachers and intervention	https://www.gov.uk/government/uploads/system/uploads/attachme nt_data/file/243919/DFE-RR282.pdf	The impact will be measured through professional conversations with teachers and intervention leaders regarding 'small signs' which they have noticed in the children. The impact will be measured in review coaching conversations with pupils. The impact with be measured in terms of the progress and improved outcomes for PPG pupils once the provision has been developed.		

	leaders and SENDCo to regularly update and review whole class action plans, including specific Action Plans for Pupil Premium pupils.				
Celebrate the progress and attainment of Pupil Premium pupils.	Pupils acknowledge small steps towards success, whilst still maintaining a future focussed mindset. Parents are engaged and reinforce the celebration of small steps at home. The impact will be measured through conversations and feedback (in many forms) with pupils and adults.	https://www.gov.uk/government/uploads/system/uploads/attachme nt_data/file/243919/DFE-RR282. pdf	Pupils conference Records of PPG pupils being celebrated.	PSL	
Parents of PPG pupils are part of a positive partnership with school.	Parents of PPG pupils have strategies to support their child. Parents of PPG	https://www.gov.uk/government/uploads/system/uploads/attachme nt_data/file/243919/DFE-RR282. pdf		PSL	Summer 2017

	<p>pupils have a clear understanding of how the school is investing in their child in order to promote opportunities, progress and attainment.</p>				
Total budgeted cost					£15,000

7. Review of expenditure				
Previous Academic Year		2015-2016		
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
Investment in Books to support Life Long Love of Reading vision and ensure that PPG pupils have access to good quality, ability appropriate and engaging motivating books	Investment in Devon Library Service, including specific focuses on high interest and low reading age books.	PPG pupils have not only had access to high quality books, but significant time has been invested in nurturing regular reading, including reading for enjoyments. Several book events and literary events have taken place, including theatre groups.	This whole school investment will continue in future years alongside peer support and teacher support for PPG pupils in terms of developing reading for enjoyment.	£3,090
Support to develop high quality PPG provision across the curriculum, including Literacy.	Staff training, including whole Key Stage release time, for Collaborative Professional Learning in relation to	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback The impact of the CPL was that teachers personalised their teaching and learning to better meet the needs of all pupils, including Pupil Premium pupils. AfL strategies	Investment in AfL is a high impact strategy which should be sustained, albeit it in a different format.	£6000

	assessment for learning teaching strategies e.g. hinge questions, ladders to success etc.	<p>became consistent practice across the school, particularly Ladders to Success</p> <p>Learning walks, including looking at books and the wider learning environment, demonstrated that teachers had embedded high impact AfL strategies into their teaching.</p>		
Maths support to develop high quality PPG provision in Numeracy	Staff training, including whole Key Stage release time, for Collaborative Professional Learning in relation to Numeracy, specifically focussed on elicitation (diagnostic), planning and assessment	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/collaborative-learning</p> <p>The impact of the CPL was that teachers personalised their teaching and learning to better meet the needs of all pupils, including Pupil Premium pupils. Teachers began move away from summative testing to regular AfL, including some game/play based AfL.</p> <p>Learning walks, including looking at books and the wider learning environment, demonstrated that teachers had embedded high impact AfL strategies into their teaching.</p>	Investment in AfL is a high impact strategy which should be sustained, albeit it in a different format.	£6000

Coaching	Teachers had release time to reflect on the progress and attainment of pupils, including specific target setting and completion of action plan.	https://www.nationalcollege.org.uk/transfer/open/mentoring-and-coaching-core-skills/mccore-s02/mccore-s02-t05.html In research published by NFER and TDA in 2008 ('Mentoring and coaching for professionals: a study of the research evidence', National Foundation for Educational Research & TDA, 2008), mentoring and coaching was proven to have an impact on both individuals and organisations.	The role of Action Plans to be increased in terms of creating a narrative of barriers and action taken (successful and otherwise) to promote progress and attainment. This will also be used as a tool for dialogues between teachers, intervention leaders, SLT, SENDCo and Pupil Premium Co-ordinator.	£5,000
Total Cost				£20,090
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
PPG access one-to-one counselling in order to address	One-to-one time with KB delivered over a fixed time period.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/	This approach will be used in the future on an as need basis rather than a universal approach. Member of staff to receive additional Thrive training to ensure that all teachers can address such needs of pupils.	£2,904

social/emotional barriers to learning.		<p>CPOMS updated in relation to disclosures and relevant action taken by teachers and SLT, including Safeguarding Officers.</p> <p>Pupil reported more positive approach to school and learning as they felt that their other needs were being attended to.</p>		
PPG one-to-one and additional support in KS2	Focussed classroom support to address gaps in learning.	Due to high number of PPG pupils in KS2, particularly Upper KS2.	There is a need to avoid support dependency and develop independent learning strategies.	£3,020
Literary specialists (focus on phonics and reading) employed to help assess barriers to reading and deliver personalised individual and small group support	PPG pupils who accessed this support made good or better than good progress within their reading, hence progress was made towards closing the attainment gap.	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/</p> <p>This investment will continue in future years, however it is hoped that the impact will be greater as the extended non-teaching time for the SENDCo will ensure that this provision is directed towards those with the greatest need.</p>	Literary specialists (focus on reading) employed to help assess barriers to reading and deliver personalised individual and small group support	£3,764

	This also supported non-PPG pupils.			
Maths support to develop high quality PPG provision in Numeracy	Maths specialist employed to help assess barriers to learning and deliver personalised individual and small group support.	PPG pupils who accessed this support make some good progress. However, it was acknowledged that a co-ordinated Wave 1, Wave 2 and Wave 3 provision.	This investment will continue in future years but with an increased focus on the identification of barriers to learning. The role of the maths specialist will include the administration of deeper diagnostics in order to identify barriers, staff support to deliver further diagnostics in the classroom, and structured and personalised plans for high quality wave one provision in the classroom.	£6,516
PPG one-to-one and additional support in KS1	Focussed classroom support to address gaps in learning.	Specific needs of PPG pupils in KS1	There is a need to avoid support dependency and develop independent learning strategies.	£2,568
Total Cost				£18,772

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
All PPG pupils are able to attend the London Residential regardless of social/economic background	Full cost (excluding spending money and other costs associated with clothing) of the trip to be paid for PPG pupils.	All PPG pupils attended the London Residential and shared the whole class experience. Other pupils enjoyed the fact that all their friends could accompany them on the residential.	This approach will continue in future years.	£600.00
Pupils have access to Music Tuition (including cost of hire of instruments) and develop a broader and richer range of skills.	Full cost of (one instrument) peripatetic music tuition, including instrument hire, covered by PPG budget.	Pupils made good progress within the one-to-one and/or small group lessons and some PPG then engaged with wider music opportunities i.e. Otter Music Collective. Progress made by PPG pupils was celebrated. PPG pupils in pupils conference reported that they were proud of their achievements and in some cases how it felt good for their broader talents to be developed.	There has been a significant increase in PPG and non-PPG pupils taking part in peripatetic music tuition. Future PPG provision will be dependent on all PPG pupils engaging in regular practice alongside tuition in order to demonstrate good or better than good progress. Pupils will be encouraged to continue to develop the skills in particular instruments i.e. build upon prior learning.	£1170
Pupils have access to Clubs (including some purchase/provision of equipment e.g.	Full cost of one club per term covered by PPG budget.	PPG attendance levels at extra-curricular clubs increased. Several PPG pupils represented the school in football, cycling etc within Level 1 and Level 2 competition. Non-PPG pupils reported the fact that they	This will continue in future years alongside in introduction of a specific PPG sport event.	£850

shin pads) and develop their physical skills, communication and teamwork. PPG pupils have the opportunity to represent the school in friendly and competitive context.		liked that everyone could join the club i.e. extra curricular provision was inclusive.		
All PPG pupils are able to attend Class Trips regardless of social/economic background.	Full cost (excluding spending money and other costs associated with clothing) of the trip to be paid for PPG pupils.	All PPG pupils attended the London Residential and shared the whole class experience. Other pupils enjoyed the fact that all their friends could accompany them on the residential.	This approach will continue in future years.	£425
Ensure PPG pupils who need wrap around care (variety of reasons) have access to this care.	Specific PPG pupils have had some wrap around provision paid and hence secure their		This approach will continue as an when such support is needed.	£321.00

	welfare and wellbeing			
Total Cost				£3,366