



# PUPIL PREMIUM STRATEGY 2019-2020



Pupil Premium Strategy Statement 2019/20

1. Summary information					
<b>School</b>	Bedford Hall Methodist Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£73 600 + cfw £1392 = £74992	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	R-Y6: 204 3YO: 24 Total: <b>228</b>	<b>Number of pupils eligible for PP</b>	52 – Y1-6	<b>Date for next internal review of this strategy</b>	January 2021
2. Current attainment – 2019 results					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average <i>provisional</i> )	
% achieving expected level at Key Stage 2	<b>Reading</b>		82%	<b>73%</b>	
	<b>Writing</b>		82%	<b>78%</b>	
	<b>Maths</b>		91%	<b>79%</b>	
	<b>Combined</b>		64%	<b>65%</b>	
% achieving higher level at Key Stage 2	<b>Reading</b>		9%	<b>27%</b>	
	<b>Writing</b>		9%	<b>20%</b>	
	<b>Maths</b>		37%	<b>27%</b>	
	<b>Combined</b>		0%	<b>11%</b>	
<b>Average Scaled Score For Disadvantaged Children</b>	<b>Reading</b>		104	<b>National DAP</b>	<b>National Other</b>
	<b>Writing</b>		105 (GPS)	<b>102</b>	<b>104</b>
	<b>Maths</b>		106	<b>104 (GPS)</b>	<b>106 (GPS)</b>
				<b>103</b>	<b>105</b>
<b>Average Progress Measure For Disadvantaged Children</b>	<b>Reading</b>		+3.0	<b>0</b>	
	<b>Writing</b>		+1.9		
	<b>Maths</b>		+3.4		

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Key skills in Maths and English need to be revisited and revised so DAP, in all year groups, know more and remember more
<b>B.</b>	Current attainment of DAP has fallen below expected standards due to missed learning in summer 2020
<b>C.</b>	Pupils isolating at home miss first quality teaching learning opportunities
<b>D.</b>	Current attainment of DAP would require accelerated progress in order to reach greater depth
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Attendance rate of disadvantaged pupils impacts on lost teaching and learning time
<b>F.</b>	Punctuality rate of disadvantaged pupils impacts on lost teaching and learning time
<b>G.</b>	Pupils identified with social and emotional needs that affect their behaviour and attitude to learning.
<b>H.</b>	Support families and pupils experiencing complex situations within their home lives. Identify support, key staff and agency involvement. Support pupils with communication difficulties, behavioural difficulties and low self-esteem through bespoke support: Nurturing interventions, talking mats, Lego therapy

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	Key skills in Maths and English are revisited and revised so DAP, in all year groups, know more and remember more	<ul style="list-style-type: none"> <li>▪ Diminish the difference between DAP and Non-DAP achieving A.R.E in reading, writing and maths (in-house data)</li> <li>▪ Timely interventions deployed bespoke to gaps identified in learning (pre-learning, boosters, ELOs)</li> </ul>
B.	DAP make accelerated progress to meet challenging end of year targets	<ul style="list-style-type: none"> <li>▪ DAP make accelerated progress to diminish the difference between them and national others in reading, writing and maths</li> <li>▪ Reading, writing and maths combined attainment reaches 67% in Y6</li> <li>▪ Reading, writing and maths GD combined increases</li> <li>▪ DAP meet their end-of-year attainment targets.</li> <li>▪ Pupils at risk from not meeting targets are identified at the earliest point to receive Wave 1 interventions monitored by SLT and Inclusion Manager</li> <li>▪ HLTA redirected to support academic reconnection across year groups</li> </ul>
C.	Quality teaching and learning opportunities are delivered through remote learning	<ul style="list-style-type: none"> <li>▪ Teachers record direct teaching to access at home</li> <li>▪ Pupils are familiar with using online technology to access learning both in school and at home</li> <li>▪ Regular two way communication and feedback between teacher, child and parents when learning at school and at home</li> <li>▪ Home learning matches the same outcomes of learning on site so returning pupils reconnect to the curriculum swiftly</li> </ul>
D.	DAP make accelerated progress in order to reach greater depth	<ul style="list-style-type: none"> <li>▪ DAP make accelerated progress to diminish the difference between them and national others working at greater depth.</li> <li>▪ DAP meet their end-of-year attainment targets.</li> <li>▪ Pupils at risk from not meeting targets are identified at the earliest point to receive Wave 1 interventions monitored by SLT.</li> <li>▪ Y6 DAP meet 22% combined</li> </ul>
E.	Increase the attendance of disadvantaged children to be in line, or above, national average in 2019-20	<ul style="list-style-type: none"> <li>▪ Reduce the number of persistent absentees among pupils eligible for PPG.</li> </ul> <p><b><u>2020-21 Figures (until Lockdown)</u></b> DAP persistent absentees: 11</p>

		<p>Non – DAP persistent absentees: 11</p> <ul style="list-style-type: none"> <li>Overall attendance among pupils eligible for PPG improves from 92.57% to 96% to be in line with national expectation.</li> </ul>
<b>F.</b>	Improved punctuality rates of disadvantaged pupils.	<ul style="list-style-type: none"> <li>Overall punctuality among pupils eligible for PPG improves in order to diminish gap between DAP and non – DAP</li> </ul> <p><b><u>2019-20 Figures (until Lockdown)</u></b></p> <ul style="list-style-type: none"> <li>Authorised: PP 3.85% and Non-PP 2.3%</li> <li>Unauthorised: PP 2.82% and Non-PP 1.3%</li> </ul>
<b>G.</b>	Behaviour and attitudes of disadvantaged pupils to learning are conducive.	<ul style="list-style-type: none"> <li>New behavior policy embedded</li> <li>Autumn term focus on mental health and resilience</li> <li>New mental health units taught in PSHE sessions</li> <li>Support pupils with communication difficulties, behavioural difficulties and low self-esteem through bespoke support: Nurture groups, talking mats, Lego therapy</li> <li>HLTA redirected to work in a pastoral role across school</li> <li>Growth Mindset strategies are embedded through teaching and learning strategies – building resilient learners.</li> <li>Reduce the number of behaviour incidents logged (CPOMs) specific to pupils eligible for PPG.</li> <li>5% reduction of incidents logged each term.</li> <li>Pupils causing concern are identified at the earliest possible point to receive targeted support.</li> <li>Counsellor to work with identified pupils across school.</li> </ul>
<b>H.</b>	Enhance pupils' educational experiences whilst promoting cultural capital	<ul style="list-style-type: none"> <li>Pupils' experiences enable them to have an increased understanding of the context in which they are learning about resulting in improved outcomes, particularly writing.</li> <li>Writing outcomes for disadvantaged pupils to be in line with national averages and greater depth.</li> </ul>

## 5. Planned expenditure

**Academic year**      **2019-20**

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?
A. Key skills in Maths and English are revisited and revised so DAP, in all year groups, know more and remember more	<b>All teachers and TAs</b> correctly use and model tier 2 and tier 3 vocabulary exploring word roots and origins to develop <b>all children's</b> technical language and comprehension skills.	To enable pupils to meet the national expectations for reading, grammar and writing, they must be exposed to rich vocabulary and technical language. Class 'story time' is timetabled to all year groups to supplement current practice - where children listen to a story without a break in flow and hear correct intonation, expression and use of voice.	Drop ins will ensure that story time is given sufficient time and SLT and English Lead will monitor books being used and purchased. SLT monitor impact: Pupils will use tier 2 and 3 vocabulary in speech and writing – book sampling, pupil voice. Rising Star Assessments	SLT	December 2019  April 2020  July 2020  Costing: <b>£200</b> for resources/books
B. DAP make accelerated progress to meet challenging end of year targets.	Design the mathematics curriculum to be pertinent to the needs of learners in our school where procedural understanding and fluency is explicitly planned for and delivered.	Fluency and number sense form the foundation for mathematical reasoning and understanding. Good procedural understanding ensures efficiency and accuracy with deeper learning and problem solving opportunities. Online platforms such as TT Rockstars and IXL support fluency of mathematics through homework and home learning.	Teachers and TAs receive teaching and learning support with the planning and delivery of fluency (mental mathematics strategies and procedures) Observations and drop ins identify, select and drive CPD needs and focus for teaching support. Premium White Rose resources purchased so pupils spend learning time in a flow of maths, not breaking thoughts for presentational purposes.	SLT	December 2019  April 2020  July 2020  Costing: <b>£1000</b> contribution to resources/subscriptions – IXL, TT Rockstars, White Rose
C. Quality teaching and learning opportunities are delivered through remote learning					
D. DAP make accelerated progress in order to reach greater depth					

	CPD/INSET Twilights to upskill teachers and teaching assistants in using revisit and revise strategies	Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall.	Through first quality teaching and remote learning. Monitoring and evaluation through work sampling, pupil voice to strategically manage teaching and learning across school. This is ongoing by SLT.	Class teachers and SLT	Ongoing Costings: <b>£1000</b> CPD Leadership
	To use collaboration (SLT support and peer support) as the drive to improve teaching and learning in order to raise standards. Pupils receive good or better teaching focused on diminishing gaps so they achieve national expectation or/and greater depth.	Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments and through IRIS discovery. This is provided in house with support from SLT members and subject leaders, across the Acorn Trust and across the LLG consortium. Proven history in school of peer and SLT support raising standards in teaching and learning.	Observations and drop ins identify, select and drive CPD needs and focus for teaching support. SLT manage and oversee collaboration of team teaching, coaching and 1:1 support to impact on quality of teaching and learning, making use of video platforms such as IRIS. SLT monitor impact: book sampling, observations, drop ins, pupil voice.	SLT	December 2019 April 2020 July 2020 Costing: <b>£1000</b> towards IRIS Discovery
	Speech and Language Support	To provide children with speech and language support which will impact on interactions and progress in learning. (Elklan and Talking Mats)	EYFS leader to identify key children. Inclusion Manager to ensure teaching assistants delivering intervention are trained and liaise with TESS team	Inclusion Manager	Costing: <b>£200</b>
<b>Total budgeted cost</b>					<b>£3400</b>

## 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?
<p>A. Key skills in Maths and English are revisited and revised so DAP, in all year groups, know more and remember more</p> <p>B. DAP make accelerated progress to meet challenging end of year targets.</p> <p>C. Quality teaching and learning opportunities are delivered through remote learning</p>	<p>Use of HLTA and TAs to facilitate learning beyond the lesson:</p> <ul style="list-style-type: none"> <li>-Pre-learning sessions</li> <li>-Misconceptions groups</li> <li>-Boosters</li> <li>-Extended Learning Opportunities (ELOs)</li> <li>-Additional TA hours</li> <li>-Redirection of HLTAs – pastoral and academic (non-class based support)</li> </ul>	<p>Research based on Dylan Williams shows that fluidity of groupings and extended support accelerates progress. Pupils receive bespoke extended learning opportunities (ELOs) focused on diminishing gaps so they make good or accelerated progress.</p> <p>Use of MARK Assessment identifies specific gaps in learning which will meet the needs of identified individuals.</p> <p>This will meet the school's priorities on the School Development Plan (SDP).</p>	<p>Latest data is used to identify, select and drive targeted intervention needed.</p> <p>SLT and Inclusion Manager manage and oversee ELOs – review each half term – most recent assessments to be used to identify vulnerable groups.</p> <p>SLT monitor termly intervention records, reading records and review.</p> <p>Teachers receive teaching and learning support with the fluidity of groupings within and beyond lessons in response to pupils' knowledge skills and understanding, based on research of Dylan Williams.</p>	SLT	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p> <p>Costings: <b>£21 161</b> contribution to HLTA/TA hours</p> <p><b>£1000</b> for intervention resources</p>
<p>D. DAP make accelerated progress in order to reach greater depth</p>	<p>Higher Level Teaching Assistants cover to release teachers to provide bespoke Extended Learning Opportunities (ELOs) for targeted pupils</p>	<p>Pupils receive specialist intervention focused on diminishing gaps so they achieve national expectation or/and greater depth.</p> <p>HLTAs deliver high quality teaching and learning whole class.</p>	<p>Latest data is used to identify, select and drive targeted ELOs needed.</p> <p>SLT manage and oversee ELOs.</p> <p>SLT monitor termly intervention records and review.</p>	SLT	



	Use online learning platforms to revisit and revise key skills, pertinent the learning outcomes taught in class.	Bespoke ELOs which are designed to raise attainment for children working just below or just at age related expectation. The purpose is to close gaps in learning through timely interventions.	Latest data is used to identify, select and drive targeted intervention needed. Teachers will track pupil progress and monitor strengths and areas for development.	Class teachers and SLT	<b>£0</b> – costing included in (i) – (A,B,C,D)
	Pastoral Manager to provide Extended Learning Opportunities (ELOs) such as Lego Therapy to break down barriers to learning	Pastoral Manager has excellent relationships with families and is best placed to remove barriers to learning. Attitudes to learning, mindset and self-esteem is improved.  During ELOs, pupils will learn how to interact appropriately which will develop communication between pupil and teacher.	Regular meetings between pastoral manager and class teachers ensures a consistent approach.  SLT monitor impact of interventions and review termly.	Pastoral Manager  SLT	Costing included in Pastoral team salary (see E,F,G)
<b>Total budgeted cost</b>					<b>£22 161</b>

<b>iii. Behaviour, Welfare and Safeguarding</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 implement it?</b>
<p>A. Improved percentage attendance of disadvantaged pupils and a reduction in persistent absentee figures</p> <p>B. Improved punctuality rates of disadvantaged pupils.</p> <p>C. Behavior and attitudes of disadvantaged pupils are conducive to learning.</p>	<p>Pastoral team (Pastoral manager and Attendance Officer) to support families and pupils who are vulnerable</p>	<p>Strong links between the pastoral team and vulnerable families will support the work of outside agencies. Pastoral team advise vulnerable families and support them with necessary paperwork.</p> <p>Expectations and standards of behaviour are exceptionally high throughout the school community.</p> <p>The Pastoral Manager has an integral role in maintaining these standards and responding quickly to more serious isolated incidents.</p> <p>The Pastoral Manager has excellent relationships with pupils and families and is well placed to impact and remove barriers for learning during ELOs.</p> <p>Early intervention impacts on targeted pupils attendance and punctuality will improve. Leading to a decrease in lost learning time and positively impacting on pupil outcomes and attainment.</p> <p>Attendance for pupils eligible for PPG and persistent absenteeism remain below the national average.</p>	<p>Feedback from other agencies, parents and pupils.</p> <p>Attendance percentages are reviewed half termly and pupils targeted accordingly.</p> <p>Regular meetings between pastoral manager and attendance officer impact next steps for particular cases and Early Help pupils identified.</p> <p>Decrease on incidents logged on CPOMs.</p> <p>Regular monitoring of attendance figures, with a particular focus on PA.</p> <p>Reported to governors.</p>	<p>Pastoral Team and SLT</p>	<p>Half Termly</p> <p>Costing: <b>£350</b> for (25%)</p> <p><b>£34 161</b> towards team salary (Pastoral Manager and Attendance Officer)</p>

	Breakfast club to be free of charge for disadvantaged pupils who are persistently late or hungry in the morning.	Pupils are in school, breakfasted and ready to start the day with a positive attitude to learning. Impacts on increased concentration and outcomes, attendance and punctuality.	Attendance and punctuality figures for PA pupils are regularly monitored and pupils' needs reviewed regularly. Case study to demonstrate impact.	Pastoral Manager, Inclusion Manager and Headteacher	Half termly  Costing: <b>£4800</b>
	Pastoral Manager to support families who may be eligible to receive funding.	The Eligibility Service supports parents with advice on how to claim. Positive relationships with Pastoral team ensure pupils attend school.	Pupil premium children are identified.	SLT	Ongoing  Costing: <b>£568</b>
	2 x counsellors employed (1 day each) to work with identified vulnerable pupils and their families	The demand for identified pupils to receive support from external professionals is significant. This support will help to positively impact on pupils' emotional wellbeing and mental health. It will remove barriers that prevent pupils attending school and reduce the potential for behavioural incidents to escalate.	Baseline and exit assessments to be completed to demonstrate impact. Fortnightly supervisions.	Pastoral Manager  Counsellor	Fortnightly  Costing: <b>£4000</b>

	Financial support for families to purchase school uniform and PE kits	Pupils' self-worth and self-image improves when they are wearing the correct uniform including school shoes. Attitudes to learning improve as pupils are well-equipped and prepared for lessons  Attendance is improved as pupils do not see uniform or lack of PE kit as a barrier to attend.	Pastoral manager to discuss with families of pupils whom are not equipped with uniform in Autumn 1.  Pupils attendance and punctuality improves.	Pastoral manager  Pupil Premium lead	Costing: <b>£200</b>
	Rewards for pupils to motivate desired behaviours and attitudes to learning	An extrinsic reward is tangible and visible which motivate pupils desire to make good choices as the reward is important. Over time, behaviours are learned and strategies for overcoming emotions are embedded, allowing the pupil to be intrinsically motivated.	Pupils to discuss with their teacher what they would like to work towards – a particular book, board game, voucher so the reward remains meaningful.  Teacher and pupil discuss timescale.	Pupil Premium Lead  Teacher	Costing: <b>£200</b>
<b>Total budgeted cost</b>					<b>£42 279</b>
<b>iv. Wider Opportunities</b>					

H. Enhance pupils' educational experiences whilst promoting cultural capital	A range of learning experiences (academic and extra-curricular) are provided and accessed by pupils - Visits and trips: hook pupils engagement and further learning - visitors to EYFS - Experiences that develop the whole child and SMCS experiences - Residential experiences in Year 5 and 6	Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing. -Subsidising trips ensures we can offer top quality experiences for our pupils that captivate learning and develop life skills.	Creative curriculum reviews: evidence from: - Monitoring - Floor books - Reflective logs - Pupils books (Writing outcomes are tracked/ moderated) - Pupil voice Sharing through performance, assembly, workshop: parent feedback - Writing outcomes tracked and moderated.	Headteacher and Deputy Headteacher	Half termly  Costing: <b>£2000</b>
<b>Total budgeted cost</b>					<b>£2000</b>
<b>Final budgeted cost</b>					<b>£71 840</b>
<b>6. Review of expenditure</b>					
		<b>2019-20</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>A</b>
Y4 DAP make accelerated progress in maths and	<ul style="list-style-type: none"> <li>Introduction of ELOs</li> <li>Boosters</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are aware which children receive PPG and use this knowledge when arranging seating plans and support sessions.</li> <li>Collaborative teaching and learning opportunities through 1:1 teaching and learning support and</li> </ul>	SLT will continue to monitor quality first teaching approaches.		£ S a f

<p>writing, impacting on outcomes at the end of Year 4.</p> <p>Y6 DAP make accelerated progress in reading, writing and maths, impacting on outcomes at the end of Key Stage 2.</p> <p>Y2 DAP make accelerated progress in reading, writing and maths, impacting on outcomes at end of KS1.</p> <p>Disadvantaged pupils make rapid progress across school to impact on number of pupils working at greater depth by July 2020.</p>	<ul style="list-style-type: none"> <li>• 1-1 tuition</li> <li>• After school lessons</li> <li>• Pixl Interventions</li> <li>• Discussions in progress and moderation meetings about PPG children, raise the profile/ awareness</li> <li>• Staff CPD</li> </ul>	<p>bespoke staff meetings have resulted in teaching overtime being at least good.</p> <ul style="list-style-type: none"> <li>• Children have received additional intervention based on data gap analysis. This has been impacting on gaps in learning to ensure children remain on track to achieve their end of year targets.</li> <li>• 1:1 tuition has enabled targeted pupil premium children to make at least expected progress through identifying and addressing specific gaps in learning.</li> <li>• Pixl intervention programme is being used throughout school to identify and address specific gaps in learning. This has enabled the teacher to provide targeted ELOs aligned with the end of key stage national tests.</li> <li>• Bespoke teaching and learning support for teachers ensured training and guidance met the pupils' needs at the time.</li> <li>• Collaboration (peer support) within the Trust and the LLG Consortium ensured teachers are motivated and equipped with the skills to accelerate progress.</li> </ul>	<p>SLT to provide training to TAs in the resourcing and delivery of interventions and ELOs (Sept 2020) to enable children opportunities to overlearn, revisit and revise.</p> <p>Continue having discussion regarding PPG children in progress and moderation meetings. Use this discussion to inform changes to intervention groups.</p> <p>Continue to provide after school tuition in core subjects to small groups of children.</p> <p>Continue to collaborate with other teachers in the Acorn Trust and the LLG Consortium to share best practice. SLT continue to provide bespoke 1:1 support.</p> <p>Attendance officer run half termly reports for teachers updating on all vulnerable groups and using these groups for targeted support.</p> <p>Must invest in remote learning opportunities</p>	<p>£5</p> <p>£1</p> <p>£2</p> <p>£3</p>
<p>Improved percentage attendance of disadvantaged pupils and a reduction in persistent absentee figures</p>	<ul style="list-style-type: none"> <li>• Pastoral manager to support families</li> <li>• Breakfast club provided</li> <li>• Nurture groups with pastoral</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance continues to be a focus, with attendance being monitored by the Attendance officer, Pastoral Manager and Headteacher. The percentage of whole PPG attendance was 93.95% for 2018-19, and 92.57% for Sept 2019-March 2020</li> <li>• Pastoral manager has provided a range of support to a number of DAP families. His work</li> </ul>	<p>Poor attendance from a minority of DAP pupils brought the attendance figure down significantly. These absences were for specific reasons that could not have been foreseen or reversed.</p> <p>Attendance officer tackles persistent lateness by making early morning phonecalls. This has seen punctuality improve.</p> <p>An improvement in behavior have been seen around school as a direct result of new behaviour</p>	<p>£</p> <p>£</p> <p>£</p>

<p>Improved punctuality rates of disadvantaged pupils.</p> <p>Behavior and attitudes of disadvantaged pupils are conducive to learning.</p>	<p>lead and counsellor</p>	<p>has also impacted positively on behaviour across school.</p> <ul style="list-style-type: none"> <li>• Nurture group enables children's social, emotional needs to be met so children are able to access learning. Teachers can see the impact within class.</li> <li>• Counsellor works effectively with a number of DAP – significantly impacting on their behaviour and supporting them in overcoming barriers to learning. Teachers can see the impact within class.</li> </ul>	<p>policy and teachers taking ownership of pupil behaviour, using pastoral as the next level of escalation. We will continue to use CPOMs to communicate within school and with wider services. Breakfast club will continue to be offered to pupils who are persistently late or hungry at school. 'Wake up Shake up' has ensured that pupils go to class ready to learn. This will make a difference next year due to staggered lunchtimes where pupils may eat later than what they are used to.</p> <p>Counsellor and pastoral team will work in partnership to support vulnerable families and our pupils. Chaotic lifestyles can affect the mental health of children but targeted support can reverse this, improving their aspirations and well-being.</p> <p>A rotation of play equipment for KS2 so each class could use it every day was very effective in regulating behaviour at lunch. Next year, purchase additional play equipment per class bubble as the fixed equipment can not be used in this way due to Covid19 restrictions on risk assessment.</p>	<p>£ E S C £ C C £</p>
<p>Enhance pupils' educational and cultural experiences.</p>	<ul style="list-style-type: none"> <li>• Trips to places of interest</li> <li>• Visitors in to school</li> </ul>	<ul style="list-style-type: none"> <li>• A range of wider curricular activities have been delivered within individual classes and as a whole school to develop children's SMSC experiences and knowledge and understanding of the world around them.</li> <li>• Pupils in year 6 have been able to develop essential life skills whilst participating in residential trips.</li> </ul>	<p>A subsidy towards trips and visits to develop children's knowledge and understanding of the world will continue next year. This will also include visits to places of worship.</p>	<p>£ £ T</p>
<p><b>Total Expenditure:</b></p>				<p>£</p>