



PUPIL PREMIUM STRATEGY 2020-21



Pupil Premium Strategy Statement 2020/21

1. Summary information					
School	Bedford Hall Methodist Primary School				
Academic Year	2020/21	Total PP budget	£73 600 + cfw £1392 = £74992	Date of most recent PP Review	July 2020
Total number of pupils	R-Y6: 204 3YO: 24 Total: 228	Number of pupils eligible for PP	52 – Y1-6	Date for next internal review of this strategy	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	Reading		82%	73%	
	Writing		82%	78%	
	Maths		91%	79%	
	Combined		64%	65%	
% achieving higher level at Key Stage 2	Reading		9%	27%	
	Writing		9%	20%	
	Maths		37%	27%	
	Combined		0%	11%	
Average Scaled Score For Disadvantaged Children	Reading		104	National DAP	National Other
	Writing		105 (GPS)	102	104
	Maths		106	104 (GPS)	106 (GPS)
				103	105
Average Progress Measure For Disadvantaged Children	Reading		+3.0	0	
	Writing		+1.9		
	Maths		+3.4		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Key skills in Maths and English need to be revisited and revised so DAP, in all year groups, know more and remember more
B.	Current attainment of DAP has fallen below expected standards due to missed learning in summer 2020
C.	Pupils isolating at home miss first quality teaching learning opportunities
D.	Current attainment of DAP would require accelerated progress in order to reach greater depth
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance rate of disadvantaged pupils impacts on lost teaching and learning time
F.	Punctuality rate of disadvantaged pupils impacts on lost teaching and learning time
G.	Pupils identified with social and emotional needs that affect their behaviour and attitude to learning.
H.	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"> ▪ Diminish the difference between DAP and Non-DAP achieving A.R.E in reading, writing and maths (in-house data) ▪ Timely interventions deployed bespoke to gaps identified in learning (pre-learning, boosters, ELOs)
B.	DAP make accelerated progress to meet challenging end of year targets	<ul style="list-style-type: none"> ▪ DAP make accelerated progress to diminish the difference between them and national others in reading, writing and maths ▪ Reading, writing and maths combined attainment reaches 67% in Y6 ▪ Reading, writing and maths GD combined increases ▪ DAP meet their end-of-year attainment targets. ▪ Pupils at risk from not meeting targets are identified at the earliest point to receive Wave 1 interventions monitored by SLT and Inclusion Manager ▪ HLTA redirected to support academic reconnection across year groups
C.	Quality teaching and learning opportunities are delivered through remote learning	<ul style="list-style-type: none"> ▪ Teachers record direct teaching to access at home ▪ Pupils are familiar with using online technology to access learning both in school and at home ▪ Regular two way communication and feedback between teacher, child and parents when learning at school and at home ▪ Home learning matches the same outcomes of learning on site so returning pupils reconnect to the curriculum swiftly
D.	DAP make accelerated progress in order to reach greater depth	<ul style="list-style-type: none"> ▪ DAP make accelerated progress to diminish the difference between them and national others working at greater depth. ▪ DAP meet their end-of-year attainment targets. ▪ Pupils at risk from not meeting targets are identified at the earliest point to receive Wave 1 interventions monitored by SLT. ▪ Y6 DAP meet 22% combined
E.	Increase the attendance of disadvantaged children to be in line, or above, national average in 2019-20	<ul style="list-style-type: none"> ▪ Reduce the number of persistent absentees among pupils eligible for PPG. <p><u>2020-21 Figures (until Lockdown)</u> DAP persistent absentees: 11</p>

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

5. Planned expenditure

Academic year 2020-21

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	<p>All teachers and TAs correctly use and model tier 2 and tier 3 vocabulary exploring word roots and origins to develop all children's technical language and comprehension skills.</p> <p>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.</p>	<p>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.</p>	<p>Drop ins will ensure that story time is given sufficient time and SLT and English Lead will monitor books being used and purchased.</p> <p>SLT monitor impact: Pupils will use tier 2 and 3 vocabulary in speech and writing – book sampling, pupil voice. Rising Star Assessments</p>	SLT	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Costing: £200 for resources/books</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>D. DAP make accelerated progress in order to reach greater depth</p>		<p>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.</p>	<p>Teachers and TAs receive teaching and learning support with the planning and delivery of fluency (mental mathematics strategies and procedures)</p> <p>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.</p>	SLT	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Costing: £1000 contribution to resources/subscriptions – IXL, TT Rockstars, White Rose</p>

	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: £1000 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 2020 April 2021 July 2021
	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: £200
	SLT and subject leaders to meet with Chris Quigley to redesign the curriculum for	School already use Chris Quigley documents and milestones and have invested in Curriculum Companions. A day's training with ensure the curriculum is relevant to our catchment	Teachers have ownership of a bespoke curriculum and use resources well to ensure lessons are focused and discreet subjects are taught	SLT	Costing: £1500

	Foundation subjects to ensure children know more and remember more	and bespoke to our key drivers whilst being progressive through the milestones to ensure critical knowledge and skills form part of long-term memory.	through two ways per subject – learning how to think/be/act as a historian and learning about history.		
Total budgeted cost					£3900

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"> -Pre-learning sessions -Misconceptions groups -Boosters -Extended Learning Opportunities (ELOs) -Additional TA hours -Redirection of HLTAs – pastoral and academic (non-class based support) 	<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 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Costings: £21 161 contribution to HLTA/TA hours</p> <p>£1000 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	£0 – 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)
Total budgeted cost					£21 161

iii. Behaviour, Welfare and Safeguarding					
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. 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: £350 for CPOMs (25%)</p> <p>£34 161 towards Pastoral 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: £4800
	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: £568
	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: £4000

	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: £200
	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: £200
Total budgeted cost					£42 279
iv. Wider Opportunities					

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: £2000
Total budgeted cost					£2000
Final budgeted cost					£73 340
6. Review of expenditure					
		2020-21			
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)	Actual Spend	
A. Key skills in Maths and English are revisited and	-Improving vocabulary through daily storytime	Teaching and Learning Policy outlines new lesson structure for all subjects, with dedicated time for retrieval. FIF for Spag evidenced in books consistently from summer term. This to continue.	Learners need routine and predictability to organize learning without cognitive distractions, allowing them to remember more. Having a lesson structure for core and foundation lessons has provided this		

<p>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>D. DAP make accelerated progress in order to reach greater depth</p>	<p>-Fluency in mathematics – beyond the point of accuracy</p> <p>-Twilights to upskill teachers and teaching assistants in using revisit and revise strategies</p> <p>-Facilitate learning beyond the lesson through interventions</p> <p>-Use online learning platforms to revisit and revise key skills</p> <p>-Redesign the curriculum for Foundation subjects</p>	<p>Pupil books show fluency lesson in maths is consistent across school and it has given a real purpose for using diagnostic assessments of NTS to inform planning. FIF is consistent in Maths and the impact is seen on tests.</p> <p>Retrieval Twilight for teachers and TAs in Spring term and refresher in summer 2 (led by DHT) to develop retrieval document. SLT and subject leaders met with Chris Quigley and redesigned the foundation curriculum so subjects are taught discreetly and learners retain key knowledge and skills through this regular retrieval. Consistent approach by all teachers, in all year groups, ensures children have opportunities to retrieve knowledge and skills across and beyond their year group curriculum. Impact through DAP Voice in Summer 2 – pupils can talk about knowledge of previous units in history, geography and science and define Tier 3 vocabulary from these subjects.</p> <p>ELO trackers used consistently and focused, well-planned interventions ensure impact is measureable. Groupings are flexible and assessed on need. Catch up premium supports additional interventions. Inclusion manager observed and supported the implementation of interventions. HLTA provided training to Pastoral Manager on delivering Lego Therapy sessions. Purchase of a screen has ensured that trained TAs and Pastoral can work with children in different bubbles within Risk Assessment so children receive the support they need.</p> <p>Online platform Reading Planet ensured pupils isolating or working remotely during partial closure had access to high quality reading books, continuing to enjoy reading at a time where physical books are not accessible. Impact shown in EOY reading assessments.</p>	<p>consistency. Raising the profile of retrieval practice (and changing mindset that it is not ‘taking up time’ in lessons and rather saving time as children retain prior learning to build upon). This will continue.</p> <p>ELO trackers have ensured interventions and ELOs are focused and purposeful so children succeed and retain critical knowledge and skills. Allows TAs to feel a sense of satisfaction as small steps in progress are celebrated - thus supports wellbeing of children and adults involved.</p> <p>Important to ‘train’ learners how to use new platforms whilst in school so they are familiar with them if they have to work remotely to ease pressure and responsibility of parents. Next year, homework to be set and marked via online platforms (Purple Mash, IXL or Reading Planet) so children are using these frequently at home as well as at school.</p>	
<p>A. Improved percentage attendance of disadvantaged pupils and a reduction in</p>	<p>Pastoral team to support families and pupils who are vulnerable</p> <p>Financial support –</p>	<p>Attendance percentages are reviewed half termly and pupils targeted accordingly with next step actions decided between Pastoral Manager and Attendance Officer – regular phone calls, opening of Early Helps. Attendance for pupils eligible for PPG and persistent absenteeism remain below the national average.</p>	<p>Movement of Pastoral office has improved continual communication between the pastoral team and also made pastoral more accessible to parents. Pastoral phone number has ensured that parents uncomfortable with ringing main school office can have conversations in private. This has resulted in more parents applying and being accepted for pupil</p>	

<p>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>uniform and Breakfast club</p> <p>2 x counsellors employed (1 day each) to work with identified vulnerable pupils and their families</p> <p>Rewards for pupils to motivate desired behaviours and attitudes to learning</p>	<p>Behaviour policy reviewed in spring term and importance of relationships consistently shared in staff briefings. All staff attended TESS training (Autumn term) and Zones of Regulation Training (Spring Term) to support children's behavior and mental health and being aware of this link.</p> <p>Governors informed of attendance and behaviour each term and strategies and approaches shared.</p> <p>Place2Be counsellor not available this year. Susanne counsellor attended school while open to children. Fortnightly supervisions ensured all children who require support offered it. Pastoral team work with and assess pupils before they reach this level to ensure the right offer is provided to the right children.</p> <p>Offering school uniform and promoting 'Nearly New' stock ensures all children are equipped for school. Giving all children PE tops ensured all children had the same. Food hampers provided (and delivered where required) throughout school closure. These topped up to ensure families well fed. Breakfast club rota offers places to those vulnerable to lateness and hunger. Impact = improved attendance and engagement.</p>	<p>premium grant. Sharing of Pastoral number to continue.</p> <p>Decrease on incidents logged on CPOMs and high level need pupils have review of support plans regularly. Rewards for these pupils have worked well and pupils have been more focused on reaching their targets. Continue to use rewards alongside individual support plans.</p> <p>All stakeholders kept informed ensured transparency of approach.</p> <p>Regular pastoral interventions as a first step ensure that baseline assessments to the counsellor are completed for those children with the most need. Exit assessments demonstrate impact.</p> <p>Consider offering next year's PE hoodies to DAP, using current surplus stock to supplement purchase. New uniform from Sept 2021 – purchase one jumper or cardigan for struggling families.</p> <p>DAP Breakfast club numbers increased this year. Pupils are in class, ready to learn, on time. Interventions and ELOs are carried out successfully. Some ELOs make use of this time – e.g pastoral intervention so less impact on lesson time.</p>	
<p>Enhance pupils' educational</p>	<p>A range of learning experiences (academic and extra-curricular) are</p>	<p>Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing.</p>	<p>Due to Covid19 travel restrictions, educational visits were suspended this year. This budget will be carried over to next year so children gain additional experiences to account for what they have missed.</p>	

<p>experience s whilst promoting cultural capital</p>	<p>provided and accessed by pupils</p> <ul style="list-style-type: none"> - 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 	<p>-Subsidising trips ensures we can offer top quality experiences for our pupils that captivate learning and develop life skills that align with our school vision – Without Limits.</p> <p>When children have the opportunity to try new experiences, they improve their resilience, self-confidence and communication. A growth mindset and belief of the power of yet (I can't do this 'yet') is transferred across the curriculum as pupils learn to challenge themselves in difficult situations.</p>	<p>Virtual visits have had some impact in creating hooks for engagement, such as the Jack and the Beanstalk pantomime, tours of places of worship and virtual meetings with Wigan's Road Safety Team.</p>	
Total Expenditure:				£70 889

