



The Midsomer Norton Schools Partnership

Midsomer Norton Primary School Pupil Premium Report 2019-20

September 2019

Pupil Premium strategy statement

1. Summary information					
School	Midsomer Norton Primary School				
Academic Year	2019-2020	Total PP budget	£104148	Date of most recent PP Review	October 2019
Total number of pupils	258	Number of pupils eligible for PP	67	Date for next internal review of this strategy	September 2020

2. Current attainment					
	Sch	Nat other pupils		Sch	Nat Other
% achieving in reading, writing and maths	27	65	% Achieving a Good level of development in Early Years	50	70
KS2 Attainment in Reading	27	73	Key Stage 1 attainment measure in reading	70	75
KS2 Attainment in writing	55	78	Key Stage 1 attainment measure in reading	40	69
KS2 Attainment in maths	45	79	Key Stage 1 attainment measure in mathematics	80	76

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children starting school with identified/unidentified special educational needs	
B.	Children with poor emotional and social development	
C.	Children with gaps in their phonic knowledge	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Children with poor attendance and punctuality	
E.	Children who are hungry and do not have the correct school uniform	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	Children make expected or better progress so that their attainment is in line with children from similar starting points.	Children make measurable and quantifiable progress in reading, writing and maths across the year based on summative tests.
B.	Attainment in maths, reading and writing of PP children is close to or better than national levels.	The gap between PP children and non PP children is diminished as a result of accelerated progress. PP children achieve well in literacy skills.
C.	PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result, PP pupils develop greater resilience and an ability to overcome difficulties.	Children make progress in their social development as measured using self-assessments. This impacts on their attitudes towards academic challenges.
D.	PP pupils are in school every day and on time ready to learn.	PP attendance is at least 97%.
E.	PP are well-fed and dressed appropriately leading to children who have higher self-esteem and are more resilient.	Children's concentration and behaviour in lessons improves. Number of incidents of negative behaviour choices decreases

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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (Reference to EEF research and effect size)	Success Criteria	Staff lead	Cost/ When will you review implementation?
Focused support allows children to overcome gaps in their maths learning.	1:1 tuition Small group work for identified PP children. Teacher led booster groups	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EFF)	100% of children at least meet age-related expectations.	MR/AR	£19,653
Focused support allows children to overcome gaps in their reading fluency	1:1 tuition focusing on fluency	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EFF)	100% of children at least meet age-related expectations.	KD/AR	£14172
Focused support allows children to overcome gaps in their reading comprehension	Small guided reading group work for identified PP children. Focusing on comprehension. Teacher led booster groups	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EFF) On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	100% of children at least meet age-related expectations.	KD/AR	£11,525
Ensure that PP children make strong progress in phonics .	1:1 tuition Small group work for identified PP children. Teacher led booster groups Purchas of resources	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EFF)	100% of PP children passed the Year 1 Phonic Screening Check.	KD/AR	£1449
Identified PP children with SEN needs achieve well.	1:1 and small group interventions, both in and outside of class, to ensure PP pupils keep up in lessons.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EFF)	At the end of each Key Stage, PP children meet age-related expectations in reading, writing and maths.	SB	£6137
Ensure that PP children make strong progress in recall of maths/ spelling.	<i>Doodle Maths, Nessy Times table rockstars, ipad apps</i> <i>Ensure necessary hardware/ time for ch with no internet to access online resources.</i>	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	100% of children achieve age-related expectations in summative tests.	MR/KD	£1875

Ensure that PP children make strong progress in all areas of the curriculum.	SIMS assessment Literacy Shed Testbase Microsoft licenses Odissi SNAP science Purple Mash	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. (EEF)	Levels of engagement are high. Children's understanding of the world, vocabulary and abstract/challenging concepts improves.	AR	£7000
Ensure that accurate, effective assessment of the progress of PP children leads to timely identification and closing of gaps	Use of supplementary assessment materials. Small groups for assessments and use of access arrangements e.g. readers	Such access arrangements are used in KS2 SATS to ensure that outcomes are a true reflection of the child's attainment and that barriers such as speed of writing or ability to decode text do not prevent the children from demonstrating their attainment.	All children are able to demonstrate their progress in assessments. Teachers use the assessment to plan for accelerated progress.	AR/SB	£1500
Total budgeted cost					£63,311

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
PP children with SEND needs receive appropriate support.	Referrals completed. Assessments completed and reports shared with parents and other agencies to support EHCPs. Assessments/reviews completed by SENCO/EP/OT	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. (EFF) Assessments and reports identify strengths and weaknesses and how these can be addressed	Outside agencies assess identified children and targets are implemented. Parents are aware of the school's concerns and reports are available to support progress. Assessments contribute to EHCP Annual Reviews to allow on-going support for children with complex needs.	SB	£11716
PP children with identified Speech and Language needs are supported.	Weekly Speech Therapy support for identified children. 1:1 work and small groups. Assessments completed and reports written to support EHCP process and identification of targets for TAs to work on.	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EFF)	Identified children make good progress from their starting points. Interventions support progress. Assessments (twice a year) show an increase in percentile rankings.	SB	£7500
PP pupils develop greater self-awareness of their emotional wellbeing and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	Designated member of staff receives appropriate training and is timetabled as learning mentor 12 hrs a week	Sutton Trust says that SEL programmes and mentoring can have a low impact on raising attainment, however they do help children to build relationships and be more settled in school. These programmes "appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average" and this can be up to 2 months additional progress. Where the provision is specifically related to behaviour then impact can be up to 4 months additional progress and "there is some anecdotal evidence about the benefits of reducing problematic behaviour of disruptive pupils on the attainment of their classmates."	Member of staff trained which will enable us to support the social and emotional development of individual children in order to identify their underlying emotional needs. Based on this, we will then be able to select from a range of practical strategies and activities that we can use to help them either with the learning mentor or in class/ at play etc	SB	£7321

<p>PP children with behavioural needs are well supported to self-regulate and reflect leading to a reduction in the number of incidents in which behaviour impacts on learning.</p>	<p>Behaviour and well-being mentor engaged to work with children 1-1.</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EFF)</p>	<p>Behaviour of children has improved. Instances of poor behaviour have greatly reduced.</p>		<p>£3420</p>
<p>Ensure that attendance of PP children is at least in line with non-PP children.</p>	<p>Weekly review of attendance. Regular meeting with EWO to identify those PP children at risk of poor attendance.</p>	<p>Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families. In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance. The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.</p>	<p>Attendance of PP children is at least 97%.</p>		<p>£1000</p>
Total budgeted cost					<p>£30,957</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
PP children are able to access all educational and residential visits.	Parents are made aware of the ability to use PP to reduce the cost of residential and educational visits.	We are aware that over the past few years the cost of a residential visit has increased significantly. We have had to support parents financially in the past. Such experiences build cultural capital as well as independence confidence and resilience.	100% of Y6 children attend the residential visit. All other children have access to 25% off the cost of educational visits.	AR	£1370
PP children are able to access a broad range of extra curricula activities.	Financial assistance for extra curricula activities	Evidence from the last twelve months indicates that participation in extra curricula activities leads to a boost to confidence, social skills and self-esteem, and broadens children’s range of experiences and vocabulary.	All PP children attend at least one club. Participation in inter school events – sports/ speech/ poetry competitions etc is high	AR	£1000
PP children do not feel any stigma due to parents/ carers difficulties in providing school uniform.	Financial assistance for school uniform.	There is little or no evidence that the introduction of school uniform has no impact on attainment; however, anecdotally we see that children without uniform have lower self-esteem than their peers. There is some evidence that free school uniforms improve attendance in areas of very high poverty, however this does not appear to be true in all cases (EEF)	All children have the correct school uniform. PP children do not feel self-conscious due to being dressed differently to their peers.	AR	£2010
PP children are particularly likely to come from households suffering from stress due to financial circumstances. This can led to hunger, tiredness and emotional vulnerability.	Provide attendance at Breakfast Club/ After School Care	Evidence from the last twelve months indicates that attendance at Breakfast Club/ After School Care improves attendance and reduces the number of instances of poor behaviour linked to stress at home. Parents are better able to manage the challenge of juggling child care and work commitments leading to calmer, more stable home environments.	PP children who attend Breakfast Club/ After School Care are fed and have the energy to learn. The calm environment and patience of staff helps child and family by removing one cause of stress. Personal, social and emotional development is promoted.	AR	£5000

<p>PP children are at a greater risk of suffering from low-self esteem</p>	<p>Forest School activities help build independent, confidence and resilience and a healthy attitude towards risk taking.</p>	<p>Evidence from the last twelve months indicates that participation in extra curricula activities leads to a boost to confidence, social skills and self-esteem, and broadens children's range of experiences and vocabulary.</p>	<p>Surveys of children show an improvement in self-esteem. Teachers observe greater confidence in class.</p>	<p>CM</p>	<p>£500</p>
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<p>Total budgeted cost</p>	<p>£9,880</p>
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6. Review of expenditure				
Previous Academic Year		2018/19		
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
Oral language skills are lower for pupils eligible for PP than for other pupils. Pupils often have less access to a wide range of reading books leading to fewer opportunities to internalise language structures.	Talk for writing training & resources Broaden children's internal library of vocabulary, sentence structure and text composition Children make 3.3+ tracking points progress in writing	EYFS Communication & Language-83% EYFS – Writing 50% (76% for cohort as a whole) PP not SEN p: Writing: 87.5%, SPAG – 86% (GD 57%) KS2 Writing PP Non-SEND 86% (all pupil 80%) –moderated externally	KS1 writing – CPD for EYFS and KS1 staff in developing early writing. Audit of the impact of T4W on early writing. Clear intent for writing and progression from reception to be developed for Sept 2019 (EYFS Lead, Lit lead , Curriculum Lead) More consistency in teaching of phonics and impact on spelling	£450
Ensure children have good phonics skills by the end of Y1 <i>85% meet phonics reading check</i> Pupils eligible for PP often have lower reading scores due to fewer opportunities to practice phonics and less access to a wide range of reading books.	Quality Phonics teaching across Infants –progressive from nursery Catch up phonics for those with gaps	Yr 1-100% PP non SEN met phonics at Y1 Yr 1 PP including SEND 33%passed screen (all SEND ch. had high levels of speech and language and communication SEN need) and Y2 retakes PP non SEN 100%	CPD for whole school on phonics Investment in new resources including phonic reading books and training for a consistent approach to teaching systematic phonics across Infants including nursery. Phonic teaching in KS2 to continue for some children alongside spelling	£750
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

<p>PP Pupil's barriers to learning (emotional, wellbeing MH) are identified, children are listened to and needs are addressed so that they to be able to feel more confident to participate and learn. Pupils eligible for PP can suffer from anxieties and frustrations that mean they are emotionally not ready to learn.</p>	<p>Learning Mentor Early identification and support for pastoral and behavioural issues</p>	<p>14 (PP) pupils worked regularly (some weekly) with Learning Mentor. All self-evaluation scores improved over the year for these pupils with an average improvement of 2 points. (7 point scale) Children could access support as and when needed depending on current circumstances (eg daily check ins) Behaviour and attitudes to learning improved –better focus in class, strategies discussed with class teacher. Regular liaison between LM and School Nurse</p>	<p>Approach successful-continue with more training CPD for Learning Mentor Drawing & Talking training (Virtual School)</p>	<p>£6,465</p>
<p>Pupils Spoken language skills are developed from EYFS. Vocabulary gap is closed for PP pupils in particular. Oral language skills are low on entry and particularly for pupils eligible for PP than for other pupils. This slows reading/writing progress in subsequent years.</p>	<p>Speech & Language therapist visits weekly. TA support to deliver SALT targets Makaton training available for staff and taken up in nursery EYFS SALT training for staff Vocab gap training for all teaching staff</p>	<p>EYFS Communication & Language -83% S&L Therapist -works with 9 pupils across school 5 are PP-all noticeably making progress in language (Assess, Plan Do Review)</p>	<p>Develop vocabulary and language in the curriculum- invest in Vocab Ninja resources, Closing Vocab Gap training-DHT May 2020</p>	<p>£7,500</p>
<p>Booster groups for pupils to keep up and catch up with learning pre S1 & KS2 SATs Due to disadvantage Pupils eligible for PP cannot practice at home and don't have the resources/some families unable to support</p>	<p>Teacher led booster groups Target pupils for specific literacy catch-up and new programmes of numeracy catch-up 80% of ch meet standard at Y2/Y6</p>	<p>KS1-Pupil Premium not SEN (5 children): Reading 80% met standard in KS1 100% met standard in phonics KS2 PP not SEN p: Writing: 87.5%, SPAG – 86% (GD 57%)</p>	<p>Continue with this including passport club for KS1 & KS2-</p>	<p>£25,068</p>
<p>PP have access to educational software and practice software that they may not be able to access at home e.g using a laptop for written work, using the internet for homework research at lunchtimes for wider curriculum</p>	<p>ICT hardware & Educational software & licences Ensure that educational software is available for all children. Times table Rock stars/ Nessy</p>	<p>Computers available at lunchtimes/ during after school club/ breakfast for homework. Clicker 6 available for children to write (different approach) 100% of PP pupils have access to ICT software</p>	<p>Look into software to support wider curriculum PHCE software-Jigsaw to support curriculum and SEMH interventions Consider subsidising music lessons for PP pupils so they can extend curriculum interests</p>	<p>£7,000</p>

		Children are engaging with homework and parents have reiterated this at parents evening	Ensure opportunities to explore the wider curriculum especially science and the arts e.g. Science software, performance opportunities , cultural capital trips for PP pupils	
<p>Pupils, especially disadvantaged pupils are supported to access test materials.</p> <p>Pupils eligible for PP may have specific gaps in learning due to absence/ lack of practice /support at home.</p>	KS2 -Support for PP pupils during assessment tasks	<p>TAs support children in small groups to ensure that the format of the assessments are not a barrier to demonstrating their attainment.</p> <p>e.g. readers for maths assessments, scribes, prompts</p>	Continue to provide this for assessment periods including KS2 SATs	£775
<p>Ensure that pupils who are disadvantage receives support where necessary to enable them to keep up and catch up in lessons and in interventions</p> <p>Due to disadvantage Pupils eligible for PP may have gaps in foundation maths and writing skills</p>	Extra TA Support in class and for phonics and Maths interventions (passport club KS1 and KS2)	<p>Whole school data 208/2019- Progress for PP (non-SEND)</p> <p>Maths 4.7 points, Writing 3.1 points, Reading 4.1 points</p> <p>(average 3 points)</p>	<p>Writing in Infants and LKS2 –audit of strengths and areas for development. Review of T4W approach</p> <p>Progression from EYFS to Yr. 6-expectations clear</p>	£6,000
<p>Disadvantaged pupils with SEMH needs, EAL and SEND needs are supported to succeed, keep up and catch up access the curriculum</p> <p>Pupils eligible for PP may suffer from anxieties and frustrations that can present as poor behaviour.</p>	External additional needs & behaviour support & SEND Network Early identification and support for pupils with SEMH needs and difficulties arising from SEND	<p>Learning Mentor Support from BAPP for PP pupil-ensured continued engagement of parent</p> <p>Mentoring Plus support for pupil-noticeable improvement in behaviour and engagement</p> <p>Numerous SEN assessments for disadvantaged including Ed psych assessments for dyslexia & diagnosis meant that learning needs were identified and provision put in place in class/ interventions.</p>	Support pupils in school with school learning mentor-invest in training for LM and all staff	£4,500
<p>Close gaps for PP in basic number skills</p> <p>Close gaps in basic sentence building and spelling (HFW)</p> <p>Due to disadvantage Pupils eligible for PP often have gaps in foundation maths and writing skills</p>	Rapid Maths/Rapid Writing/Number Box with TA Identify and close gaps in learning	<p>Early years 80% PP pupil (non-SEND) in Number and S,P&M</p> <p>KS1 Maths PP non-SEND met standard 100%</p> <p>KS2 SATs Maths P P non-SEND 75% met standard</p> <p>Whole school progress in Maths(PP non-SEND) 3.8 points (average 3 points)</p>	Interventions most successful and applied more successfully when focused around pre-teach, catch up and consolidation of recent learning. Precision teaching methods for specific children to be introduced.	£4,750

		Writing yr 3& 4(rapid writing group) PP Non SEND average points progress 3 points		
PP pupils with spelling needs (including SEND) practice daily-early morning time as well as spelling lesson. Some pupils unable to access programme at home. Pupils eligible for PP often have lower spelling scores due to fewer opportunities to practice spelling and less access to a wide range of reading books.	Nessy Software licence Provide regular practice/ consolidation and assessment of spelling	KS2 PP not SEN p: Writing: 87.5%, SPAG – 86% (GD 57%) Dyslexic pupils (PP) particularly benefitted in KS2	Application of spelling still a concern-some pupils needs continuing phonic intervention, application practice	£722
All PP pupils read with an adult daily. Pupils eligible for PP often have fewer opportunities to read with an adult. 1-1 Reading with an adult (SMSA) Regular daily reading to boost fluency, confidence and comprehension. PP pupils to make 3.5 + points progress	Train & employ SMSAs to read with 1-1 with pupils	Early years: PP pupils(not SEND) 80% met reading ELG (4 out of 5 pupils) KS1-Pupil Premium not SEN (5 children): Reading 80% met standard in KS1 Yr 1 PP (non SEND) 100% met standard in phonics KS2- PP(non-SEND) 50% met standard PP pupils non-SEND (whole school) made 4.1 points progress in reading over year (average 3 points)	Funding was used to target infants' readers. KS2 targeted guided reading – Other strategies needed – improve whole class guided reading (observations of colleagues) promote home reading & home/school partnerships, incentives for reading at home independently and with an adult, , checking reading books/records daily, promote a culture of reading-booklists, recommended reads, class reads etc. Phonics interventions for those who are not yet fluent.	£5,000
Pupils eligible for PP often have fewer opportunities to read with an adult. 1-2 Reading with an adult (TA) Regular daily reading to boost fluency, confidence and comprehension. PP pupils to make 3.5 + points progress	1-1 Daily Reading with TA	Early years: PP pupils(not SEND) 80% met reading ELG (4 out of 5 pupils) KS1-Pupil Premium not SEN (5 children): Reading 80% met standard in KS1 Yr 1 PP (non SEND) 100% met standard in phonics KS2- PP(non-SEND) 50% met standard PP pupils non-SEND (whole school) made 4.1 points progress in reading over year (average 3 points)	KS2 targeted guided reading – Other strategies needed – improve whole class guided reading (observations of colleagues) promote home reading & home/school partnerships, incentives for reading at home independently and with an adult, , checking reading books/records daily, promote a culture of reading-booklists, recommended reads, class reads etc. Phonics interventions for those who are not yet fluent.	£8,000

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
<p>Disadvantaged pupils are able to start the day with a healthy breakfast and encouraged to improve attendance and be on time for school</p> <p>Pupils eligible for PP who are not able to have a healthy breakfast and established routines find it hard to concentrate.</p>	<p>Provide a good start to school day through attendance at Breakfast Club/ ASC –healthy breakfast and help with attendance and lateness</p> <p>Support for vulnerable families-places available when needed</p>	<p>Provide a healthy breakfast and pastoral support to enable children to concentrate on learning in school.</p> <p>Attendance and punctuality improved for one family. Another family breakfast is provided daily-learning and behaviour has improved.</p> <p>Family able to stay at our school due to ASC place.</p> <p>Vulnerable family-child a registered young carer takes up place at BC/ASC when needed to support family</p>	<p>Continue to provide this service for families</p> <p>Enable pupils to do homework at ASC- laptops available</p>	<p>£4,000</p>
<p>Provide Forest School Outdoor experiences for all children-particularly PP pupils..</p> <p>Pupils eligible for PP often have low self-esteem leading to a lack of confidence. Lack of outdoor space at home or access to days outside, walks with family due to families circumstances.</p>	<p>Forest School resources-training for volunteers</p>	<p>Boost confidence, resilience and team working skills.</p> <p>Have access to outdoor space, fresh air.</p>	<p>Positive intervention</p> <p>Ongoing budget for resources</p> <p>Opportunities for smaller group work further afield-PP specific trip</p>	<p>£500</p>
<p>Laptop available at BC & ASC for homework and practice.</p> <p>Pupils eligible for PP often have less access to ICT at home leading to less access to the curriculum.</p>	<p>ICT hardware available at BC, ASC & during lunchtimes</p>	<p>Ensure access to ICT to support learning across the curriculum</p> <p>Timetables' rocks stars in Y4</p> <p>Nessy</p> <p>Research projects for homework</p>	<p>Continue to have laptops available for this. Extend capacity for more pupils.</p>	<p>£1,000</p>
<p>Pupils eligible for PP are often not able to access activities and experiences designed to enhance the curriculum and build cultural capital</p>	<p>Financial assistance for trips-25% of cost of trips-publicised in newsletter</p>	<p>Ensure equal access to the broader curriculum through class trips and residential trips</p> <p>No children PP children were unable to attend school trips due to cost.</p>	<p>Continue to enable all PP pupils to participate fully in wider curriculum</p>	

<p>All pupils and especially PP pupils have access to high quality after school clubs including sports clubs, the arts etc.</p> <p>Pupils eligible for PP are often not able to access activities designed to enhance the curriculum and have lower self-esteem.</p>	<p>Financial assistance for After School Clubs</p>	<p>Ensure equal access to the broader curriculum Participation in clubs in line with rest of school Priority given to PP pupils for clubs One free paid club available to PP pupils Encouragement to take clubs up through letters and publicising PP support</p>	<p>Continue to enable all PP pupils to participate fully in wider curriculum</p>	<p>£500</p>
<p>Pupils eligible for PP may feel self-conscious about their appearance.</p>	<p>Financial assistance for uniform Ensure self-esteem is not adversely affected by uniform requirements</p>	<p>Included costumes for school shows/nativities. All children participated including PP. Noticeable boost to confidence and self-esteem for disadvantaged children in particular.</p>	<p>Continue to support families with uniforms etc- promote through newsletter , website,</p>	<p>£750</p>