**Pupil premium strategy statement report for the year 2020/21**

**St Wenn School**

**ADDENDUM**

It has been necessary, in light of the Covid-19 pandemic, to make adjustments to our strategy plan as below.

We have had to make these adjustments in view of the extended time out of school; the changing needs of children and families and the amended curriculum priorities.

St Wenn School is therefore adapting approaches, reviewing priorities, extending time scales for intervention and monitoring this premium strategy. We will re-evaluate in March 2021.

**The terms of the Pupil Premium grant are very broad and merely state:**

**‘The grant may be spent by maintained schools for the purpose of the school; that is to say for the educational benefits of pupils registered at that school, or for the benefit of of pupils registered at other maintained schools and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated’.**

**The grant is allocated in two parts which are:**

* **Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools**
* **Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | St Wenn | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £12, 345  (£1,345 per FSM pupil, £2,345 per PLAC pupil £310 per Service pupil) | **Date of most recent PP Review** | October 2020 |
| **Total number of pupils** | 72 | **Number of pupils eligible for PP** | Received for 6 X FSM; 2X PLAC and 3X SC  This is more than budgeted as 1 X PLAC left at beg of spring term and we have 5X FSM | **Date for next internal review of this strategy** | March 2021 |

|  |  |  |
| --- | --- | --- |
| 1. **Attainment – 2018/2019 results on exit (KS2 SATS outcomes) No data for 2019/2020** | | |
|  | *Pupil premium* | *Non pupil premium* |
| **Average standardised score maths KS2** | 96 | 104 |
| **Average Standardised score in reading KS2** | 108 | 113 |
| **Average Standardised score in writing KS2** | 96 | 110 |
| **Achieved EXP reading, writing and maths KS2 combined** | No | Yes |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Response to COVID lockdown Social, emotional and behavioural difficulties affect wellbeing and therefore progress/ learning behaviours | |
|  | | Response to COVID lockdown: Gaps in learning of disadvantaged children mean that they are not all achieving age related expectations/their full potential across the curriculum. | |
| **C.** | | Response to COVID lockdown Specific individual needs of individuals (SEND) | |
| **D.** | | Response to COVID lockdown Lack of parental expectations, engagement and commitment eg support with reading at home, homework, readiness for school and attendance of meetings. | |
| **E.** | | Response to COVID lockdown Some children are missing out on cultural experiences effecting attitudes towards equality and diversity. This is directly linked to rural setting/ lack of transport/parents attending work. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| 1. **Desired outcomes – nature of support and links to SDP action points/OFSTED report action points** | | | |
|  | **Intent and Implementation** | | **Success criteria / Impact** |
| **A.** | COVID RESPONSE:  *Address the impact of missed school and the impact of return on the wellbeing of children with SEMH*  Children monitored carefully in class and ‘Wellbeing Champ’ allocated extra time to support identified children both within the classroom and beyond. Extra staff deployed at playtimes and lunchtimes to monitor and address any struggling children immediately. All class teachers and HT are alert and observing/responding to potential concerns particularly children ‘On Alert’. Increase in TA support and outdoor learning enables more opportunities to observe and respond.  First half term learning based on theme of ‘Where We Are’ – whole school unit of work based on ‘re grounding’ children and supporting mental wellbeing.  *Social, emotional mental and behavioural needs are identified and action is taken to best support outcomes of children*.  Teaching of metacognition – talk for learning; personal responsibility for learning; pre teach and reviews through quizzes; increase in use of outdoor learning - all support children develop confidence in their own coping strategies, resilience, developing memory and ability to achieve.  Purchase of school pet (Guinea pig) to encourage feeling of responsibility, self-worth and nurture.  All disadvantaged children are offered free keyboard or guitar lessons in school.  SDP Target area 2 – Behaviour and attitudes  SDP Target area 3 – Personal development | | \*Self-esteem and motivation improve thus enabling a positive approach to learning and risk taking.  \*More resilient learners are able to challenge and overcome barriers to learning.  \*incidents of inappropriate or concerning behaviour are reduced.  \*Increased engagement and participation in class.  \*Improved relationships with peers. |
| **B.** | COVID RESPONSE:  *Address the impact of missed school on the attainment gap in the core curriculum which had particular effect on progress for Disadvantaged/PP children due to lockdown*.  **All children have been included in our Catch Up programme for the 1st half of the Autumn term.**  In response to gaps in learning which were exacerbated during lockdown (despite loan of laptops and regular MST meetings/delivery of work), disadvantaged children are given priority time in our Catch Up groupings identified and being prioritised during the 2nd half of the Autumn term…then to be reviewed.  Identified PP children receive extra pre-teach sessions from the class teacher and additional Catch Up time from our CU lead. In addition to this, identified children are invited for further CU sessions before school for the 2nd half of the Autumn term. New reading books purchased/donated to school. Whole school Reading day and Spelling Day planned for the Spring term to encourage love of reading and value of correct spelling.  *Reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and/or maths with this evidenced through outcomes across the curriculum.*  Teaching assistants to support other children in the class allowing the teacher to work with PP children so that the children receive high quality teacher support to meet their needs within the classroom setting.  Teacher to extend and challenging PP GDS children through the use of Showbie and SATS Companion (personalised challenges, homework and feedback); and Socrative (individual challenges).  SDP/OFSTED action points:  Leadership and management – Governor monitoring activities focus on precise gains in pupils’ knowledge, skills or understanding and align more closely with the priorities set out in the school development plan and training for staff.  -PP governor appointed who holds HT to account and reports on what is in place for PP children, the impact of interventions in place and the progress they are making to FGM termly  SDP Target area 1 – Quality of Education | | \*Pupils eligible for PP make more progress than ‘other’ pupils in the core curriculum- this may apply to children working towards GDS.  \*Measure half termly by teacher assessments/ termly through Rising Stars formal assessment materials.  \*Progress reviewed with targeted actions (SEND folder).  \*Children who are not making expected progress are identified and QFT/intervention put in place.  \*Progress Is evidenced across the broader curriculum demonstrating improved metacognition, processing and memory skills. |
| **C.** | COVID RESPONSE:  *Address the impact of missed school and the impact of return to school on vulnerable children- particularly PLAC*  Regular communication (daily) with parents/TA and teachers where appropriate.  Ensure children who have struggled with return are monitored in class and beyond. Encourage and support friendship groups.  *Children with specific or individual needs are supported effectively*  Pupil grouping, resourcing and opportunities are made with consideration for PP children to meet their needs.  Specific and focused groups for PP pupils enable all pupils to have their needs met. Bespoke personalised learning.  1:1 support where appropriate. Use of Pre-teach opportunities and highly affective Catch Up programme.  Parent consultations to discuss specific needs by telephone in addition to summary report.  SDP Target area 1 – Quality of Education | | \* Children making expected or better progress, closing the gap/reaching their potential across the curriculum.  \*Whole school ‘Trauma Informed School’ approach is promoted and best supports the needs of individuals with specific barriers. – outcomes in confidence and achievement are reflected in half termly Pupil Progress reports/internal teacking - both summative and formative.  \*1:1 action plans (Education Health Care Plan / Asses, Plan, Do, Review) are in place and demonstrate impact on progress through supporting the individual needs of children. |
| **D.** | COVID RESPONSE:  *Address the impact of missed school and the impact of return on children who have not engaged in Home learning during lockdown, including reading.*  Children’s reading has been assessed and shows many children across EYFS, KS1 and LKS2 have significant gaps in phonics and, due to this time out of school, lack confidence in reading and writing. Most children have been assessed as lacking the drive and confidence to share thinking and take risks. Our Catch Up programme focuses on Phonics and disadvantaged children are prioritised. Extra adults (including volunteers) are used to support extra reading and Book Talk. Parental engagement is sought through personal phone calls home.  *Improve parental expectations, engagement and commitment eg support with reading at home, homework, readiness for school and attendance of meetings*  Regular personal communication with parents. Phone calls home in addition to summary report in November.  Fresh fruit and vegetables freely available for all children at playtimes and at lunchtimes. As drive for healthy eating ensuring that all children eat fresh, raw fruit/vegetables daily. Pupil survey to identify favourite lunches – this informs menu design. Offer of school lunches reverts quickly to access for all KS2. Forest School lunches for KS2 introduced – Wild Warriers.  Extra individual reading time in school to ensure that children are not disadvantaged if parents/carers do not read with them at home. Reading is recorded and communicated online to enable more direct feedback and response (including by children). Homework set online - feedback can now be given orally and include immediate response; this encourages engagement.  SDP Target area 3 – Personal development | | \*Pupils arrive at school having had breakfast (or attend breakfast club) and are prepared for learning. Breakfast offered if not.  \*Behaviour plans are in place if necessary. These are shared, agreed and followed by all staff and parents. They lead to evidenced impact in readiness to learn.  \*APDR in place if appropriate, and pupil included on Record Of Need.  \*Identified parents attend relevant meetings (eg parent consultations/ SATS/ School trips and residentials) and say that they are included and informed.  \*Pupils read regularly and communicate this on Showbie. if necessary, time is allocated for this at school. Children read a wide variety of books with fluency and talk positively about their reading experience and why reading is important.  \*Homework is completed to expected standard either at home or, if necessary, time is allocated for this at school. Homework is relevant and parents, pupils and staff value it.  \*Families are appropriately supported by school staff/external agencies and progress is made to all targets set. Communication is good and targets relevant and show impact. |
| **E.** | COVID RESPONSE:  *Address the impact of missed school on cultural experience /equality and diversity*  Through lockdown, most children did not experience any opportunity to be exposed to challenging opinion and/or embracing diversity. We are addressing this through the school ethos on a daily basis and, more specifically, through our choice of curriculum topics which explore identity – Autumn term: ‘Where We Are’ and Spring term ‘Africa’ – In the Autumn term we focused on where we fit in with the rest of the world and in the spring term we will focus on Art (visiting artist) and music so addressing cultural Diversity in a positive and creative way. PP pupils who have keyboard/guitar lessons will be given the opportunity to lead.    *Some children are missing out on cultural experiences effecting attitudes towards equality and diversity. This is directly linked to rural setting/ lack of transport/parents*  Opportunities for PP children to participate in a range of cultural activities is increased when this is possible. Rights Respecting Schools award introduced to encourage respect for all and celebration of diversity. Funding supports clubs, keyboard and guitar tuition, swimming and specific events and opportunities for PP pupils including residentials. Spring topic ‘Africa’ includes Philosophy for Children to extend cultural capital and Equality and Diversity; visiting artist to link workshop to celebrating diversity.  Cultural events and experiences are a focus of school planning. Children are offered extracurricular activities and support cultural knowledge and understanding.  SDP Target area 2 – Behaviour and attitudes | | \*The curriculum reflects emphasis on gaining cultural capital, celebrating diversity and understanding equality  \*All children have access to a rich diet of extracurricular activities which broadens their experience and expands their understanding of their own culture, other cultures and Equality and diversity. This is the foundation of their leaning.  \*Pupils, parents and staff talk about these experiences and why they are valued. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **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. | | | | | |
| 1. **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 COVID RESPONSE  Children are supported in adjusting to return to school  Social, emotional and behavioural needs are identified and action is taken to best support outcomes of  children.  Impact – reduce inappropriate behaviour  Children have increased confidence in their own ability to both socialise and achieve.  Impact: improved self –esteem across the school  Improved relationships with peers  Addressing concerns across the school ensures a universal approach balances the personalised one.  Impact - Increased engagement demonstrated through positive attitudes to learning and resilience | \*Children are identified and all staff alerted to actively support positive approach to learning and social interaction throughout the school day  On return to school - INSET to review behaviour policy and agree expectations both in class and beyond. – all staff  \*Increase in staffing at play and lunchtimes to encourage and monitor children’s interactions  \*Development and use of extended outdoor learning facilities is supported by extra staffing both during learning and at playtimes  \*Purchase of school Guinea pig to support nurture for children who are missing parental contact during the day  Teachers use varied approaches to learning including metacognition -  Ongoing CPD  Wellbeing Champion has directed time to monitor and support children both in class in the playground - ongoing CPD for Wellbeing Champion  School website is monitored and kept up to date. This includes FAQ, weekly newsletter, policies and events. Also curriculum information, spellings, homework. Clerk allocated time to update and monitor  Parent and pupil surveys are carried out regarding safety and evaluation of learning.  Wellbeing pupil survey carried out. Outcomes feed into staff meetings and are acted upon.  TA Governor allocated time to carry out and summarise surveys for governors. This feeds back into whole school policy making  Develop restorative approaches and focus on positive behaviour  Staff training | Inclusion of all in reviewing school approach to behaviour and wellbeing. Evidence: Behaviour Policy  Lesson observations demonstrate impact on listening, self confidence in contributions in lessons and group work  Increased awareness and knowledge to support and improve outcomes for pupils with anxiety and low emotional resilience  Early identification of pupils needing counselling support  Identifying individual children and encouraging them to take an active, positive part in school life leads to positive approach to learning and is reflected in pupil conferencing and outcomes. Evidence in data folder.  Parents, prospective parents and community report that the website is up to date and useful  Pupils talk about actively supporting the ethos of school when they are consulted, acknowledged and listened to.  Parents talk about improved attitude to learning. | Governors monitor policy reviews and attend assemblies/feedback to HT  Governor monitoring shows barriers are identified and are addressed. This has an impact on self-esteem and social interaction  Children talk about their roles and successes  during pupil conferencing and school Achievers’ assemblies which celebrate successes  Impact is demonstrated through positive parental involvement. Parents say they are included and informed, and that their opinions are listened to.  Governors monitor surveys and summaries are included in FGB meetings | SB  TC  LW (SEND)  SB  MC (Wellbeing)  Teachers  Support staff  Dinner staff  SB  TC  JT (Clerk)  SB  Class teacher  KM (Governor) | March 2021  March 2021  March 2021  Parent surveys and consultations in January |
| **Total budgeted cost** | | | | | £2,500 |
| 1. **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?** |
| B COVID RESPONSE  Children make significant progress and gaps/confidence in learning are filled  Reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and maths with this evidenced through outcomes across the curriculum.  Impact: All pupils including Pupils eligible for PP and other disadvantaged pupils make expected progress by the end of the year  C. COVID RESPONSE:  SEND and vulnerable children who have found return to school challenging are identified, monitored and ongoing adjustment addressed  Children with specific or individual needs are supported effectively  Impact: SEND and PLAC children make expected or better progress, closing the gap/reaching their potential across the curriculum.  D COVID RESPONSE: Children who have not been active in Home learning during lockdown, particularly with regard to reading are supported in school  Parental engagement and communication is strong and effective  Impact: Regular reading at home Is recorded and homework completed  E: COVID RESPONSE: Children who have been isolated during lockdown are positively exposed to cultural diversity  Opportunities for PP children to participate in a range of cultural activities is increased.  Impact: Children talk about their lives making links with both similar and different cultures; they celebrate difference and recognise equality | Extension of Catch up programme for disadvantaged and those children particularly affected by COVID beyond government funding. This includes pre teach and after school teach sessions for identified children.  PP children to receive targeted interventions for identified gaps in learning and misconceptions.  TAs release teachers to enable this where appropriate  Interventions are tracked and monitored by intervention lead, overseen by HT.  Spelling monitored closely by TAs and teachers who keep parents informed through Showbie.  Home reading is recorded daily on Showbie and interactive comments are affective.  Purchase of computers/Ipads for all KS2 children to enhance access to learning in school and at home (incase of lockdown)  Whole school TIS approach supported by trained TA  Ongoing CPD and new training for 1:1 PLAC TA  Regular review of ‘additional to’ and ‘different from’ provision to reflect priority areas based on termly assessments of gaps and strengths  Intervention lead teacher employed 1 day/week  Grouping, preteach and after school teaching address specific needs related to gaps identified  Small group QFT and intervention  1:1 support where appropriate (PLAC children). Training and regular communication with parents  Education Health Care Plan requested - SENDcO support with request  APDR where appropriate  TA involvement  Catch UP programme addresses gaps and revises Phonics in KS1. This continues beyond the Govt supported programme moving into comprehension  Direct communication with parents is increased through technology – mobile phone purchase and purchase of platforms for remote learning  Laptop purchase supplemented and funding allocated where needed to support disadvantaged children.  Our recovery programme focuses on re-stablishing a broad view of where we are and how we link up with other parts of the world.  Funding supports clubs, swimming and specific events and opportunities for PP pupils  Cultural events and experiences are a focus of school planning  Keyboard and guitar lessons offered to all PP children  Funding made available to support PP children attending all workshops and visits/residentials.  Rights Respecting Schools Award is included in the planned curriculum  Training funded | Initial Catch up programme has identified and addressed gaps across the school. The programme is now extended but only to include those children identified as still with significant gaps  Evidence through governor reports (Governor folder). Governor monitoring challenges systems and outcomes thus ensuring that these are implemented and impact is evidenced. PP governor reports in termly FGM meeting on progress of PP children and challenges are recorded in minutes  Evidence in planning folders  This ensures that all staff (including supply cover) are rigorous in targeting PP children  Evidence in SEND folder. Rigorous tracking ensures impact.  Impact of support staff is monitored  Evidence through outcomes in termly formal assessments and pupil progress reports.  Children with potential for GDS achieve this.  Pupil conferencing demonstrates positive approach to learning, resilience and risk taking/learning through mistakes.  Evidence through outcomes in termly formal assessments and pupil progress reports.  SEND and PLAC children have been monitored carefully and direct action put in place to support individuals where the need is identified. On Alert register and Assess, Plan, Do Review records have been reviewed/put in place where needed.  Enjoyment. Development of communication skills, coordination concentration, listening, self-expression and confidence.  EHCP successfully agreed and implemented  APDR reviews show targeted support is having an impact on pupils’ attitude and readiness to learn.  Focused and carefully planned intervention and support addresses barriers to learning.  Evidence through outcomes in termly formal assessments and pupil progress reports.  Evidence through parent and pupil surveys  Evidence in Showbie and Tapestry  Evidence in reading records and homework books. Targeted reading and homework enhances learning and ensures practice and fluency.  Evidence through book looks, lesson observations and pupil conferencing  Pupil conferencing shows that identified PP children are developing in communication and social skills, confidence and recognition of benefits of diversity  Evidence from teachers – parent consultations and attendance at meetings. | Governors monitor standards, curriculum and Catch up Programme  Regular monitoring of classroom practice.  Governor challenge  Monitoring of planning  Monitoring of APDR  Monitoring of outcomes  Monitoring of interventions and outcomes  Book scrutinies  Lesson observations  Pupil conferences  Data and pupil progress reports  SEND Governor monitors progress of SEND and PLAC children  SEND governor monitors  Lesson observations show impact of groupings/1:1 support in class or as intervention group.  Mappix and assessment outcomes show accelerated progress  Monitored by English lead  Governor monitoring  Governor monitoring | SB  CF  SW  PP Governor  LW  SB  SB  SB  LW  SB  CF  SEND Gov  SB  LW  SB  LW  SB  CF  SB  Governor  SB  Governor | November 2020  March 2021  March 2021  March 2021  March 2021  March 2021  March 2021  March 2021  March 2021  March 2021  March 2021 |
| **Total budgeted cost** | | | | | £10,000 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019/20** | | |
| 1. **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** |
| B Social, emotional and behavioural needs are  Identified and action planned to best support outcomes.  Impact is evident in progress | Deployment of support staff in class  Increased TA support at play and lunchtimes  Daily TA communication and feedback  Keyboard and guitar lessons  Wellbeing Champion monitored and supported concerns/report to HT (DSL and SENDcO)  Half day a week to support children across the school  Embracing Trauma informed Schools and Restorative Justice approach | No data 2019/20  All pupils benefited from staff working together and communicating well. This resulted in resolution of conflict (Restorative Justice) and pupils saying that they were listened to.  Trauma Informed Schools and Restorative Justice training enabled this approach to be used across the school - improved relationships with peers and reduced concerning behaviour at playtimes  One child made excellent progress (to March) in keyboard which clearly had a positive impact on his self-esteem.  Wellbeing Champion worked closely with 3 PP children in particular with positive impact on self-esteem and resilience  Wellbeing Champion continued supporting all children throughout lockdown with regular messages, activities and individual personal contact (eg individual postcards written by children in school to children home learning)  All children received a personal email from school  Due to this, children maintained communication with school which resulted in a smooth return | We will continue with these approaches  Consistency of expectations of behaviour across the school to be monitored with a particular focus on vulnerable children |  |
|  |  |  |  | £3,000 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| A Reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and maths so that 100% reach ARE in all three subjects.  C Early intervention support shows impact - the needs of individuals are met and barriers to learning addressed  D. Attendance and persistent lateness – data shows steady improvement  E Parental communications affective.  Children read regularly at home and are engaging in homework  F Children attend all cultural events and take up opportunities | Intervention. 1:1 support in lessons/intervention/  targeted catch up  Pupil conferencing  Thrive training  Flexible grouping  Intervention lead 1 day: week  1:1 support mornings for 2 PLAC children  Personal communication and accountability  Personal communication with parents  Careful monitoring of reading records  Support with external agencies if necessary  Funding made available to support PP children attending all workshops and visits/residentials. | 70% disadvantaged on track in March (internal data and progress meetings)  All disadvantaged children received targeted intervention.  This continued through lockdown through MST meetings with small groups of children or individual children  Paper copies of work personally delivered  Laptops loaned to disadvantaged children  1:1 support for PLAC children meant that they spoke of feeling more safe and were increasingly ready to learn.  Small group work had a clear impact on progress, however this is slow  1:1 support for PLAC children continued throughout lockdown - weekly  Children identified as likely to struggle with home learning, especially SEND children and those who are disadvantaged were offered focused small group work addressing barriers – this continued throughout lockdown using MST. The focus was phonics in KS1 and reading comprehension in KS2.  Not all children responded to the offer of support  Attendance and lateness data improved (see Attendance folder)  ADPR in place and affective  Regular reading at home has improved and is now carefully monitored through Showbie  Regular parental communication throughout lockdown  Teachers fed back to work returned effectively  Weekly calls home (or daily in some cases) to ensure children and families are supported and safe  1 family supported with external agencies  Extracurricular activities and residential on hold  Visitors cancelled from spring term | We will continue with this approach with a focus on phonics, vocabulary and reasoning across the curriculum  We will continue with this approach although 1 PLAC child has left the school and consistency of support is identified as essential for the remaining PLAC child  In the case of another lockdown, the technology and expectation is now in place to ensure that parents engage with remote intervention  Increased use of technology for communication – purchase of Showbie platform is proving affective in engaging parents  We will continue with this approach - Need for wider diversity of visitors and choice of trips including different religions | £9,000 |
|  |  |  | **Total Budgeted cost** | 12,000 |

|  |
| --- |
| 1. **Additional detail** |
| Pupil premium budget of £7,200 for 2017/18  Pupil premium budget of £12,000 for 2018/19  Pupil premium budget of £12,100 for 2019/20  Pupil premium budget of £12,345 for 2020/21 |