

Pupil premium strategy statement



1. Summary information					
School	Plains Farm Academy				
Academic Year	2020-21	Total PP budget	£112,225	Date of most recent PP Review	July 2020
Total number of pupils	196	Number of pupils eligible for PP	71 (36%)	Date for next internal review of this strategy	December 2020

2a. KS2 Exit Data 2018/19 (no available exit data for July 2020)				
	<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP</i>	<i>Non PP (National Average)</i>
% achieving Age related Expectations (ARE) in Reading, Writing and Maths (combined)	42%	71%	83%	71%
% achieving ARE in reading	47%	78%	100%	78%
% achieving ARE in writing	68%	83%	100%	83%
% achieving ARE in maths	58%	84%	83%	84%
2b. KS1 Exit Data 2018/19 (no available exit data for July 2020)				
	<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP</i>	<i>Non PP (National Average)</i>
% on track to achieve ARE in reading	65%	78%	85%	78%
% on track to achieve ARE in writing	65%	73%	85%	73%
% on track to achieve ARE in maths	76%	79%	92%	79%
% achieving expected standard in KS1 Phonics	88%	84%	90%	84%
EYFS Good Level of Development (GLD) 2018/19	67%	74%	79%	74%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A. A high percentage of pupil premium working below ARE in all areas (bases on Baseline assessments completed in September 2020)
Children working below ARE:

	Reading	Writing	Maths
Reception	100%	100%	100%
Year 1	90%	90%	90%
Year 2	83%	100%	67%
Year 3	80%	93%	93%
Year 4	68%	53%	68%
Year 5	93%	73%	80%
Year 6	73%	73%	93%

Children enter Nursery working below age related expectations in Speaking and Listening. Although they make good progress, children entitled to pupil premium in Reception (exit 2020) performed less well than other children.

Gaps between PP and Non PP children have widened as a result of many Non PP children not engaging in home learning in lockdown.

B. In Key Stage 1, pupils who are eligible for PP attain lower than other pupils.

Due to COVID lockdown, baseline assessments of children exiting Year 1 indicate that the % of children entitled to PP on track to achieve the Expected Standard in Y2 was lower than for NPP in Reading and Writing and well below predictions in Reading, Writing and Maths.

C. In Key Stage 2, pupils who are eligible for PP attain lower than other pupils, with fewer on track to achieve the expected standard on exiting Key Stage 2.
Before coronavirus lockdown, 62% were on track to achieve Combined Expected Standard on exiting Y6 2020 (NPP 71%)

D. Low self-esteem and confidence issues for a group of children are having an impact on their academic progress and attainment.
Behaviour issues for a group of children impact on their progress and attainment both socially and academically.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance rates 2019-2020 for pupils eligible for PP are below other pupils. Overall average attendance for disadvantaged at the point of lockdown was 94% (Non-disadvantaged 94.3%) Disadvantaged pupils as persistent absentees 31.0%. (Non -disadvantaged persistent absentees 18.9%) Highest group of persistent absentees is disadvantaged boys (27.2%)	
F.	A number of disadvantaged pupils who are eligible for PP funding have limited opportunities which could enrich their life experiences; visits to places of interest, residential trips, participation in wider opportunities such as after school clubs.	
G	Proportion of parents and children are identified by school and other agencies as vulnerable who are exposed to the wide range of risk factors that affect mental health, family unit, prosperity etc.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>EYFS: Pupil premium children make good or better progress to improve Communication and Language skills (Listening and Attention, Understanding and Speaking) impacting on those pupils achieving their end of year target in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> • Termly assessment information to track and identify any disadvantaged child not on track. • Pupil progress meetings will challenge impact of intervention for disadvantaged pupils • Monitoring for impact of interventions by class teacher and SLT • Termly challenge from governors on impact of PP intervention 	<p>Children eligible for PP in EYFS make good or better progress in speaking, listening with a similar number of pupils achieving their ELGs and GLD compared to non-disadvantaged pupils.</p> <p>Pupils eligible for PP make rapid progress so that pupils meet or exceed their end of year predictions.</p>
B.	<p>Key Stage 1: Gap continues to narrow for pupils achieving the expected standard in the Year 1 phonics test. Higher percentage of disadvantaged pupils to achieve expected standard in Year 1 phonics screening.</p> <p>Gap continues to narrow between PP and non PP children achieving expected standard and GDS in Reading, Writing and Maths exiting Year 2. Children make or exceed end of year predictions. Gaps in learning due to Coronavirus outbreak to be narrowed by end of summer term.</p> <ul style="list-style-type: none"> • Bespoke interventions for PP children who are not on track at the beginning of Autumn Term • Termly assessment information for all year groups to track and identify any disadvantaged child not on track. • Pupil progress meetings will challenge impact of intervention for disadvantaged pupils • Monitoring for impact of interventions by class teacher and SLT • Termly challenge from governors on impact of PP intervention 	<p>Gap narrows between PP and NPP in the Phonics test in Year 1.</p> <p>PP pupils make accelerated progress to narrow the gap with NPP pupils and meet ARE by the end of each year.</p>

C.	Children entitled to pupil premium make good or better progress and perform as well as other children on exiting Y6 (2021) to improve on the exit data 2020 and narrow the gap in attainment.	PP pupils make accelerated progress to narrow the gap with NPP pupils and meet ARE by the end of each year. Progress measures accelerated so that disadvantaged pupils are in line or above floor standard. Measured by rigorous monitoring and assessment in school and across Trust
D.	<p>Low self-esteem and confidence addressed. Well-being procedures in school impact on children's mental health to ensure they feel emotionally secure and have improved resilience and the ability to persevere. (nurture groups, Magic Breakfast, Educational Psychologist, behaviour support)</p> <ul style="list-style-type: none"> • Children with behavioural and emotional issues are supported by additional trained staffing and outside agencies. (Behaviour support, Educational psychologist, CYPS) • Wellbeing days address PSHE, Citizenship, British Values and SRE, building resilience and coping strategies.(particularly in line with anxieties around COVID and the different way of life) • School Culture of vigilance to identify vulnerable children and any emotional support needed through pastoral system on -going. • Pupil and parent questionnaires measure the impact of nurturing and wellbeing curriculum. • Evidence gathering to apply for the Silver Mental Health Charter Mark 	<p>Pupils receive additional support and strategies in order to raise their self-esteem and approach their learning with increased confidence resulting in accelerated progress.</p> <p>Effective Nurture sessions enable children to develop in confidence resulting in improved mental health.</p>
E.	<p>Parenting programme supports vulnerable families Additional funding to support vulnerable families in getting their children into school.</p> <p>Parent questionnaires and feedback show positive impact on family relationships.</p>	<p>Parents develop strategies to support children Families are supported in getting children to school</p>
F.	<p>Increased attendance rates for pupils eligible for PP.</p> <p>Percentage PP pupils who are persistent absentees reduced to below national. Overall attendance to increase to above 96% or above for PP children.</p>	<p>100% of children have attendance of 96% or above.</p>

5. Planned expenditure	
Academic year	2020-2021

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?
Children entitled to pupil premium in EYFS (exit 2021) make good or better progress towards their end of year targets in speaking and listening, reading, writing and number.	Forest school to accelerate language skills and PSHE across all areas of development. Children equipped to assess own risks, take turns and take part in team work. Additional TAs in Reception to support with Forest school and the transition from home or Nursery to Reception following the pandemic school closures.	Research by School of Sport, Exercise and Health Science shows that engaging outdoor learning, can contribute to development of language /collaborative learning skills. As a result of Forest and Coastal school 2019/20, at the point of lockdown, from a low starting point on entering EYFS, 89% of disadvantaged children in Reception were on track to achieve ELG across Communications and Language, literacy and Maths	Trust and whole school rigorous and robust monitoring of assessment and data and analysis. EYFS lead will monitor impact of Forest school through observations and evidenced in monitoring of Early learning goals assessments/observations.	EYFS lead Trust Lead Head Teacher	Reviewed every term in assessment cycle
	Nuffield Early Language Intervention (NELI)	As a result of COVID19, some children entering Reception have missed out on more than 20 weeks of early education at a crucial time for their early language development. EEF trials have found that NELI improves both children's oral language and early literacy skills, making on average three months of additional progress.	10 hours core training for staff delivering programme. Further training mid-way through 20 week programme Follow up Language Screen assessment at end of 20 week intervention. EYFS lead to monitor impact.	EYFS lead	NELI Language screen assessment to be completed at beginning and end of 20 weeks training
Children entitled to pupil premium in KS1 make good or better progress and perform as well as other children in Year 1 phonics screening and in Reading.	Phonics interventions delivered in school and out of school hours by teachers and teaching assistants.		Literacy lead to monitor impact of interventions through regular RWI		Termly Trust assessment cycle.

<p>Children accessing interventions make good or better progress and perform as well as children when exiting all year groups</p> <p>Disadvantaged pupils make good or better progress and perform as well as non-disadvantaged pupils in all Key Stage 2 classes</p> <p>To narrow the gap between disadvantaged pupils and non-disadvantaged pupils in:</p> <p>Reading, Writing and Maths – years 3,5 and 6</p> <p>Maths – Year 4</p>	<p>HLTA assigned to Year 1 and 2 to lead interventions to ensure that the gap narrows between disadvantaged and non-disadvantaged children.</p> <p>Increased TA support within school to ensure good or better pupil progress and attainment.</p> <p>Early identification of children who are working below ARE (baseline assessments to take place on returning to school in September)</p> <p>Targeted interventions for groups/individuals.</p> <p>Experienced HLTA to deliver daily intervention programmes in Year 6 devised as a result of high quality data analysis. (Summer term)</p>	<p>RWI research shows interventions improve reading in KS1.</p> <p>Sutton Trust evidence indicates that targeted interventions focussing on gaps in learning is an effective way to raise attainment.</p> <p>Sutton Trust evidence indicates that targeted interventions focussing on gaps in learning is an effective way to raise attainment</p> <p>Book scrutiny 2019 -2020 showed that target interventions impacted on filling gaps in learning. On the spot interventions addressed misconceptions at the point of learning.</p> <p>Increased TA support has enabled pupils to access more of the teacher's time through Quality First Teaching</p>	<p>assessments and lesson observations.</p> <p>Monitoring of intervention plans and analysis of impact. Termly assessment to show impact of interventions.</p> <p>Monitor interventions through scrutiny of planning and delivery of intervention.</p>	<p>Literacy lead, Phonics lead, TLRs,</p> <p>Literacy lead/DHT</p> <p>DHT Subject leads</p> <p>DHT Subject leads</p>	<p>Half termly. Assessment cycle</p> <p>Weekly scrutinies.</p> <p>Trust assessment cycle</p> <p>Weekly scrutinies Assessment cycle</p>
<p>Total budgeted cost:</p> <p>Forest school training and resources: £500</p> <p>EYFS retention of staff, NELI training/implementation : £38,870</p> <p>Intervention staffing HLTA Key Stage 1: £11,000</p> <p>Retention of KS1 staffing KS1: £9,100</p> <p>Intervention staffing HLTA KS2: £5,500</p> <p>Retention of staff Key Stage 2: £17,000</p>					
<p>Total budgeted cost:</p>					<p>Total: £81,970</p>
<p>ii. Targeted support</p>					

In the case of corona virus outbreak, paper copies of work provided for children with limited computer access.	Paper copies of work given to children in the event of a further lockdown or if isolating.	impact on engaging Y6 children. Pupils in receipt of pupil premium funding are not at a disadvantage if having to isolate.	monitor impact through data analysis within assessment cycle. Teachers to monitor work completed at home.		
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Educational psychologist: £1430 Link School Behaviour Support: £5000 Kidscape licence, resources and staffing: £1420 Nurture intervention: £1000 Provision of uniforms: £200 Computer licensing Years1-6: £5,200 Staffing Y6 (including Breakfast and after school booster sessions) £1500 Mental health and wellbeing CPD and resources: £965 Photocopying for work packs: £1000				
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Total budgeted cost:	Total £17,715
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase attendance rates to 96% or above and reduce the numbers of disadvantaged persistently absent children.	Attendance Coordinators and Designated member of office staff to monitor attendance through school procedures. Meetings with the LA attendance officer.	Attendance of pupils in receipt of PP funding is lower than that of other pupils. Up to the point of lockdown in March, 31.0% of disadvantaged pupils were persistent absentees (non -disadvantaged persistent absentees 18.9%) Highest group of persistent absentees is disadvantaged boys (27.2%) Evidence from 2019/20 shows positive impact of current attendance procedures.	Attendance leads to follow set procedures for non-attendance. Work closely with LA Attendance Team. Pupil voice to show that the Attendance assemblies are having an impact on attitudes towards coming to school.	Attendance Coordinators Office staff	Every term. Attendance report presented to Head Teacher and Governors.

<p>Vulnerable parents to engage in parenting courses to support behaviour and routines to impact children's emotional well-being and boundaries</p> <p>Disadvantaged children are able to access educational visits/visitors/After school clubs. Wider experiences support and promote an interest in learning and provide experiences that they may not access outside of school. Enrichments impact on attainment and progress of pupil premium children in both core and foundation subjects, to narrow the gap with national for Reading, Writing and Maths.</p> <p>Disadvantaged pupils in Y6 supported in cost of London visit. (depending on COVID19)</p>	<p>Rewards and incentives linked to attendance</p> <p>Magic breakfast club</p> <p>Out of hours provision to support parents in getting their child to school</p> <p>Triple P Parenting Programme.</p> <p>Subsidised experiences and travel expenses.</p>	<p>Magic Breakfast Club 2019/20 reduced the number of disadvantaged pupils arriving late to school. Education Endowment Foundation found Breakfast clubs that provide additional support to learning and offer pupils a free and nutritious meal before school, can boost their reading, writing and maths results</p> <p>An increase in vulnerable families has been seen over the past two years with SLT dealing with a lot of families needing basic parenting advice and emotional support.</p> <p>Cross trust moderation supports the valued contribution that enhanced experiences have on the outcomes for children.</p>	<p>Data collected to ensure that children continue to have bagels in morning. Children arriving on time to school monitored through class registers. Monitored through analysis of the numbers of children who have bagels every morning. Office staff to monitor attendance rates of these children.</p> <p>DSLs to monitor families involved and the impact on the child emotionally and academically</p> <p>In school scrutinies and cross trust moderation of outcomes for pupil premium children.</p>	<p>Office</p> <p>Attendance coordinator/ office staff.</p> <p>DSLs Inclusion Lead</p> <p>TLRs/DH /Curriculum leads</p>	<p>Half termly review of impact of providing breakfast.</p> <p>Every month/term</p> <p>Reviewed at end of 6 week programme.</p> <p>Every half term</p>
<p style="text-align: right;">Total budgeted cost: Attendance monitoring: £3,500 Attendance rewards/incentives: £1,500 Magic Breakfast staffing: £1,400 Out of Hours Provision: £500 Triple P programme: £790 Subsidised transport and visits/visitors: £4,850</p>					
<p>Total budgeted cost</p>					<p>Total £12,540</p>

Total spend	£112,225
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6. Review of expenditure				
Previous Academic Year				
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
<p>Children entitled to pupil premium in EYFS make good or better progress and perform as well as other children in achieving their early learning goals in speaking, listening, reading, writing and number.</p> <p>Improved basic skills for pupils in EYFS</p>	<p>Coastal and forest school to accelerate language skills across all areas of development.</p> <p>Additional TA in Reception to support with Coastal school.</p>	<p>Exit EYFS 2020</p> <p>2020: 6/20 (30%) were disadvantaged.</p> <p>Gap narrowed from % achieving GLD in 2019 (67%) to the % on track to achieve GLD in 2020 (78%) before March COVID lockdown</p>	<p>Parent workshops have supported parents with speaking and listening skills and how to support children with phonics at home.</p> <p>At the point of lockdown, 89% of disadvantaged children in Reception were on track to achieve ELG across Communications and Language, literacy and Maths showing the positive impact of coastal and forest school. Forest schools (2020-2021) to impact on speaking and listening in EYFS</p> <p>Continue with use of speaking and listening interventions for disadvantaged children.</p> <p>Use of outdoor areas to support talk – especially for disadvantaged boys</p>	<p>Coastal and forest school training, resources and staffing</p> <p>£12,000</p>

<p>Gap to continue to narrow for pupils achieving expected standard in Y1 phonics screening test.</p>	<p>Additional TAs to support small group interventions</p> <p>Decodable reading books</p> <p>RWI training</p> <p>Intervention programmes delivered in school and out of school hours by teachers and TAs. Increased TA support within school to ensure good or better pupil progress</p>	<p>Exit 2020 % of children on track to achieve expected level at phonics screening test before COVID lockdown: 5/6 (83%) NPP 11/14 (79%)</p> <p>Gap increased slightly from 2019 exit data (current gap -4%, 2019 gap -2%)</p> <p>All staff trained to deliver Read Write Inc Phonics scheme.</p>	<p>Continue with small groups to teach phonics. Review of phonics teaching and resources across school.</p> <p>Further catch up for Year 1 – first term to transition from Reception to Key Stage 1 curriculum due to covid19 curriculum.</p> <p>Additional interventions in Year 2 to teach all the phonemes that were not able to be taught in Year 1 due to pandemic and to prepare for Y2 screening in the Autumn term.</p>	<p>Increased TA staffing £46,000</p> <p>Decodable reading books £700</p> <p>Intervention staffing £18,900</p> <p>DHT interventions in KS1 £5,814</p>
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<p>Gap to narrow between pupils achieving expected standard in Key stage 1 and 2</p>	<p>Targeted interventions to support learning</p> <p>Ratio of staff to pupils. Interventions from teachers and teaching assistants</p>	<p>All children received specific individual support with core subject intervention sessions. This targeted provision enabled them to accelerate their progress further.</p> <p>Improved attitudes to learning through targeted interventions and small staff ratios, enabled PP make progress that they would have not made without interventions.</p> <p>On track to achieve ARE or above (before lockdown March 2020): EYFS – 78% of pupils on track to achieve GLD In Y1 – 83% of pupils on track to achieve the phonics assessment.</p> <p>Key Stage 1 2020 Increase in percentage of disadvantaged pupils on track (before lockdown March 2020) to achieve expected levels in</p> <p>Reading: 2019: 65%/ 2020: 71% (+6%)</p> <p>Writing: 2019: 65%/ 2020: 79% (+14%)</p> <p>Maths. 2019: 76%/ 2020: 79% (+3%)</p> <p>End of KS2 results: Increase in the percentage of disadvantaged pupils on track (before lockdown March 2020) to achieve expected levels in Reading and Maths.</p> <p>Reading: 2019: 47%/ 2020: 60% (+13%) Writing 2019: 68% 2020: 60% (-8%) Maths 2019: 58% 2020: 60% (+2%)</p>	<p>Support impacted on disadvantaged pupil progress and therefore this will be a strategy that will continue in 2020/2021</p> <p>Continue to use funding to lower the ratio of pupils to staff and to provide quality interventions within the lesson and out of school hours.</p> <p>Provide targeted interventions from highly skilled HLTA in Year 1 and 2 in order for disadvantaged pupils to make good or better progress. HLTA to continue in Years 1 and 2 in Autumn term.</p> <p>Continue to provide targeted interventions for KS2. Teaching assistants support class teachers with Quality First Teaching.</p>	<p>Intervention staffing included in the above costings</p> <p>HLTA interventions £6,250</p>
<p>ii. Targeted support</p>				

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)	
Gap narrows between disadvantaged and non-disadvantaged on exiting KS2	<p>HLTA to deliver daily intervention programmes devised as a result of high quality data analysis</p> <p>Breakfast and after school clubs, homework clubs, booster groups,</p>	<p>Exit KS2 2020 (before March COVID lockdown) Higher % disadvantaged on track to achieve Combined level, Reading and Maths at the beginning of the pandemic.</p> <p>Combined: 2019: 42% 2020:60%</p> <p>Reading: 2019: 47% 2020: 60%</p> <p>Writing: 2019: 68% 2020: 60%</p> <p>Maths: 2019: 58% 2020: 60%</p>	<p>Gap narrowed in 2020 between school and National for disadvantaged pupils on track to achieve expected level for combined and Reading and Maths. HLTA was able to deliver Quality First Teaching and intervene in on the spot interventions meaning that gaps in learning were quickly addressed.</p> <p>2020/21 Experienced HLTA to teach in Year 6 from Spring term. Teaching assistants to deliver targeted interventions and support in KS2 to narrow the gaps between disadvantaged and non-disadvantaged pupils and narrow the gap between school and national. Continue with Booster groups and homework clubs in 2020-2021</p>	<p>HLTA interventions £6250 Additional staffing in Y6 (Breakfast and after school booster sessions £1320</p> <p>Computer licencing £2,400</p>
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)	

<p>Low self-esteem and confidence addressed.</p> <p>Support for children and families through the coronavirus pandemic.</p>	<p>Nurture groups</p> <p>Support groups</p> <p>Weekly welfare calls to vulnerable families.</p>	<p>Pupil questionnaires identify that children taking part in groups have improved resilience and strategies for coping with difficulties.</p> <p>Vulnerable families to be supported emotionally through lockdown.</p>	<p>Children and parents commented positively on impact of nurture groups. Reduction in the number of children referred to CAHMS.</p> <p>To continue with Nurture groups, extending to KS1</p> <p>Vulnerable families said that they felt supported in lockdown as a result of weekly welfare calls. Continue to make calls to families during any further lockdowns.</p> <p>All staff to be trained to support pupils to ensure that they are emotionally and mentally healthy. Mental health lead to attend mental health and wellbeing Cluster groups and training to support staff and lead CPD.</p>	<p>Kidscape training and staffing, Nurture intervention</p> <p>Mental health and wellbeing CPD and resources</p> <p>£2900</p>
<p>Increased attendance rates</p>	<p>Monitoring of attendance and lateness. Procedures to address attendance immediately.</p> <p>Magic breakfast club</p>	<p>Attendance of disadvantaged pupils had increased by the end of the Autumn term</p> <p>2018/19: 93.6% 2020 (end of Autumn term) 94.1%</p> <p>Up to the point of lockdown in March, 31.0% of disadvantaged pupils were persistent absentees (non-disadvantaged persistent absentees 18.9%)</p> <p>Highest group of persistent absentees is disadvantaged boys (27.2%)</p>	<p>Monitoring and procedures successful in reducing the number of children late to school and the number of children absent. Corona virus absences have had an impact on the attendance last year.</p> <p>Attendance staff to continually monitor attendance this year in line with government guidance regarding isolation. Reduction in the number of children arriving late to school. All children start the day having had breakfast.</p>	<p>Attendance monitoring and rewards/incentives</p> <p>£4,622</p> <p>Magic breakfast club staffing</p>
<p>Vulnerable parents to engage in parenting courses to support behaviour and routines to impact on children's emotional well-being and boundaries.</p>	<p>Triple P parenting programme</p>	<p>All children to have breakfast before they begin school.</p> <p>3 parents attended the Triple P programme</p>	<p>Parents who attended course commented on improvements in relationships with children at home and confidence in ensuring that boundaries are set within the home/environment.</p> <p>Reduction in number of referrals to CAHMS.</p>	<p>£1,400</p> <p>Triple P training and delivery</p> <p>£790</p>
<p>Disadvantaged children to access educational visits/visitors and after school clubs. Wider experiences support and promote an interest in</p>	<p>Subsidised experiences and travel expenses</p>	<p>Disadvantaged pupils across school have accessed visits up until March. These have enriched their life experiences and provided opportunities that they may not have access to outside of school.</p>	<p>No pupils were disadvantaged through lack of financial support at home. All pupils were able to access visits and visitors. These enrichment activities supported aspects of the curriculum including English, History, Science, Geography, PE, Art and PSHE.</p>	<p>Subsidised visits/visitors/after school clubs</p> <p>£2000</p>

Total spend 2019-2020: £111,346