

Longlands Primary Pupil Premium Strategy 2019-2020

| 1. Summary information | | | | | |
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| School | Longlands Primary School | | | | |
| Academic Year | 2019/20 | Total PP budget | £100320 | Date of most recent PP Review | |
| Total number of pupils | 192 | Number of pupils eligible for PP | 76 | Date for next internal review of this strategy | December 2019 |

| Attainment for: 2018/2019 | ALL | Pupils eligible for PP | OP | Gap | Nat DP |
|----------------------------------------------------------------------|------|------------------------|------|------|--------|
| % achieving expected standard or above in reading, writing and maths | 68.9 | 71.4 | 70.5 | +1.4 | 64.8 |
| % achieving expected standard or above in reading | 75.6 | 76.2 | 77.8 | -1.5 | 61.9 |
| % achieving expected standard or above in writing | 77.8 | 90.5 | 82.9 | +7.6 | 67.7 |
| % achieving expected standard or above in maths | 82.2 | 76.2 | 83.4 | -7.2 | 67.2 |
| % achieving expected standard or above in GPS | 84.4 | 90.5 | 82.5 | +5 | 67.3 |

| 1. Barriers to future attainment (for pupils eligible for Pupil Premium funding, including high ability) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A | Disadvantaged pupils' limited general spoken vocabulary and experience of quality reading materials has an impact on reading fluency and comprehension, both orally and when using formal written modes. |
| B | Disproportionate number of DP requiring speech and language input / therapies in EYFS and Y1 classes that impacts on phonics acquisition and early reading and writing. |
| C | Gap in attainment of boys in reading compared to girls in school and boys nationally which impacts disproportionately on boys in receipt of PP . |
| D | The portion of DP pupils achieving AHS in each of reading, writing and maths. |
| External barriers (issues which also require action outside school, such as low attendance rates) | |

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| 2. Desired outcomes | | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> | |
| A. | Improve the accuracy and fluency of children's oral communication. | DP in EYFS meet their flight path progress target each half term for CLL / R & W | |
| | 74% of PP children achieving GLD in CLL. | 74 % achieve a Good Level of Development (GLD). | |
| | 100% of PP children involved in interventions make at least 50% improvement on their original baseline scores. | Pupil Premium children identified in subsequent year groups for intervention will reach age related expectations according to the Talk Boost Criteria supporting progress in both reading and writing. | |
| B | 100% of PP children involved in S&L interventions make at least 50% improvement on their original Speech and Language baseline scores. | Proportion of PP children in requiring S&L intervention will reduce in EYFS 50% by the end of the summer term and no interventions will be required by the time pupils enter Y2. | |
| C | Focus on reducing the gap in reading between boys and girls (pilot running in Y3) with a specific focus on boys in receipt of PP. | Using the RADY approach, set accelerated progress targets in reading in order to reduce the gap between boys and girls in school and boys nationally. | |
| D | A higher percentage of DP pupils achieve a higher standard in each of reading, writing and maths by the end of KS1 and KS2 | Set accelerated progress targets for DP pupils in each of reading, writing and maths so that by the end of KS1 and KS1 a higher proportion of DP achieve the higher standard. | |
| E | Continue to improve parental engagement of parents of Pupil Premium children. Increase the proportion of PP parents involved in positive engagement activities with the school. | 90% of parents of children in receipt of PP attend the Parents In Partnership Programme 50% of parents of PP children take up family learning sessions 100% PP engaged with in Parents Evenings (or | |

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| | | phone conversation) 75% of parents of children in receipt of PP engage in the Y3 reading pilot project. | |
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Rationale

DP pupils make up over half the pupils that attend the school. The school strategy is sharply focused is placed on raising the attainment and progress of all key groups in school.

There is a trend of rising improvement in both the progress and attainment of DP throughout school.

DP in KS1 do well and on average for both reading and writing achieve 20% + higher than DP nationally in 2019. In maths however, DP performed 10% below the national average for 2019.

DP combined percentage is 2.8 % below that of national DP and 17.8 % below national All.

DP outperformed national DP in all subjects for both achievement at the expected standard and greater depth with the exception of GD writing. DP outperformed All pupils not disadvantaged in each of reading, writing and GPS.

In addition, the strategy recognises the importance of meeting the specific needs of DP and removing barriers to their progress at school. Therefore, the strategy also includes a number of bespoke projects targeted at removing the identified barriers to their future attainment.

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| Academic year | 2017/18 | | | | |
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| Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | Success Criteria | Actions and Implementation | Staff lead | When and how will you review implementation? |
| A Continue to improve the accuracy and fluency of children's oral communication. | 10 week Talk Boost interventions for identified DP in Y1 / EYFS | Pupils' spoken vocabulary will be extended. Pupil's skills of understanding, organising and using language will improve. Pupil's Learning Behaviours relating to language use will improve. | Baseline pupils in Y1 using the Talk Boost assessment in September 2019. Implement 2 groups Autumn Term / Spring Term Baseline all pupils in EYFS December 2019 Run interventions January 2019 / April 2019 | JG | Review 1 st Intervention group – December 2019 to ascertain progress measures. Review April 2020 for EYFS |
| | | | | Talk Boost Interventions | (12.50 x 3 x 4 x 20) |
| | | | | Total budgeted cost | £3000 |

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| | Chosen action/approach | Success Criteria | Actions and Implementation | Staff lead | When and how will you review implementation? |
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| B Provide early speech and language intervention and therapies in order to improve speech production, phonics and early reading and writing. | Pupils will receive daily speech and language interventions with staff qualified in the Elklan Speech and Language Support approach | 100% of pupils identified as having speech and language difficulties in EYFS will achieve GLD in Communication, Language and Literacy Pupils in Y1 who did not achieve GLD for reading and writing in EYFS will pass the Phonics Screening Check at the end of Y1 | EYFS and Y1 teachers and all TAs trained in Elklan Speech and Language support. Purchase GL WellComm Speech and Language Test Carry out a baseline assessment of highlighted pupils using GL WellComm. Re test termly. | JG | Baseline September Retest in December Retest in April and June 2020 DP pupils |
| Elklan Training Staff cost for cover | | | | | £ 630 £ 25 x 10 x 3 £ 750 £ 12.50 x 12 x 48 £7200 |
| GL WellComm Assessment | | | | | £ 400 |
| Total budgeted cost | | | | | £8900 |
| C Focus on reducing the gap between boys and girls in reading in each cohort with a particular focus on boys in receipt of PP | Engender an ethos of enjoyment of reading | Boys will read with more frequency and engagement | Provide regular 'Reading the Game ' opportunities for targeted PP pupils and their parents | GH | Autumn 2 Spring 2 Summer 2 |

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| | | | <p>Purchase reading material on sports, wildlife areas, fruit and vegetables, animals etc.</p> <p>Create a Reading Garden in the allotment area as an extension of the library where pupils can go to read at break and lunch times.</p> <p>After school book club for identified pupils</p> | <p>GH</p> <p>ZC/ GH</p> <p>ZC</p> | <p>Autumn 1 2019</p> <p>Autumn 2</p> |
| | Further strengthen modelled and paired reading approaches with the focus on reading aloud, increasing confidence, stamina, understanding and fluency. | <p>Pupils comprehension will be aided by hearing text modelled and read allowed by an adult.</p> <p>Pupils will read the text several times to help improve stamina, confidence, fluency and deepen understanding</p> | <p>Staff review of paired reading approaches</p> <p>Monitoring of reading approaches and reading data.</p> | <p>ZC/LH/SD</p> <p>ZC/LH/SD</p> | <p>Autumn 1</p> <p>Spring 2</p> |
| | Roll out Y3 Reading Domains Pilot in Y4 5 and 6 | <p>Pupils will become increasingly adept at analysing what skills the various types of reading comprehension questions require and will be able to answer written questions with a great degree of accuracy.</p> | <p>Staff training on Reading Domains and how reading pilot was carried out</p> | <p>ZC/CR/LH</p> | <p>September 2019</p> |
| | Roll out RWI strategies in Y1 | <p>The Teaching of phonics, reading and writing will</p> | <p>Train Y1 teacher in RWI approach</p> <p>Co-coach Y1 teacher (first term)</p> | <p>ZC</p> | <p>September 2019</p> |

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| | | mirror that of EYFS in order for pupils for smooth transition and seamless teaching and learning | | | |
| | Use intervention programmes that will raise the interest levels, confidence and attainment of DP LA particularly boys | LA DP pupils not meeting ARE will be more confident and motivated to read. Pupils will make at least 4 steps progress in their reading in order to reduce differences in their attainment RA will show accelerated improvement at each data drop | Implement the reading intervention scheme Project X Code. Base line – intervention therapy and then re-test. | | Analyse progress based on baseline and retest scores at 6 weekly intervals during Pupil Progress Meetings (PPM). Flight path milestones achieved or accelerated monitored at scheduled data drops 3 termly reading tests. Analysis of performance on 2 and 3 point questions. RA data drop See Intervention Impact Reports |
| | Improve phonological awareness and acquisition | 85% of PP children will achieve the expected standard in the Year 1 phonics test. Of the Year 2 PP children who did not achieve the expected standard in Y1 phonics test 67 % will achieve the expected standard at Year 2 (Only 3 pupils in Y1 who did not pass) | Refresh and re-train staff in the delivery of the RWI phonics programme Train all staff and TAs in Precision Teaching in order to improve phonic acquisition and retention | ZC | Track phonic scores 6 x a year Precision Teaching for identified pupils to be taught for 15mins 5 x a week and each daily test plotted and recorded to ensure progress in phonological acquisition and retention of phonic knowledge. |
| | Use Beanstalk Reading volunteers to work with pupils who receive little | Of the 9 children selected, each will make 3 points progress over the year. | Identify 9 DP children from KS2 who with regular reading support will make the required progress. Read 2x a week for ½ an hour with the | LH | Track progress scores in reading throughout the year. Track progress through the Beanstalk Journal. |

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| | external support to increase reading opportunities, confidence, enjoyment and progress. | | same volunteer. | | Track through RA scores |
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| | Reading the Game | Staff Time | £25 x 3 | £75 |
| | Purchase texts for Reading Garden | Highlighted Texts | | £1000 |
| | Create Reading Garden for reading at playtime and lunchtime | | | £1000 |
| | Beanstalk Readers £214 per year per child | | £214 x 9 = | £1926 |
| | Reading Intervention Code Readers | | £ 12.50 X 2 x 40 x 3 | £3000 |
| | Reading Domains Training | Interventions | £25 x 10 x 6 | £1500 |
| | RWI Training & Advisors time | Cost | | £1000 |
| | Co-coaching RWI | Cost | (25 x 5 x 14) | £1750 |
| | CPD improving reading environments and enhancing the reading curriculum | Staff Time | £25 x 10 x 3 | £750 |
| | | Total Budgeted Cost | | £11,100 |

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| Desired outcome | Chosen action/approach | Success Criteria | Actions and Implementation | Staff lead | When and how will you review implementation? |
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| D A higher percentage of DP pupils achieve a higher standard in each of reading, writing and maths by the end of KS1 and KS2 | READING (See C above) | | | | |
| | MATHS Rigorous daily teaching of number bonds and multiplication tables and how to apply them to reasoning and problem solving activities. | DP fluency and arithmetic skills will improve. Pupils will apply taught elements to problem solving and reasoning tasks. | All staff to plan in a daily fluency lesson where explicit links are made to how pupils can apply the taught elements when tackling problems and reasoning challenges. | SM | Staff Training September 2019 |
| | Focused work on gap analysis with Maths Advisor (particularly with DP pupils who a falling behind) to inform next step teaching and interventions. | Pupils identified as 'falling behind' will make accelerated progress. | Maths Advisor to work with EYFS Y2 and Y6 teachers to identify gaps in maths attainment for DP and plan targeted interventions to improve progress. | CH | October 2019 February 2020 April 2020 |
| | | | Maths monitoring by Maths Advisor and SLT in order to identify next steps in teaching and learning for mastery. | SM/ ZC/ CH | Feb 2020 |
| | | | Teaching for Mastery Work Group (Second Year) Y4 Maths lead to work in triads to cascade training and support and develop other staff to deliver the small steps to mastery programme. | | See timetable March 2018 |
| | Gaps in learning will be addressed in all year groups. | All staff implement the NCETM Teaching for Mastery curriculum. | CTs | Staff Training | |

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| | | | | | Staff Training | £25 x 10 x 3 | £750 |
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| | | | | | Staff Training | £25 x 10 x 3 | £750 |
| | | | | | Maths Advisor | £350 x 13 | £4550 |
| | | | | | Total Budget | | £6050 |
| E Improve parental engagement of parents of Pupil Premium children. | Research Pilot Y3 Significantly raise the engagement and extent to which Y3 boys read in order to close the gender gap. | | Initial reading frequency survey Invite all parents of boys in Year 3 to a meeting to explain the pilot. Parental Survey – Sibling mapping to find out hobbies and interests of the families. Run events to encourage dads to attend school events <ul style="list-style-type: none"> ○ Lads and dads football- time to share football programmes and football annuals ○ Forest School – sharing books of choice around the camp fire ○ | | | | |
| | Parents of EYFS pupils invited in weekly to share a best piece of work with their child. Parents of EYFS and KS1 pupils invited to attend weekly Drop Everything And Read sessions | An increasing number of parents attend subsequent sessions. Feedback from parents indicates that sessions are helpful in supporting their children’s learning and progress at school. | Parents observe a teacher-led session, work alongside their child on related activities and have the opportunity to attend an informal discussion session after the workshop. | NL | Monitor attendance at each workshop. Attitudinal survey about parental experience and what they might like to see in future workshops. | | |

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| | Develop a system for monitoring homework completion and recording the proportion of pupils in class completing homework | 75% of parents of DP pupils increasing attend Open Afternoons. | Contact personally all parents who do not return reply slips. Publish programme of events beforehand. Arrange special 1-1 appointments for those who can't attend. Structured Conversations with HT to meet with parents of pupils who do not complete homework to discuss ways forward. | ZC | Monitor proportional attendance of DP parents throughout the year. |
| | Each class in KS1 and KS2 to hold termly open classroom events where parents work in partnership with their child (Bacon Butty Mornings, Come and see my best work days. | 75% of parents of DP pupils attend Open Afternoons. Autumn Term 80% - Spring Term 85%- Summer Term | As above | | December 2018 March 2019 July 2019 |
| | Run a 10 week Solihull Approach to Parenting group September 2018 - March 2019 | A higher proportion of parents of DP attend the group. (As above) | Target parents of PP in Reception who expressed an interest during the induction meeting in July. Open the group out to other parents | SW | Baseline survey in September 2018 and re-survey in March 2019 |
| | Offer parents alternative Parents' Evening Times / phone consultations | All parents will receive information about their child's progress and attainment via face to face meetings / phone consultations. | Employ rigorous expectations and procedures around attendance at parents' meetings. | ZC | Monitor attendance at parents evening from Nov 2017- Nov 2018 and from Oct 2018 – February 2019 |
| | Home visits to all families of new starters | Foster good relationships with parents prior to entry into school | EYFS Teacher and pastoral lead to visit child in their familiar environment. | NL/ SW | Monitor % uptake yearly. |

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| | Employ a Family Support Worker 0.5 | Engage 'hard to reach' families and work with families in need. | | ZC | |
| | | | | Family Support Worker Pilot Project Solihull Sessions Solihull Update Training Home Visits Total budgeted cost | £7500 £3000 £12 x 30 x 2 = £720 £250 £37 x 16 = £592 £12065 |
| Ongoing Approaches | | | | | |
| Breakfast Clubs | Breakfast Club for DP | Ensure basic, social and emotional needs are met | | Staff Cost Resources | £3700 £1000 |
| After School Club | Wrap around care | Subsidised provision for DP | | Staff Cost | 25 x 3 x 5 x 39 = £14,600 |
| | | | | Total budgeted cost | £18400 |
| Provide 'on the day' interventions | Implement 'on the day' Interventions for groups and individual pupils (all classes) to ensure that all pupils (particularly DP) have mastered the key knowledge, skills & understanding at the end of each day's teaching. | Pupils will close gaps in learning and master key knowledge, skills and understanding on the day. All teaching, learning and assessment to be judged at least good with 40% achieving an outstanding judgement From their different starting points disadvantaged pupils are making at least expected progress and 30% making more than expected | Implementation of daily in-class intervention, 1-1 and groups Level 3 TAs in all classes in pm (2 hours per afternoon @ £10 x8 classes /staff x5 days x44 weeks) | ZC | What impact have interventions had (Analysis of baseline and final assessment outcomes) Are gaps between DP and other closing both in school and nationally? |

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| | | progress. Disadvantaged pupils' attainment will be in line with the achievement of other pupils both in school and nationally. | | | |
| | | | | Interventions | £12.50 x 6 x 8 x 30 (TAs) = £18000 £37 x 1 x 8 x 30(Ts) = £5,550 |
| | | | | Total budgeted cost | £23500 |
| To provide an enriched curriculum | Introduce Relax Kids | Pupils mental health and well - being will improve | Staff meeting by a consultant to explain theory and demonstrate techniques for us in the classroom 6 week targeted Intervention with 8 pupils each term | Sarah Manning SM | Impact measured by pupil baseline survey to end-line measure. Dec, Feb, May |
| Create Eco Area and Allotment | Allow pupils to develop a wider skill set and improve confidence / wellbeing | Pupils mental health and well - being will improve | Pupils will be given access to the Eco area and allotment during planned lessons but also at play, lunch and after school hours | GH | Survey as above |
| Increase the number of visits and visitors | To ensure that pupils have memorable learning experiences | Pupils will have access to an enriched range of learning experiences from which to draw upon. Pupils' vocabulary will be extended. | All pupils will visit a place of worship on an annual basis All pupils will have the opportunity to perform at a theatre and watch a theatre production. All pupils will visit a cinema All pupils will be involved in dance workshops All pupils will have access to an author | SM | What impact does this have on enabling pupils to understand the context of their theme? Do the real life experiences impact on pupil's ability to produce coherent pieces of writing? |
| Music Specialist to enhance curriculum provision and | To allow pupils to develop musical skills and self | Pupils will have access to music lessons from a specialist and opportunities | All pupils will access a good quality music curriculum and have opportunities to explore talents in music and performing | GAB | Impact measured by tracking attainment in music |

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| opportunities | confidence | to learn to play instruments and perform in concerts and choirs | | | Tracking number of DP pupils playing an instrument and performing in choir/ shows |
| Outdoor Adventure (Arthog outreach) | To develop pupils' collaborative learning experiences; including problem solving, discussion and reflective thinking skills | Pupils will practise their collaborative skills in a variety of contexts Pupils will have the opportunity to exercise problem solving skills. | Subsidised Arthog outreach places for all pupils to support their learning linked to the class theme Subsidise transport for outdoor education and visits | ZC | Pupil conferencing What impact does the experience of Arthog Outreach have on the quality of outcomes for pupils? What do pupils say about Arthog outreach? What impact do they think it has on their learning? |
| Subsidise trips to enable access to DP pupils | To increase the frequency of real context learning experiences | Pupils will have access to more concrete experiences with which to base their learning upon. | All pupils will have at least 4 visits per year to enrich the chosen curriculum area Pupils will attend a variety of sporting events and competitions. | ZC | What impact does this have on enabling pupils to understand the context of their theme? Do the real life experiences impact on pupil's ability to produce coherent pieces of writing? |
| DP access more extra-curricular activities and clubs | Subsidise sports and after school clubs for DP Sports Holiday Club | Increase the opportunities for DP to access the wider curriculum | All DP will access at least one club or A/S activity. | LH / ZC | Compare % of DP pupils attending clubs against 2018 figure. |
| Spare School Uniform and shoes Subsidise uniform when necessary | Provide spare uniform for each year group | DP have correct uniform at all times | All DP access to uniform | ZC | |

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| Subsidise PE kit to enable all pupils to participate in PE / sports activities | Provide spare PE kit in each phase | DP access PE on all occasions | All children have the opportunity to participate in PE at all times | LH /GH | All DP pupils will do 2 hours of PE a week and participate in school sports competitions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | <table> <tr> <td>Relax Kids</td> <td></td> <td>£2000</td> </tr> <tr> <td>Eco Garden</td> <td></td> <td>£5000</td> </tr> <tr> <td>Arthog</td> <td></td> <td></td> </tr> <tr> <td>Latches Wood</td> <td>£300 x 6 x 7 =</td> <td>£12600</td> </tr> <tr> <td>Specialist Music Teacher</td> <td></td> <td>£3000</td> </tr> <tr> <td>Clubs</td> <td>£31 x 60 =</td> <td>£1860</td> </tr> <tr> <td>Holiday club</td> <td>£ 108 x 39</td> <td>£4200</td> </tr> <tr> <td>PE Kits</td> <td>£2.50 x 3 x 103 =</td> <td>£772</td> </tr> <tr> <td>School uniform</td> <td>£5 x 60 x 2 =</td> <td>£600</td> </tr> <tr> <td>Total Budgeted Cost</td> <td>£5 x 103 =</td> <td>£515</td> </tr> <tr> <td></td> <td>£10 x 103</td> <td>£1030</td> </tr> <tr> <td></td> <td></td> <td>£31589</td> </tr> </table> | Relax Kids | | £2000 | Eco Garden | | £5000 | Arthog | | | Latches Wood | £300 x 6 x 7 = | £12600 | Specialist Music Teacher | | £3000 | Clubs | £31 x 60 = | £1860 | Holiday club | £ 108 x 39 | £4200 | PE Kits | £2.50 x 3 x 103 = | £772 | School uniform | £5 x 60 x 2 = | £600 | Total Budgeted Cost | £5 x 103 = | £515 | | £10 x 103 | £1030 | | | £31589 |
| Relax Kids | | £2000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eco Garden | | £5000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Arthog | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latches Wood | £300 x 6 x 7 = | £12600 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Specialist Music Teacher | | £3000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Clubs | £31 x 60 = | £1860 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Holiday club | £ 108 x 39 | £4200 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PE Kits | £2.50 x 3 x 103 = | £772 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School uniform | £5 x 60 x 2 = | £600 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Budgeted Cost | £5 x 103 = | £515 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | £10 x 103 | £1030 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | £31589 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Pupil Premium Funding | 100320 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Total projected expenditure | £91604 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

The remaining £ 8716 will be allocated to resource/ training needs that are identified during the year as a response to the school's ongoing moderation schedule.