



## Pupil Premium Strategy Statement: Leftwich Community Primary School

1. Summary Information					
<b>School</b>	Leftwich Community Primary School				
<b>Academic Year</b>	2016/2017	<b>Total PP budget</b>	102,960	<b>Date of most recent PP review</b>	Sept 2016
<b>Total Number of Pupils</b>	201	<b>Number of pupils eligible for PP</b>	67/ 201 33%	<b>Date for next internal review of this strategy</b>	July 2017

2. Current Attainment					
<b>End of KS1 Assessment Data 2016</b>					
Context: There were 6 out of 29 children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 0 % were SEN children.					
		<b>Pupil Premium children</b>	<b>Non-SEN Pupil Premium children</b>	<b>All pupils</b>	<b>National Average 2016</b>
<b>Reading</b>	Average Scaled Score			<b>105</b>	
	% reaching expected standard	<b>83%</b>	<b>83%</b>	<b>82%</b>	<b>85%</b>
<b>Writing</b>	Average Scaled Score			-	
	% reaching expected standard	<b>67%</b>	<b>67%</b>	<b>75%</b>	<b>82%</b>
<b>Mathematics</b>	Average Scaled Score			<b>108</b>	
	% reaching expected standard	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>86%</b>

<b>End of KS2 Assessment Data 2016</b>					
Context: There were 11 out of 29 children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 2 (18%) were SEN children.					
		<b>Pupil Premium children</b>	<b>Non-SEN Pupil Premium children</b>	<b>All pupils</b>	<b>National Average 2016</b>
<b>Reading</b>	Average Scaled Score	<b>101.3</b>	<b>104.7</b>	<b>101.7</b>	<b>102.6</b>
	% reaching expected standard	<b>82%</b>	<b>100%</b>	<b>76%</b>	<b>66%</b>
<b>Writing</b>	Average Scaled Score	<b>95.3</b>	<b>99</b>	<b>102.79</b>	<b>-</b>
	% reaching expected standard	<b>55%</b>	<b>67%</b>	<b>66%</b>	<b>74%</b>
<b>Mathematics</b>	Average Scaled Score	<b>103.5</b>	<b>105.1</b>	<b>102.3</b>	<b>103.0</b>
	% reaching expected standard	<b>73%</b>	<b>89%</b>	<b>72%</b>	<b>70%</b>
<b>SPAG</b>	Average Scaled Score	<b>104.2</b>	<b>105.8</b>	<b>103.2</b>	<b>104.0</b>
	% reaching expected standard	<b>82%</b>	<b>100%</b>	<b>83%</b>	<b>72%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	9/22 (41%) pupils in EY/ Reception class are Pupil Premium. A large percentage of pupils arrive with poor expressive language skills.
<b>B.</b>	At the end of 2015-2016 overall the percentage of pupil premium pupils achieving ARE was 54.8% compared to 65% for other pupils. The difference, when analysing attainment and progress for individual subjects, is negligible. It is the 'subjects combined' where the difference is significant.
<b>C.</b>	20% pupil premium pupils in school are on the school's SEN register for reading, writing or maths.
<b>D.</b>	Entry data for pupils in Reception, year 1 and year 2 shows that a significant percentage (for example 50% of current year 1 children) were below age related expectations in Speaking. Similarly a significant percentage of pupils (for example 75% of current year 1 children) were below age related expectations in Understanding. This impacts on readiness for learning in all subject areas and is also identified as an on-going barrier as children move through key stages 1 and 2.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E</b>	Currently 34% of pupils eligible for the pupil premium also have additional needs within the family (Family support worker support/ Social Care

	support)	
<b>F</b>	A need to raise the aspirations of our children, in partnership with parents and carers, and encouraging support with homework/additional revision from parents and carers for a number of pupils eligible for the pupil premium, has an impact on their education and attitude towards learning.	
<b>G</b>	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached. (33% of school population is eligible for Pupil Premium Grant and currently 58% of these are in receipt of FSM)	
<b>H</b>	A need to address emotional needs of many pupils eligible for the pupil premium.	
<b>I</b>		
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A</b>	The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading and writing will increase in all year groups.	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• SPTO (School Pupil Tracker Online) to be kept up to date for all children</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings.</li> <li>• Interventions will be carried out when needed (by HLTA/ PP teacher employed to support pupils across school). These will be reviewed and evaluated and changed if children are not making progress.</li> </ul>
<b>B</b>	All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics (3 tracking points progress)	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• SPTO (School Pupil Tracker Online) to be kept up to date for all children</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings. Interventions will be carried out when needed (by HLTA/ PP teacher employed to support pupils across school). These will be reviewed and evaluated and changed if children are not making progress.</li> <li>• Senior Leaders, Family Support Worker, Teachers working in partnership with parents.</li> <li>• High expectations from all within school</li> <li>• Attitude towards learning will be supported through our creative curriculum.</li> </ul>
<b>C</b>	Pupil Premium pupils in the Early Years will make the same rate of progress as other pupils in the class, and accelerated progress in Speaking and Understanding for those children whose baseline was below that of the expected level.	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• SPTO (School Pupil Tracker Online) to be kept up to date for all children</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings.</li> <li>• Two Teaching Assistants in the classroom to support.</li> </ul>

<p><b>D</b></p>	<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in writing will increase in all year groups.</p>	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• SPTO (School Pupil Tracker Online) to be kept up to date for all children</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings. Interventions will be carried out when needed (by HLTA/ PP teacher employed to support pupils across school). These will be reviewed and evaluated and changed if children are not making progress.</li> <li>• Senior Leaders, Family Support Worker, Teachers working in partnership with parents.</li> </ul>
<p><b>E</b></p>	<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<ul style="list-style-type: none"> <li>• Increase the amount of families who engage with school as an early intervention to improve parenting through 1:1 work with the school's Family Support Worker</li> <li>• Families will be supported at TAF, reducing the need for engagement with safeguarding and CP teams</li> </ul>
<p><b>F</b></p>	<p>Families who are eligible for the pupil premium will be supported to enhance aspirations.</p>	<ul style="list-style-type: none"> <li>• Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations.</li> <li>• Signpost to courses, training and work placements</li> <li>• Family support and parenting training</li> <li>• All children will be given £50 worth of school uniform to ensure they are dressed appropriately for school in clothes that fit well and that are in good condition.</li> </ul>
<p><b>G</b></p>	<p>More able disadvantaged children will make the same levels of progress as not disadvantaged more able children- by July 2017.</p>	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• SPTO (School Pupil Tracker Online) to be kept up to date for all children</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings. Interventions will be carried out when needed (by HLTA/ PP teacher employed to support pupils across school). These will be reviewed and evaluated and changed if children are not making progress.</li> <li>• Senior Leaders, Family Support Worker, Teachers working in partnership with parents.</li> <li>• High expectations from all within school Attitude towards learning will be supported through our creative curriculum.</li> </ul>

		<ul style="list-style-type: none"> <li>Daily snack to be funded to ensure pupils are well fed and energised, ready to learn.</li> </ul>
<b>H</b>	All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	<ul style="list-style-type: none"> <li>Children will experience residential trips and educational visits.</li> <li>Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided where needed.</li> <li>Visits to towns, cities, music lessons, environmental experiences (the beach, forests etc) to be included in the curriculum.</li> </ul>

<b>5. Planned Expenditure</b>					
<b>Academic Year</b>		<b>2016-2017</b>			
<b>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.</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading and writing will increase in all year groups.	Employed PP teacher for KS2 to work with PP children in small groups across all classes. HLTA to work with PP pupils in KS1, focused small group work and 1:1. Additional midday support (2 extra midday assistants to cover lunchtime duty)	We want to ensure targeted support is in place for all PP pupils across the school. Previous experience of this approach has evidenced that being taught in smaller groups enables pupils to receive increased feedback which research indicates has a positive impact on pupils' learning and progress. This is evidenced in our in school data.	Monitoring through regular meetings between PP teacher / HLTA and class teachers. Termly pupil progress meetings and termly analysis of pupil assessment data.	C Harrison (HT) L Guy (HT/DHT) H Scott (Senior Teacher)	End Summer Term 2017

		The additional midday assistant will ensure good behaviour and readiness to learn.			
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in writing will increase in all year groups.	Whole school approach to writing (following year long project with the Literacy Company) embedded. PP teacher to work with focused small groups to improve writing across Key Stage 2. HLTA to work with focused small groups to improve writing across Key Stage 1. Both supported by, and in parallel with the class teachers. All classes have a teaching assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through follow up activities, review time or delivery of a	Evidence from assessment data and monitoring shows that the Writing Project which school undertook during the previous academic year has had a significant, positive impact on progress and attainment in writing across the school, particularly with more vulnerable and low achieving pupils. This approach is now embedded. Previous experience within school indicates that a positive impact has been seen on pupil progress where the class teacher and teaching assistant have developed an effective working relationship.	Monitoring through learning walks, book scrutiny, scrutiny of planning, discussions with pupils and termly pupil progress meetings and analysis. Feedback from interventions.	C Harrison (HT) L Guy (HT/DHT/SENCO) H Scott (Senior Teacher)	On-going monitoring with a review of progress taking place termly and a review of impact taking place at the end of the curriculum year 2017.

	structured intervention.				
<b>Total budgeted cost</b>					<b>39,500</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.	Provide additional teaching provision for some children with SEN and TA support in every class to ensure progress. Also, additional teaching assistant interventions, and one-to-one support in reading and writing with dyslexia specialist teacher.	Additional teaching and learning opportunities from teachers and teaching assistants demonstrate a moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used (Toe-by-Toe, Power of 2 etc) Evidence shows that a significant impact on progress is made by those who work with the dyslexia specialist teacher.	Assessment before and following all interventions. Monitoring by class teachers who will have regular feedback from teaching assistants and specialist dyslexia teacher. Pupil attainment and progress will be monitored termly.	L Guy (DHT/ SENCO)	On-going monitoring and review of interventions and support offered. At the end of each term, if concerns about progress are identified, provision will be reviewed.
Pupil Premium pupils in the Early Years will make the same rate of progress as other pupils in the class, and accelerated progress in Speaking and Understanding.	Additional TA in Reception class. Early intervention targeting speech and language and understanding in Reception. S&L therapist to work alongside additional teaching assistant to	Rationale is based around data that proves a significant percentage of our EY disadvantaged pupils enter Reception below expectations in Speaking and Understanding. It is our experience that targeted approaches towards	Baseline assessment followed by regular assessments before and following interventions. Monitoring through learning walks, scrutiny of work and learning journeys and professional dialogue. Pupil progress meetings to monitor pupil progress and	C Harrison (HT) L Guy (HT/DHT/SENCO) K. Dutton (EY class teacher and Senior Teacher)	On-going monitoring of individual interventions, fully reviewed at the end of each term.

	ensure a programme for S&L is in place and regular assessment ensures progress. Additional teaching assistant also provides pupils with more opportunities to talk to an adult throughout the day.	communication and language demonstrate a positive impact in the EY, sometimes more considerably on children from disadvantaged backgrounds.	attainment. Regular meetings with S&L therapist.		
More able disadvantaged children will make the same levels of progress as not disadvantaged more able children- by July 2017.	Employed PP teacher for KS2 to work with PP children in small groups across all classes. HLTA to work with PP pupils in KS1, focused small group work and 1:1.	We want to ensure targeted support is in place for all PP pupils across the school. Previous experience of this approach has evidenced that being taught in smaller groups enables pupils to receive increased feedback which research indicates has a positive impact on pupils' learning and progress. This is evidenced in our in school data.	Monitoring through regular meetings between PP teacher / HLTA and class teachers. Termly pupil progress meetings and termly analysis of pupil assessment data.	C Harrison (HT) L Guy (HT/DHT) H Scott (Senior Teacher)	End Summer Term 2017
<b>Total budgeted cost</b>					<b>26,900</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The parental engagement of families will be increased through early	Utilise our Family Support Worker in an outreach role in order to support families	Research has demonstrated that children make good progress in school when	Timetable of sessions and nurture groups. Evaluation and reviews with senior leaders/ Safeguarding lead	L Guy (HT/DHT/SENCO) S Bain (FSW)	July 2017

<p>intervention, close working with all agencies and additional in-school support.</p>	<p>through early intervention by providing one-to-one and small group support and parenting advice. Offer therapeutic interventions, e.g. Play Therapy, which involves parents along with their children. FSW to maintain contact during school holidays to ensure continuity of support. £50 worth of school uniform to be provided for all PP children to support parents in providing physical needs of children.</p>	<p>they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their pers. Research shows that positive home school partnerships enhance the quality of learning for all.</p>	<p>and the FSW. Reviews with/ feedback from parents. My views completed with FSW.</p>		
<p>Families who are eligible for the pupil premium will be supported to enhance aspirations.</p>	<p>FSW signposting parents to training and supporting them with applications for jobs. FSW running courses such as 'healthy meals' and 'budgeting' to build parent confidence. FSW attending</p>	<p>Working effectively with parents enabling them to support their children's learning can be an effective way to raise aspirations in children and their parents. Parents who are engaged effectively in society are known to be more effective at raising</p>	<p>My views completed with FSW. Children's attitude to learning monitored through learning walks and pupil voice discussions and through regular discussions with class teachers. Termly progress meetings and analysis of data.</p>	<p>L Guy (HT/DHT/SENCO) C Harrison (HT) S Bain (FSW)</p>	<p>On-going review of support offered.</p>

	parents' evenings, being on the playground before and after school in order for parents to be able to approach her if there is a need.	aspirations and expectations with their own children, in turn enhancing progress and attainment.			
All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and extra-curricular sports activities.	Evidence has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities, helps to close the gap in learning and attainment.	Monitor engagement in activities and ensure funds are available for PP children. All school visits to be half the cost for children entitled to PP, private music tuition to be paid for by PP grant, extra-curricular clubs to be paid for or subsidised.	C Harrison (HT) L Guy (HT) D Rees (Bursar) S Bain (FSW)	On-going review of the impact of the initiatives implemented in school and a review of the up-take of extra-curricular activities/ music tuition etc.
<b>Total budgeted cost</b>					<b>31,700</b>

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
The percentage of pupils eligible for the	Employed PP teacher for KS2 to work with	Pupil Premium pupils and non-pupil premium pupils have made similar progress	The impact in key stage 1 has been greater than that in key stage 2. Withdrawal of	

<p>pupil premium reaching the expected standard and making expected or better progress in reading and writing will increase in all year groups.</p>	<p>PP children in small groups across all classes. HLTA to work with PP pupils in KS1, focused small group work and 1:1. Additional midday support (2 extra midday assistants to cover lunchtime duty)</p>	<p>in all subjects, with non PP making only very slightly better progress. However, data evidence shows that the greatest difference between the groups can be seen in Maths in specific year groups. This would indicate that additional support must be placed in these year groups for the following academic year, specifically in Year 6 for the PP pupils to make expected progress by the end of Key Stage 2.</p>	<p>individuals and small groups has had more impact than that of teacher support within a lesson.</p> <p>The additional midday assistants to cover lunchtimes has resulted in no lunchtime exclusions, and more interactive play with the children. This has been further enhanced by training of midday assistants, and the introduction of sports coaches one lunchtime per week to lead physical activities.</p>	
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in writing will increase in all year groups.</p>	<p>Whole school approach to writing (following year long project with the Literacy Company) embedded. PP teacher to work with focused small groups to improve writing across Key Stage 2. HLTA to work with focused small groups to improve writing across Key Stage 1. Both supported by, and in parallel with the class teachers. All classes have a teaching assistant working alongside</p>	<p>For writing, in most year groups Pupil Premium children made the same rate of progress as non-pp pupils. However, in Year 3 PP children made 2.8 tracking points progress compared to 3.1. Whilst this is not significantly different, PP children failed to make expected progress. In Year 5 non-PP children also made significantly more progress than PP pupils, 3.8 compared to 2.7 tracking points.</p> <p>Progress and attainment for PP pupils in Key Stage 1 is largely comparable, with attainment in Writing in Year 1 being the concern. In Key Stage 2, whilst progress for PP is comparable and in line with the school's expectation, attainment for this group is mostly significantly below that of all other pupils in most subjects. Therefore school has not yet been successful at</p>	<p>Key Stage 2 PP teachers to follow the model of support used in Key Stage 2.</p>	

	the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through follow up activities, review time or delivery of a structured intervention.	closing the gap for these learners.		
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.	Provide additional teaching provision for some children with SEN and TA support in every class to ensure progress. Also, additional teaching assistant interventions, and one-to-one support in reading and writing with dyslexia specialist teacher.	Overall, SEN pupils made just over 2 tracking points progress , which is one tracking point less than is expected for all other children during an academic year. In three classes SEN pupils have made very good progress and met expectations, however in two others progress was poor.	Whilst there is an expectation that SEN pupils may not make the same rate of progress as other pupils, particularly those with global developmental delay, a review of intervention programmes used to support SEN pupils is required to ensure there is a greater impact on pupil progress. Additionally, a review of staff deployment is necessary to ensure skills for support staff are adequate.	
Pupil Premium pupils in the Early Years will	Additional TA in Reception class.	In Reception PP pupils achieved significantly below that of non PP children	School will continue to work alongside the S&L team and therapists to support early	

make the same rate of progress as other pupils in the class, and accelerated progress in Speaking and Understanding.	Early intervention targeting speech and language and understanding in Reception. S&L therapist to work alongside additional teaching assistant to ensure a programme for S&L is in place and regular assessment ensures progress. Additional teaching assistant also provides pupils with more opportunities to talk to an adult throughout the day.	in Writing and Reading, however PP children achieved better than all other pupils in Maths – 87.5% reached the expected standard compared to 71.4%.	intervention for pupils. Additionally, the EY lead teacher will ensure collaboration with Smallworld nursery remains strong to support intervention with pre-school pupils. School is unable to sustain an additional teaching assistant in Reception class due to the low number of pupils entering the class in the next academic year. However, the TA responsible for KS1 PP intervention and support will work with EY pupils during the spring and summer terms.	
More able disadvantaged children will make the same levels of progress as not disadvantaged more able children- by July 2017.	Employed PP teacher for KS2 to work with PP children in small groups across all classes. HLTA to work with PP pupils in KS1, focused small group work and 1:1.			
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
The parental engagement of families	Utilise our Family Support Worker in	Throughout the year we have continued to support a number of families through	This will continue, as we feel that it is of the utmost importance at school.	

<p>will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>an outreach role in order to support families through early intervention by providing one-to-one and small group support and parenting advice. Offer therapeutic interventions, e.g. Play Therapy, which involves parents along with their children. FSW to maintain contact during school holidays to ensure continuity of support. £50 worth of school uniform to be provided for all PP children to support parents in providing physical needs of children.</p>	<p>challenging times for them. We have had four families who were at child protection during this time, two at child in need and one at TAF level. Additionally, we have supported families at a more informal level, offering early support and intervention and hopefully avoiding the need to involve additional services.</p>		
<p>Families who are eligible for the pupil premium will be supported to enhance aspirations.</p>	<p>FSW signposting parents to training and supporting them with applications for jobs. FSW running courses such as 'healthy</p>	<p>Engagement from our families has been good. The cooking on a budget course was well attended and supported by the children's centre in order to offer crèche facilities. FSW has supported families to navigate financial crises, and taken people to various</p>	<p>This will continue- it is deemed to be an important element of her role.</p>	

	meals' and 'budgeting' to build parent confidence. FSW attending parents' evenings, being on the playground before and after school in order for parents to be able to approach her if there is a need.	appointments and supported them throughout. FSW is on the playground three mornings and evenings per week, and is a well-known face to the parents and children alike.		
All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and extra-curricular sports activities.	Children have been financially supported in order to be able to attend extra-curricular activities that incur any cost at all. Additional music lessons have also been funded.	Yes, this will definitely continue as we want all children to have every opportunity they can whilst attending our school.	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

