

Pupil Premium Strategy



#TransformingLives

Summary information					
Academy	Beck Row Primary Academy				
SLT Lead	Ruth King				
Link Governor	James Bailey				
Date of most recent PP Review:	External review: October 2016				
Date of next PP Review:					
Academic Year	2019-2020	Total PP budget	£ 64,920 41x £1320 - £54,120 EYFS - £0 LAC - £0 Forces - £10,800	Total number of pupils on roll:	203
				Total PP:	41 (20%)
				Ever 6 PP:	5 (2%)
				EYFS PP:	0
				LAC PP:	0
				Refugee:	0
				Forces:	36 (18%)

Contextual/Additional information:

Beck Row Primary Academy is a smaller than average primary school, located in the village of Beck Row which is just outside of the market town of Mildenhall. Our catchment includes the village of Beck Row along with Kenny Hill, Holywell Row and some pupils who are from the US Air Force Base housing. Given our close proximity to both Mildenhall US Air Force Base and Lakenheath US Air Force Base, we have a higher than average number of military families, which make up 47% of our total Pupil Premium group. Although generally these pupils are working in line with their non-pupil premium peers, they require additional support during key points in the year, such as during parental deployments.

Historic Performance Indicators								
	National all 2017	National all 2018	Academy 2017	Academy 2018	National PP 2017	National PP 2018	Academy PP 2017	Academy PP 2018
% achieving at or above ARE combined by the end of Y6:	61	64	32	57	43	51	25	33
% achieving at or above ARE in reading by the end of Y6:	71	75	53	64	60	64	63	50
% achieving at or above ARE in writing by the end of Y6:	76	78	53	57	66	67	63	33
% achieving at or above ARE in maths by the end of Y6:	76	76	47	71	63	64	38	50
% achieving at or above ARE in SPAG by the end of year 6	77	78			66			
% achieving at or above ARE in reading by the end of Y2:	76	75	63	72	61	62	20	40
% achieving at or above ARE in writing by the end of Y2:	68	70	54	68	52	55	0	40
% achieving at or above ARE in maths by the end of Y2:	75	76	67	68	60	63	40	40
% passing the phonics screening in Y1	81	82	47	76	84	72	0	28
% achieving GLD in Rec	81	72	65	56	0	57	29	34
Attendance	96	95	94.2	93.7	93	92.4	92.8	93.7

Current Performance Indicators					
	National all 2019	Academy 2019	National PP 2019	Academy PP 2019	Variation
% achieving at or above ARE combined by the end of Y6:	64	38		60	+22
% achieving at or above ARE in reading by the end of Y6:	73	50		80	+30
% achieving at or above ARE in writing by the end of Y6:	78	75		100	+25
% achieving at or above ARE in maths by the end of Y6:	79	63		80	+17
% achieving at or above progress in SPAG by the end of year 6	78	38		40	+2
% achieving at or above ARE in reading by the end of Y2:	75	53		11	-42
% achieving at or above ARE in writing by the end of Y2:	70	63		11	-52
% achieving at or above ARE in maths by the end of Y2:	76	57		22	-35
% passing the phonics screening in Y1	82	79		75	-4
% achieving GLD in Rec	71	65		50	-15
Attendance:		94		94.8	+0.8

2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (not including nursery)	185
Total number of pupils eligible	79
Amount PPG received per pupil	39x £1,320 40x£300
Total amount of PPG received	£63,480
Total amount of PPG spent	£63,300

Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Phonics for year 1 and year 2 retakes improves.	<ul style="list-style-type: none">Daily phonics groups, organised by ability and phases.Additional phonics 'blasts' / catch up sessionsPhonics games and resources bought to support groups.	<p>Phonics scores for all pupils will improve, phonics scores for Pupil Premium pupils will improve to move closer to peer averages.</p> <p>Additional phonics blasts will enable recap sessions and more focused work on key sounds/ phases which are not part of focused teaching sessions.</p>	<p>Phonics scores for the whole cohort continued to improve. Phonics scores for the Pupil Premium pupils have also continued to improve and are much closer to the non Pupil Premium pupils averages.</p>	£4450

<p>The number of children meeting expectation in writing increases for Key Stage 1 and 2 Pupils.</p>	<ul style="list-style-type: none"> Updated writing sequence for the whole school. Writing competitions entered for KS1 and KS2 pupils throughout the year. Certificates and display of writing awards for fortnightly celebrations. 	<p>Writing attainment and progress will improve for pupils in all year groups. Pupil Premium pupils will make progress and attainment will move closer to their peers. Opportunities for writing, and enjoyment of writing will be developed. Pupils will have a full understanding of what 'good quality' writing looks like and this will be celebrated through whole school assemblies. SPAG.com used to support basic grammar skills to support writing.</p>	<p>Year 6 writing attainment and progress improved for all pupils. Pupil Premium pupils was better than their non pupil premium peers.</p>	<p>£2810</p>
<p>Attendance of pupils improves.</p>	<ul style="list-style-type: none"> Develop reward systems to praise good attendance of all pupils. Displays to celebrate and promote the positive attendance throughout school, showing pupils and classes attendance. Weekly monitoring of attendance to track individuals who are at risk of PA. 	<p>Attendance of all pupils will improve. Pupil Premium pupils attendance will improve enabling all pupils to have full access to first quality teaching. Tracking will enable children's attendance concerns to be identified.</p>	<p>Whole school attendance has improved from previous year, this is not yet in line with national averages. Pupil Premium attendance has improved and was better than the whole school attendance. EWO support for the whole school has been supportive to develop tracking and support key families.</p> <p>Additional work is still needed to develop this further, but strategies will be continued.</p>	<p>£4500</p>

ii. Targeted Support				
	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
More pupils in Year 1 and Year 2 retakes will meet expectation in phonics.	<ul style="list-style-type: none"> Individual targeted reading for all targeted pupils at least once a week. Phonic intervention s for targeted pupils. Phonic screening QLA to identify gaps in knowledge. 	<p>Targeted pupils who are not making expected progress in reading and who are not able to be heard at home, are read with at least twice a week.</p> <p>Additional phonics sessions support the targeted pupils who are not on track to meet expected standard to pass the phonics screening, narrowing the gap towards their peers.</p>	<p>Additional reading has been a positive step, enabling pupils to continue to apply phonics skills from lessons to develop fluency with reading.</p> <p>Phonic interventions have supported some pupils who were not on track to pass phonics screening. This was particularly important for the Year 2 retake pupils, many of whom made solid progress to pass, or be closer to passing.</p>	£3,990
More Able pupils make expected progress or better and achieve Greater Depth.	<ul style="list-style-type: none"> Booster sessions for Year 6 pupils to support Expected standard and move towards Greater depth. 	<p>Pupils who were working at or above at the end of Reception or Year 2 are moving to greater depth by the next assessment point.</p> <p>Boosters are supporting key individuals in Year 2 and Year 6.</p> <p>Lexia has been introduced to support reading in Key Stage 2.</p>	<p>Booster sessions were useful for Year 6 pupils, separate sessions with key individuals were good to develop more able pupils in next steps.</p> <p>Year 2 was less successful, these pupils still needed basics in class and taking out for boosters was therefore not something we would do in this way again.</p> <p>Lexia has been used for some upper KS2 pupils and has worked for them, this will be fully rolled</p>	£9900

	<ul style="list-style-type: none"> • Booster sessions in place to support targeted pupils in Year 2 to secure expected standard and move towards greater depth. • Lexia purchased to support reading development. 		out next year for all KS2 pupils.	
Attendance support for pupils who are at risk of persistent absence categories and improve the number of children in school on time.	<ul style="list-style-type: none"> • Pastoral support for pupil premium pupils with low attendance. • Fast track meetings with EWO and HoA to support 	Attendance for key pupils will be improved and any concerns will be identified early. Meetings have provided support for key pupils and encouraged attendance to improve.	<p>Pastoral officer and EWO has worked with key families. EWO and Head of Academy have supported Fast Track meetings with targeted pupils.</p> <p>Attendance of targeted pupils have improved.</p> <p>This strategy will be continued next year.</p>	£4700

	attendance improvement.			
Pupils social and emotional wellbeing is supported (especially those with deployed parents)	<ul style="list-style-type: none"> Emotional and pastoral support during deployment times through interventions sessions about feelings and emotions. Pastoral support officer work with parents of military and Pupil Premium families to support them to access early help and develop home/academy links. 	<p>Pupils who have high emotional needs are being supported enabling them to access the curriculum more effectively.</p> <p>Pupils who have deployed family are supported through emotional literacy and understanding their feelings interventions with Pastoral team.</p>	<p>Pastoral support and emotional support has been positive to develop behaviours and ability to learn during key deployment times.</p> <p>This strategy will be continued next year.</p>	£15,700
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
More PP pupils take up wider opportunities in school and outside of the school day.	<ul style="list-style-type: none"> Additional support is provided to encourage PP pupils to join clubs, trips and the residential. Support is provided to help with uniform/resources where needed for key pupils. 	Pupil Premium pupils will be encouraged to access a wider range of curriculum opportunities through clubs, trips etc.	<p>Pupils attending clubs and trips (particularly the residential) are increased. These pupils really benefited from the wider opportunities.</p> <p>This needs to be continued and developed to reach a wider range of PP families.</p>	£12,350
All Military families to be able to be supported through emotional and social deployment issues.	<ul style="list-style-type: none"> Military pupils will have additional support to communicate with parents etc during deployment times. Parents are offered ways to support pupils whilst they are 	Military pupils will have additional support during periods of deployment, enabling them to develop coping mechanisms to be able to continue learning and socialising in school.	<p>Pastoral support and emotional support has been positive to develop behaviours and ability to learn during key deployment times.</p> <p>This strategy will be continued next year.</p>	£4900

	deployed and in the lead up to and return from deployment.			
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Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above.

Pupil Premium Strategy plans for 2019/2020

Barriers to future attainment and progress (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	The number of pupils reaching GLD at the end of Reception (65%) remains below national average (71%), and Pupil Premium GLD (50%) is still below both peers and national figures, in particular Reading, Writing and Number areas have been the weakest for our pupils.
B.	The number of pupils who reach expected standard from GLD 2 at the end of year 2 has been below national for 3 years in reading and maths, with last year dipping in writing.
C.	The number of pupils who reach Greater Depth from GLD 3 at the end of year 2 remains below national standard in reading, writing and maths.
D.	More able pupils or pupils with a higher PAG score at the end of Year 2 are not making sufficient progress to reach greater depth in Reading or Maths at the end of Year 6.
E.	Pupils tend to have a limited access to vocabulary throughout the academy. They are not familiar with wider vocabulary choices in their reading and therefore are struggling to develop language choices in their writing.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance of pupils remains below national with 10% PA for Pupil Premium pupils. Punctuality of some pupils is becoming a concern with a small number of pupils regularly missing the first 10 minutes of the day.

G.	Social and Emotional development of pupils who are eligible for Pupil Premium funding are below other pupils (especially during parental deployment periods) and impacts the children's work.	
H.	Children who are eligible for Pupil Premium funding often are not accessing the wider opportunities available for pupils at the school, this may limit their experiences.	
Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	The number of pupils who reach GLD at the end of EYFS will have increased from last year, with a good level of progress over the year. More pupils in EYFS will be ready for the transition into Year 1.	Accurate baseline has been completed to ensure progress measures are accurate. Assessment points are tracked throughout the year, with key gaps for individual pupils being identified at each assessment point. Timely interventions are put in place to support pupils who are not making good progress.
B	More pupils who achieved GLD2 will attain expected standard in Reading, Writing and Maths at the end of year 2, with some pupils making better than expected progress to move from GLD1 to expected standard.	Accurate assessments are completed termly, identifying key gaps in reading, writing and maths. Timely interventions are put in place to support pupils to make good progress in learning.
C	More pupils who achieved GLD3 will attain greater depth in Reading, Writing and Maths at the end of year 2, with some pupils making better than expected progress to move from GLD2 to greater depth.	Accurate assessments are completed termly, identifying key gaps in reading, writing and maths. Timely interventions are put in place to support pupils to make good progress in learning.
D	More pupils who achieved expected or greater depth at the end of year 2 will achieve greater depth at the end of year 6.	Tracking of pupils is accurate. Pupils who are on track to meet expected standard have additional challenges

		and activities to develop pupils to reach greater depth.
E	Pupils will have wider vocabulary to support their use of language when reading and to apply to their writing.	<p>Pupils have new vocabulary appropriate for ages provided weekly to develop range.</p> <p>Usage of vocabulary is tracked through Raising Attainment meetings.</p>
F	Pupils eligible for Pupil Premium funding will have improved attendance and time-keeping to be in line with the overall school attendance. Pastoral Support Officer will work with families who need it to support improved attendance and time-keeping.	<p>Attendance for pupils eligible for PP funding will be improved.</p> <p>The attendance of pupils who are PP will be in line with those who are not PP.</p> <p>Attendance for pupils who are eligible for PP will have moved closer to the whole school target of 96%.</p>
G	<p>Pupils eligible for Pupil Premium funding will develop their social and emotional development (especially when parents are deployed) to enable them to continue to make progress in their learning.</p> <p>Pastoral support offers coffee mornings to support families with deployed parents and develop links to maintain the home-school relationship whilst parent is absent.</p>	<p>Pupils will have an increased social and emotional development. Children will cope with changes in home situations (parental deployment etc) and will continue to develop their learning across the curriculum.</p> <p>Home-school links are maintained during a parent's deployment.</p>
H	<p>Wider opportunities (clubs/ trips) which are not available for children who receive pupil premium funding will be given the option to be 'topped-up' or fully funded in some circumstances to improve the uptake. Activities within school to be developed to support all pupils' wider opportunities and experience base.</p> <p>Children who are PP and take on clubs/ trips to be noted. Children not taking up opportunities who are interested to be provided with support options to enable them to have the wider experiences.</p> <p>Number of pupils who take up the opportunities to be checked half termly and increase noted.</p>	<p>More children will take up clubs, trips and other wider opportunities in school.</p> <p>Support available is being made clearer to parents who would like it.</p>

A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to polling. The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>

Sutton Trust: Academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](#) – in sponsored academies in 39 chains from 2013-2015. The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils.

<http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>

<http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.

As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the academy, whilst complimenting and enriching the existing curriculum.

2019-2020 Strategy

Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of Education for all					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A. The number of pupils who reach GLD at the end of EYFS will have increased from last year, with a good level of progress over the year. More pupils in EYFS will be ready for the transition into Year 1.	Training for all EYFS staff is carried out to ensure that they are looking planning in the moment to extend learning opportunities for all pupils. Assessment tracking is supported through moderation opportunities both in the academy and with others within the trust. Development of activities/ teaching strategies for supporting pupils with reading, writing and maths to enable more to reach GLD in these	Pupils who have not reached GLD in all areas have not always had the timely interventions to support them in moving forwards. Some children have not made enough progress in all learning areas to ensure that they meet GLD across the board.	Shared practice with other academies in trust. Moderation opportunities in the trust.	EYFS Leader (Planned expenditure: £3699)	Termly at assessment points.

	areas are sought.				
B. More pupils who achieved GLD2 will attain expected standard in Reading, Writing and Maths at the end of year 2, with some pupils making better than expected progress to move from GLD1 to expected standard.	<p>Daily reading opportunities for all pupils.</p> <p>Range of texts to support a love of reading, texts bought to follow pupils interests in authors and genres.</p> <p>Maths problem solving activities bought and created to support pupils with applying key skills to their learning.</p> <p>Staff training on application of skills to problems for maths.</p>	<p>Pupils are not reading enough to ensure skills are embedded.</p> <p>Children have not established an enjoyment of books and reading.</p> <p>Children are not always able to apply key mathematical skills to their problem solving.</p>	<p>Pupil Progress meetings termly.</p> <p>Raising Attainment meetings with other classes in the academy.</p> <p>Assessment points termly.</p> <p>Pupil Perceptions of reading enjoyment.</p>	Principal (Planned expenditure: £5160)	Termly with assessment.
D. More pupils who achieved expected or greater depth at the end of year 2 will achieve greater depth at the end of year 6.	<p>Lexia is used for all Key Stage 2 classes to support their application of reading and comprehension.</p> <p>Reading opportunities are sought in their full curriculum to encourage reading skills to be developed.</p> <p>Books bought to appeal to</p>	<p>Reading skills are needed to support the pupils with basic comprehension.</p> <p>Children struggle to apply reading skills to enjoyment of reading.</p> <p>Pupils overall have achieved better with basic arithmetic, but continue to struggle with the application of these skills to</p>	<p>Pupil Progress meetings termly.</p> <p>Raising Attainment meetings with other classes in the academy.</p> <p>Assessment points termly.</p> <p>Pupil Perceptions of reading enjoyment.</p>	Principal (Planned expenditure: £10160)	Termly with assessment.

	<p>interests of classes, identifying authors and genres of interest for children and encouraging a love of reading.</p> <p>Small class, enabling greater adult time for all pupils.</p> <p>Greater access to problem solving in maths will support pupils in application of key maths skills.</p> <p>Staff training on applying skills for problem solving in maths.</p>	problem solving.			
<p>E. Pupils will have wider vocabulary to support their use of language when reading and to apply to their writing.</p>	<p>Vocabulary is made a priority around the academy, with vocabulary displays in every classroom.</p> <p>Basic vocabulary is developed with EYFS and sent home through tapestry.</p> <p>Parental engagement sessions are run to encourage the access to different vocabulary for all</p>	<p>Our pupils do not use vocabulary in line with age expectations. Many of our pupils struggle to apply understanding of their known vocabulary to their reading and writing.</p>	<p>Moderation of writing to identify use of vocabulary for pupils.</p> <p>Pupil perceptions of writing.</p>	<p>English Leader</p> <p>(Planned expenditure: £780)</p>	<p>Half Termly through raising attainment meetings.</p>

	pupils. Vocabulary games are bought and used to encourage a widening of vocabulary for all pupils.				
Total budgeted cost					£19,799
ii. Targeted support					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A. The number of pupils who reach GLD at the end of EYFS will have increased from last year, with a good level of progress over the year. More pupils in EYFS will be ready for the transition into Year 1.	Interventions and alternative learning strategies are put into place to support key areas of the EYFS curriculum to support pupils. Additional reading, writing, and maths opportunities and targeted support are provided to develop intervene with key pupils.	Pupils often miss GLD across the board due to one or two areas, these are often Reading, Writing or Number which impact their ability to be ready to transition into Year 1.	Tracking termly. Raising Attainment meetings and moderation sessions.	EYFS Leader (Planned expenditure: £1990)	Termly with assessments.
B. More pupils who achieved GLD2 will attain expected standard in Reading, Writing	Additional reading sessions for pupils who are not reading outside of school. Interventions for phonics	Individual pupils are not able to access the Age Related standard for their age group, and need additional interventions to support them to move towards expected	Intervention tracking and half termly evaluations.	Year 2 Teacher (Planned	May 2020

and Maths at the end of year 2, with some pupils making better than expected progress to move from GLD1 to expected standard.	(additional phase 4 and 5 phonics and precision teaching) and reading are run for key individuals. Maths interventions (Max's Marvellous Maths and Numicon) are run for key individuals.	standard in Reading, Writing and Maths.		expenditure: £4410)	
C. More pupils who achieved GLD3 will attain greater depth in Reading, Writing and Maths at the end of year 2, with some pupils making better than expected progress to move from GLD2 to greater depth.	Booster sessions in Reading and Maths for individuals or small groups are run for more able Year 1 and 2 pupils.	Focused reading and maths activities to support key 'gaps' for individual children to move them towards greater depth.	Intervention tracking and half termly evaluations.	Year 2 Teacher (Planned expenditure: £5551)	May 2020.
D. More pupils who achieved expected or greater depth at the end of year 2 will achieve greater depth at the end of	Booster sessions in Reading and Maths for individuals or small groups are run for more able Year 5 and 6 pupils.	Focused reading and maths activities to support areas which will encourage the children to reach greater depth in reading and maths.	Intervention tracking and half termly evaluations.	Year 6 Teacher (Planned expenditure: £9440)	May 2020

year 6.					
Total budgeted cost					£21,391
iii. Other approaches					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
F. Attendance of pupils improves.	<p>Attendance rewards will be reviewed to find prizes to appeal to the children.</p> <p>Attendance to be announced on display every week and in newsletters monthly.</p> <p>Attendance announced in every Friday assembly.</p> <p>Attendance displays developed and used to praise and encourage positive attendance for all.</p> <p>Meetings for those who are at risk of or becoming PA pupils to identify strategies to be put in</p>	<p>Attendance of children is not yet at our target of 96%, if the children are not in school, they are not able to learn and will not make progress.</p> <p>Attendance of Pupil Premium children is below the attendance target and the attendance of non pupil premium pupils.</p> <p>Persistent Absence of Pupil Premium pupils is higher than their peers.</p> <p>Punctuality of a small cohort of pupils is becoming a concern and leading to increased lost learning.</p>	<p>Attendance tracking half termly</p> <p>Meetings regarding attendance half termly.</p> <p>EWO to support tracking and offer guidance.</p>	<p>Principal Attendance Officer</p> <p>(Planned expenditure: £6249)</p>	<p>Half termly attendance checks.</p> <p>Individual checks on pupils at risk of PA to be checked weekly.</p>

	<p>place.</p> <p>Meetings arranged for pupils and families where punctuality is a concern.</p>				
<p>G. Pupils social and emotional wellbeing is supported (especially those with deployed parents)</p>	<p>Emotional/ Social support group for children who need additional support to develop coping strategies.</p> <p>Emotional group work for supporting during deployment or any other family attachment issues - time to talk/ family linked activities for group.</p> <p>Individual work to write/ email parents when deployed on a fortnightly basis.</p> <p>Coffee mornings to support remaining parents and develop home-school links during deployment periods.</p>	<p>Children who have deployed members of their family are not always able to cope during the deployment. This impacts their learning and can result in a lack of progress.</p>	<p>Tracking of pupils on a half termly basis.</p> <p>Monitoring of children who have deployed family members.</p> <p>Parental surveys following coffee mornings.</p>	<p>Pastoral Support Officer</p> <p>(Planned expenditure: £5923)</p>	<p>Termly review</p>
<p>H. More Pupil Premium (including</p>	<p>Payment towards (or for) clubs, residential trips, out of class learning</p>	<p>PP children are often not participating in clubs, residential trips, or able to go on the out of</p>	<p>Tracking of who attends clubs, trips and visits.</p>	<p>Principal</p>	<p>Termly review.</p>

<p>Military) pupils take up wider opportunities in school and outside of the school day to develop the range of experiences offered.</p>	<p>opportunities, visits.</p> <p>Parent support on helping children at home through sharing sessions, parental help meetings and pastoral support coffee mornings.</p> <p>Support with uniforms/ PE kits etc as needed to enable children to complete activities in school.</p> <p>Meetings with parents to suggest the continuing of musical instrument opportunities in Year 5 and 6.</p> <p>Pupil Premium pupils chosen to engage with sporting activities and enrichment sessions to develop opportunities.</p>	<p>class learning trips.</p> <p>Parents are sometimes unable to provide the support with learning activities at home.</p> <p>PP children are less likely to continue in musical instrument tuition.</p>	<p>Tracking of other curriculum enrichment activities.</p> <p>Pupil Perceptions.</p>	<p>PE Leader</p> <p>(Planned expenditure: £10,388)</p>	
<p>Total budgeted</p>					<p>£ 22,560</p>

Additional Information: