



## Pupil premium strategy statement: New Brighton Primary School.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	New Brighton Primary
Number of pupils in school	600
Proportion (%) of pupil premium eligible pupils	161: 27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	J.Jones
Pupil premium lead	D.Armer/J.Jones/ C Hawthorne
Governor / Trustee lead	Lin Cook

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,851
Recovery premium funding allocation this academic year	£12,477
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£258,328</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### ***Mission statement***

*Our intention is that all children, irrespective of background or the challenges they face, will make good progress and achieve high attainment across all subject areas. Our pupil premium allocation will be used to dismantle the barriers faced by disadvantaged pupils, supporting them in developing effective learning behaviours, which will enable them to achieve comparative levels to their non-disadvantaged counterparts, including those who are already high attainers.*

#### ***Action to address in-school barriers:***

*To develop confidence, resilience and a love of learning.*

*To improve pupil literacy attainment.*

*To experience an engaging curriculum which inspires and motivates.*

*To ensure high quality teaching, with a focus on the areas in which the disadvantaged pupils require the most support.*

*Act early to intervene at the point need is identified*

#### ***Action to address external barriers:***

*To support and encourage learning outside of the classroom (including enrichment activities, reading at home and engagement with homework).*

*To ensure pupils have excellent physical and mental health.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupil Premium children have sustained more significant gaps in learning because of interrupted learning due to the Coronavirus pandemic
2	Parental engagement and attendance.
3	Significant numbers of PP children below A.R.E in core subjects
4	Small number of children with gaps in phonic phases
5	Significant number of children with SEND and SEMH
6	Gaps in attainment in boys/girls pupil premium/non-pupil premium attaining A.R.E in core subjects
7	Variation in Summer 2 attainment data across the key stages
8	Increased anxiety levels amongst children leading to requirement for greater pastoral support, more children reluctant to come to school and a further impact on attendance.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Age related attainment gap between pupil premium and non-pupil premium will be significantly reduced in the core subject areas.	<ul style="list-style-type: none"> <li>• A greater proportion of pupil premium pupils will attain A.R.E in the core subject areas</li> <li>• Pupil premium pupils will be better able to engage with age related curriculum tasks (pre/post teaching and immediate intervention groups)</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning Mentors will aid concentration and engagement with PP children with identified social and emotional issues</li> </ul>
Teaching staff will feel confident in accurately reflecting pupil attainment and in using data to identify next steps in their learning, with a focus on pupil premium children below ARE or slow progress.	<ul style="list-style-type: none"> <li>• Teaching staff will use Flightpath to monitor progress and intervene in a timely manner</li> <li>• Regular retrieval activities will assist the acquisition of 'sticky knowledge' to embed learning to long term memory</li> <li>• Termly data meetings will evidence staff knowledge of pupil attainment and next steps</li> </ul>
Whole school feedback policy will effectively support pupil learning, teacher judgements.	<ul style="list-style-type: none"> <li>• A whole school feedback policy will be ongoing</li> <li>• The policy will reflect an ongoing range of agreed and effective feedback strategies generated by staff which they can use to inform their judgements and next steps in teaching</li> <li>• 'Balance' will embed teacher assessment after taught objectives so that continued monitoring is ongoing and available data is available for early interventions</li> <li>• Balance will aid children's self-assessment so that they become self-reflective and proactive learners</li> <li>• Pupil conferences, moderation and book looks should evidence that the strategies used are understood by pupils and help to support their progress</li> </ul>
Vulnerable pupils, pupils with significant attainment gaps or those with additional needs will have targeted support to enable to overcome these barriers.	<ul style="list-style-type: none"> <li>• TA interventions will be targeted at pupil premium pupils who will benefit the most from them</li> <li>• The pastoral team will continue to support those pupils with additional SEMH needs and these children will be able to engage effectively with the curriculum</li> </ul>
All children will have access to a range of enrichment opportunities to enhance their learning and life experiences.	<ul style="list-style-type: none"> <li>• Each year group will have a trip/visitor linked to each foundation subject topic</li> <li>• Enrichment lead will have created a range of supplementary enrichment activities which link to learning across the curriculum</li> </ul>
All pupils including vulnerable, pupil premium and those with additional learning needs will fully engage with the schools 'reading culture' reading regularly at home and engaging well with the Accelerated Reading programme.	<ul style="list-style-type: none"> <li>• Weekly home reading data will remain at, at least 70% and increase over the course of this plan</li> </ul>

	<ul style="list-style-type: none"> <li>● Persistent non-readers will develop better engagement with targeted support from class teachers and the literacy team</li> <li>● Accelerated reading data will indicate fewer pupils needing immediate intervention and a greater number working at or above the national benchmark</li> <li>● Accelerated Reader will instantly highlight any children needing support and targeted interventions will be ongoing</li> </ul>
<p>Children with gaps in phonics will be identified and supported to pass the phonics screen and the appropriate phase for their age</p>	<ul style="list-style-type: none"> <li>● The introduction, school wide, of Little Wandle will ensure gaps are identified in those children who have failed the phonics screen or who only just passed</li> <li>● Phonics lessons will run in an explicit and systematic manner, using the Little Wandle program</li> <li>● Interventions will allow children to make up gaps and achieve the same level of attainment as their peers</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£136, 175**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review/Impact
<p><b>Purchase of Little Wandle training, resources and lesson plans</b></p>	<p>1 Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2</p> <p>3 The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/feedback/">https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/feedback/</a></p>	<p>1, 3, 4, 6, 7</p>	<p><i>Little Wandle is fully implemented and staff have been trained.</i></p> <p><i>RR has purchased the resources needed to deliver the sessions and has ordered surplus stock to ensure catch up sessions can be delivered.</i></p> <p><i>71% pass for Year 1 (76 pupils)</i></p> <ul style="list-style-type: none"> <li>- <i>68.8% of eligible FSM pupils passed (16 pupils).</i></li> </ul> <p><i>53% pass for Year 2 (16 pupils)</i></p> <ul style="list-style-type: none"> <li>- <i>33% of eligible FSM pupils passed (6 pupils).</i></li> </ul>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>		
<b>Improve the confidence, well-being and engagement pupils with SEMH needs with additional support from dedicated pastoral staff.</b>	<p>Pupils with additional SEMH need additional support to help them access the curriculum. Currently there are 71 pupils accessing some form of pastoral support around 50% (32) of these are eligible for pupil premium funding.</p> <p>Continue to provide all children (including pupil premium) with 2 FT school mentors available to support children with additional SEMH needs in order to reduce barriers to their learning.</p> <p>Pupil SEMH support will be available to ensure pupils experiencing barriers to their learning of this nature can engage in class.</p> <p>Evidence suggests that this type of intervention (with support from CAHMS) will have a positive impact on pupil well-being and their ability to engage with the curriculum:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://realtraining.co.uk/2021/02/how-tas-can-best-support-pupils-semh-needs">https://realtraining.co.uk/2021/02/how-tas-can-best-support-pupils-semh-needs</a></p>	1, 3, 5, 8	<p><i>Across 2022-2023 the pastoral team have continued to support a growing cohort of children with additional SEMH/pastoral needs including those eligible for FSM.</i></p> <p><i>As a result, these pupils have been able to access the school provision and the support programmes they engage with has helped them to access learning alongside their peers.</i></p>
<b>Maintain additional support for pupils (including pupil premium) working below ARE in reading across KS1 and KS2.</b>	<p>Gaps in attainment between pupil premium and non-pupil premium continue to be significant 12% gap at the end of KS1 and 18% gap at the end KS2.</p> <p>Phonics data also indicates a significant gap between pupil premium and non-pupil premium</p>	3, 5	<p><i>Pathways to Read has been purchased and implemented to support the consistency and delivery of the teaching of reading.</i></p> <p><i>Little Wandle phonics scheme has been fully implemented and three weekly reading sessions</i></p>



	<p>29% of pupils who failed the phonics screen are PP.</p> <p>TA support for reading. TA's work with all PP pupils who are below ARE in school.</p> <p>All identified pupils complete an agreed intervention to secure HFW and CEW reading and spelling and read texts at an age appropriate level.</p> <p>Phonics tracking and interventions timetabled to close gaps in phonic knowledge (Little Wandle).</p> <p>Pupils below A.R.E should close the attainment gap with their peers.</p> <p>EEF articles suggest that targeted reading intervention strategies have an impact of 6+ months:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>		<p><i>support phonics pupils with reading fluency and comprehension.</i></p> <p><i>Book stock ordered.</i></p> <p><i>End of KS1 results: 77% pupils achieved expected and above.</i></p> <ul style="list-style-type: none"> <li>- <i>62.5% of eligible FSM pupils achieved the expected standard ( pupils) which is 12.5% higher than the local authority.</i></li> </ul> <p><i>End of KS2 results: 67% pupils achieved expected or above, 19.8% at GDS (including base pupils).</i></p> <ul style="list-style-type: none"> <li>- <i>non-FSM - 68.4%</i></li> <li>- <i>FSM - 60.7%, +4.2% compared to the local authority</i></li> </ul>
<p><b>Continue to embed and sustain Accelerated Reading, through in-house CPD and additional purchase of book stock.</b></p>	<p>Age related attainment gaps between pupil premium and non-pupil premium are evident across KS1 and KS2, ranging between 10% and 30%. Home reading engagement for pupil premium children remains lower than non-pupil premium. Additionally we have a historic issue with vocabulary, pupils across all phases do not have a wide enough vocabulary range. This has acted as a barrier to progress within reading and writing.</p>	<p>1,2 3, 7</p>	<p><i>From YR2 to YR6 accelerated reading is used to help all pupils including FSM eligible to engage regularly with independent reading.</i></p> <p><i>Accelerated reading interventions have supported the bottom 20% of pupils and reluctant readers with their fluency and understanding</i></p> <p><i>The majority of pupils made progress with their ability to access texts pitched at the correct level and use of accelerated reading ensure that at least 70% of pupils from YR1 to YR6 were reading 5 times a week at home.</i></p>

	<p>Increase pupil reading engagement and reading for pleasure.</p> <p>Improve pupil literacy skills to exceed national averages at the end of KS1 and KS2 (estimated 7 month increase)</p> <p>Evidence gives strong indication of 3month increase with potential for 7 month increase if implemented correctly:</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p> <p><a href="https://www.evidence4impact.org.uk/interventions/1024?#:~:text=The%20What%20Works%20Clearinghouse%20(2008,reading%20fluency%20for%20beginning%20reading.">https://www.evidence4impact.org.uk/interventions/1024?#:~:text=The%20What%20Works%20Clearinghouse%20(2008,reading%20fluency%20for%20beginning%20reading.</a></p>		
<p><b>Use digital technology to improve attainment in maths through the LBQ platform.</b></p>	<p>Attainment gaps between pupil premium and non-pupil premium remain in maths across all year groups. Pupils have missed significant learning through disruption caused by COVID 19. The gaps in prior learning present a significant barrier to progress this year.</p> <p>LBQ will fill gaps in pupil knowledge, initially in maths and then in English spelling and grammar by utilising Chromebooks to deliver LBQ.</p> <p>EEF evidence and case studies indicate this programme can improve fluency and information retention. In addition immediate feedback and immediate interventions have proven to be effective in closing attainment gaps.</p>	<p>1, 3, 7</p>	<p><i>LBQ has been purchased and implemented into KS2 classes. It is still in early stages and the first year of being used so difficult to measure outcomes as a direct result.</i></p> <p><i>Teachers are using this tool to provide pupils with opportunities to practise skills and to enable teachers to target specific immediate interventions based on results.</i></p> <p><i>Teacher planning adapted to support misconceptions.</i></p> <p><i>KS2 whole cohort: 48.4% expected or above, 11% at GDS.</i></p>

	<a href="https://www.lbq.org/Evidence">https://www.lbq.org/Evidence</a>		
<b>Purchase and implementation of 'Balance' including staff training</b>	<p>Embedding formative assessment has shown to add up to 2 months progress, according to EEF, when used effectively in English and maths.</p> <p>Balance offers continuous assessment and monitoring opportunities so that individual teachers can monitor their own class's progression and be responsible for their gap analysis. This will allow them to teach in a reflective and effective manner within their own class.</p> <p>Balance encourages the children to self-assess, embedding meta-cognition to become more reflective and independent learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-for-mative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-for-mative-assessment</a></p>	1, 3, 6, 7	<p><i>All staff were trained in using Balance during the Autumn term. The use of self-reported grades was rolled out alongside staff training.</i></p> <p><i>As a result pupils across school including FSM eligible are more confident in assessing their own success. The use of the Balance system has helped class teachers to inform their own planning and pre/post intervention sessions.</i></p> <p><i>This will underpin the implementation of metacognitive teaching strategies in the 23/24 academic year.</i></p>
<b>Use of continuous provision across YR1 during pm sessions to address the needs of all children who have gaps in their learning.</b>	<p>Covid-19 has had a significant impact on attainment in EYFS, from 2019 there has been a decline in GLD data. 78% in 2019 to 63% in 2020 and 69% in 2021 – this is internal data as no EYFS data was submitted nationally between 2020 - 2021</p> <p>Address gaps in learning for pupils in KS1 as they missed key learning during their time in EYFS.</p>	1,3,7	<p><i>Continuous provision based activities woven through the foundation subject teaching has allowed pupils to practise EYFS skills and support them in becoming more independent.</i></p> <p><i>Staff are becoming increasingly confident in adapting planning using teacher assessment of need.</i></p> <p><i>Y1 staff have worked with a cluster of schools to develop and adapt planning to make it less</i></p>

	<p>Use of continuous provision will enable all children to better access the KS1 curriculum while addressing missed learning from EYFS. Y1 uses continuous provision as needed, including for Core subjects as the children are struggling to be ready for full time KS1 education.</p> <p>The extended waiting times for Speech and Language and paediatrician appointments is disproportionately effecting children EYFS and KS1 so that identified needs are becoming more complex.</p> <p>The Early Excellence Programme describes some of the benefits of continuous provision in KS1 in allowing pupils to revisit and strengthen the skills taught in EYFS:</p> <p><a href="https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/">https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/</a></p>		<p><i>demanding on writing and reading and more practical.</i></p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£86, 025**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review/Impact
<p><b>TA pre and post teaching to be embedded to increase attainment in core subjects.</b></p>	<p>Our data indicates gaps across the core subjects and gaps in basic knowledge for our pupil premium and non-pupil premium children, in addition to their resilience for learning.</p> <p>TA interventions will address gaps in learning from caused from disruption in education brought on by COVID 19.</p> <p>Pupils with gaps in attainment will catch-up or narrow the gaps with their peers across the year in the core subjects.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1,3,6,7</p>	<p><i>The pre and post intervention approach has been embedded in line with self-reported grades and use of the Balance system. Narrowing of the gap has been inconsistent according to internal data. Part of the reason behind this is due to high staff absence regular disrupting interventions.</i></p>
<p><b>Part funding for Inclusion manager/SENDCo</b></p>	<p>39% of pupils with SEND needs are also eligible for pupil premium funding (53/136) and need additional support to access the curriculum.</p> <p>For the SENDCo to work with our most vulnerable pupils to ensure they have appropriate support and access to quality first teaching. Progress for the SEND cohort should therefore be consistently good.</p>	<p>3,5,8</p>	<p><i>SENDCo works to support teachers on ways to improve QFT in all areas, staff audits were taken place to find areas of training needs across school.</i></p> <p><i>SENDCo has implemented training for TAs (Attention Autism, Sensory Circuits, ADHD Foundation).</i></p> <p><i>Other training includes Alphabet Arc and Makaton.</i></p> <p><i>SENDCo works in partnership with Enrichment Lead and Pastoral Lead to provide opportunities</i></p>

			<p><i>for Learning outside of the classroom. Regular activities have taken place.</i></p> <p><i>Key staff members (NV, KC work with SEND children to provide SEND specific interventions)</i></p>
<p><b>To raise attainment for all pupils and narrow the attainment gap in RWM between vulnerable pupils and their peers.</b></p>	<p>Attainment gap analysis for combined R, W and M in each year group show gaps ranging from 8% to 30% between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Data meetings to identify pupils who are working significantly below ARE, just below ARE and Pupil Premium.</p> <p>Meetings to take place termly to monitor progress and identify clear targets/strategies to support the children to make accelerated progress. Evidence in the following link suggests that data can be used effectively to target individuals and groups to support them with closing attainment gaps.</p> <p><a href="https://www.headteacher-update.com/best-practice-article/making-the-most-of-assessment-data/174956/">https://www.headteacher-update.com/best-practice-article/making-the-most-of-assessment-data/174956/</a></p>	1,3,6,7	<p><b>KS1</b></p> <p><i>Reading - 77.5% EXP, 18.3 GDS</i></p> <p><i>Writing - 62% EXP, 1.4% GDS</i></p> <p><i>Maths - 74.6% EXP, 12.7% GDS</i></p> <p><b>Non-FSM</b></p> <p><i>Reading - 81.5% EXP, 24.1% GDS</i></p> <p><i>Writing - 63%EXP, 1.9% GDS</i></p> <p><i>Maths - 75.9% EXP, 16.7% GDS</i></p> <p><b>FSM:</b></p> <p><i>Reading - 60% EXP, 0% GDS</i></p> <p><i>Writing, 53.3% EXP, 0% GDS</i></p> <p><i>Maths - 66.7% EXP, 0% GDS</i></p> <p><b>KS2</b></p> <p><i>Reading - 67% EXP, 19.8% GDS</i></p> <p><i>Writing - 72.5% EXP, 4.4% GDS</i></p> <p><i>Maths - 48.4% EXP, 11% GDS</i></p> <p><b>Non-FSM</b></p> <p><i>Reading 68.4% EXP, 26.3% GDS</i></p> <p><i>Writing - 78.9% EXP, 5.3% GDS</i></p> <p><i>Maths - 59.6% EXP, 14% GDS</i></p> <p><b>FSM</b></p> <p><i>Reading - 60.7% EXP, 7.1% GDS</i></p> <p><i>Writing - 60.7% EXP, 0% GDS</i></p> <p><i>Maths - 28.6% EXP, 3.6% GDS</i></p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36, 128

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review/Impact
<p><b>Additional Speech and Language support from SALT and from a TA delivering the SULP programme.</b></p>	<p>Children start school with weak language and communication skills. Children working in the lower month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>To increase the attainment and progress in phonics reading and writing and the identified for the identified cohort, including pupil premium children.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf</a></p>	<p>3,4,5,8</p>	<p><i>Specific SEND TA works with children to deliver SALT interventions to children across school. NV works in conjunction with SENDCo to allocate children, work through specific resources and provide regular provision.</i></p> <p><i>NV works in conjunction with the SALT team to ensure up to date resources are used for the children.</i></p> <p><i>KC delivers SULP to children across school (y1-6)</i></p> <p><i>Additional SALT support via schools 'bought in' service with Jen Williams (Therapist).</i></p> <p><i>SENDCo has regular meetings with the school speech therapist and SALT manager from Wirral to look through the caseload list. This is additional to the NHS SALT work carried out in the clinic.</i></p>
<p><b>Part funding to support the attendance officer to boost attendance for PP pupils where this is an issue.</b></p>	<p>Attendance for pupil premium children is below that of their non-pupils premium peers and they have had more unauthorised absences. Over lockdown pupil premium children were often the most difficult to encourage to attend.</p> <p>74.5% compared to 91% (as of 31.10.22)</p>	<p>1,2,3,8</p>	<p><i>Jill Eastwood (attendance officer) has worked alongside phaseleaders (SLT) and the pastoral team to support families with poor attendance. She has also worked with the local authority attendance officer to review and improve our attendance practices.</i></p>

	<p>PP pupils (and other groups) should improve attendance where they are persistently absent.</p> <p>Consistent targeting and weekly monitoring of persistently absent pupils.</p>		<p><i>Families with low attendance receive trigger letters each half term and are supported with attendance meetings in school.</i></p>
<p><b>50% funding for enrichment coordinator to arrange a wider range of enrichment opportunities for all pupils including pupil premium.</b></p>	<p>Typically pupil-premium children are less likely to participate in enrichment activities outside of the classroom due to not being able to afford them. Historically their engagement with extra-curricular activities and experiences beyond their immediate local area has been limited. This has a significant impact on their real-life experiences and a tangible understanding of learning.</p> <p>PP children to have greater opportunities to engage in enrichment activities that they wouldn't usually have access to. These wider enrichment activities will give them experiences they may not normally be able to draw on, this will support in developing the whole child as well as giving them a wealth of opportunities to draw on in their classroom learning.</p> <p>Attainment and progress should increase for those pupils able to attend clubs, trips, residential and enrichment activities where they are linked to the learning going on in class: All planned enrichment activities have an intended link to learning within the foundation subjects.</p>	<p>1,5,8</p>	<p><i>Enrichment coordinator has planned trips and experiences inline with curriculum to allow real life experiences to embed and active prior knowledge.</i></p> <p><i>All curriculum topics begin with a 'memorable experience'.</i></p> <p><i>Development of the garden has allowed pupils to make connections in Science and D&amp;T.</i></p> <p><i>Disadvantaged pupils taking part in enrichment trips to widen experiences; Nanny Sharon's Alpaca Farm.</i></p>



	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>		
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**Total budgeted cost: £ 258, 328**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

[See above.](#)

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider