

# Keir Hardie Primary School

## Pupil Premium Planning – Strategy Statement Academic Year 2020 - 2021



1. Summary information	
Number on roll (September 2020)	424
Pupils eligible for Pupil Premium (Nursery to Y6) – September 2020	145 (34.6%)
Total amount to receive (confirmed):	£195,025
Rate of £1345 per child based on January 2020 census	
Catch-Up Premium	£31,120

### School Context

Our school is situated in Canning Town, an area of urban regeneration with substantial rebuilding. Many of our families experience high levels of social and economic disadvantage, we have a high number of pupils in families on low income and unemployment, high levels of domestic violence, challenges of immigration issues and high level of mental health challenges. The school deprivation indicator is 0.39 and the proportion of pupils eligible for free school meals is 23%, both figures sig. above the national average (NA). 35% of our pupils receive the PPG. 17.8% of our pupils have Special Educational Needs; of these pupils 0.5% have an EHCP. Most pupils are from minority ethnic groups (90%), whilst the proportion of pupils with English as an additional language is 51%, sig. above the NA. The stability of the school is 65.6%, sig. below NA. Currently. We have 1 'Looked After' pupil on roll. On starting school in the EYFS, the majority of pupils' skills and abilities are generally well below national expectations and their experiences are very limited.

### 2. Current Attainment - Data from 2019 -2020

	Pupil Progress scales	School Results 2019	National Average 2019	School results for pupils eligible for PPG in 2019	National Average for PPG in 2019
% achieving in reading, writing and maths	107.3	76%	61%	69%	51%
progress in reading	106.6	88%	75%	76%	62%
progress in writing	104.1	88%	78%	83%	68%
progress in spelling, punctuation and grammar	112.1	90%	78%	86%	67%
progress in maths	107.9	88%	76%	83%	67%

### 3. Barriers to future attainment (for pupils eligible for PPG, including More Able Learners)

The rate of unemployment in Canning Town is higher than the national average. Canning Town has 20% less Higher and Intermediate managerial, administrative or professional households than the national average. Home ownership is lower than the national average and all rented accommodation levels are higher than the national average, this suggests an area of economic deprivation. Most pupils are from minority ethnic groups (89.3%), whilst the proportion of pupils with English as an additional language is 51.4%, above the NA. The stability of the school is 65.6%, sig. below NA. Aspirations for pupils are low.

Covid-19 has had a negative impact on disadvantage pupils as a higher number of pupils do not have access to online learning through lack of technology in the home, including access to Wi-Fi. School has made home learning accessible through paper copies of learning however, supportive educational sites could not be accessed by those who do not have access of technology. A number of pupils also have to share technology with other members in the household and therefore cannot always access the home learning consistently. Due to Covid-19 disadvantaged pupils may need to self-isolate for 14 days at

a time and school may have to be in lockdown; pupils are unable to access a safe learning space and may not be able to access Blended Learning lessons and remote learning online.

#### In-school barriers

##### issues to be addressed in school

A.	On entry into nursery and reception significantly below the National Average for Communication and Language. This has an impact on progress and attainment in reading and writing in EYFS and KS1
B.	Lack of real life experiences outside of the local area to broaden pupil's horizons and improve knowledge and understanding of the world around them.
C.	Narrowing the gap between PP and Non-PPG pupils across the school for MAL pupils which is in-line with National Averages
D.	Narrow the gap for disadvantaged pupils due to Covid-19

#### External barriers

##### issues which also require action outside school

E.	Attendance rates of pupils – especially those who are PP – including punctuality
F.	Housing issues – including overcrowding, poor living conditions, risk of evictions, temporary housing arrangements. This also results in high mobility of pupils
G.	Covid-19, school may have to go into lockdown forced by the government. Students may have to self-isolate either individually or as a whole bubble.

#### 4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success criteria/ Evidence</i>
A.	<p>All pupils achieve pupils to achieve higher than National Average of 2019 for Reading, Writing and Maths combined of 65%.</p> <p>School achieved 76% combined in 2019 and hopes to achieve the same score even though school has been partially closed due to the Covid-19 pandemic.</p> <p>PPG combined score in 2021 will be higher by 5% compared to 2021.</p>	<p>Gap between PPG and Non-PPG has narrowed by 5% - from 14% in favour of Non-PPG in 2019 to 9% in favour of Non-PPG for Y6 in 2021</p> <p>Combined score for PPG has increased by 5% compared to 2019.</p> <p>Gap between PPG and Non-PPG is within 5% in all subject areas and within 2% for SPaG compared to results in 2019</p> <p><u>Evidence:</u> Data reports Pupil Progress Meetings Books and planning</p>
B.	<p>Pupils receive a number of real life experiences outside of the classroom and get them ready for an ever-changing world and the next step in school life. Learning about life beyond Canning Town.</p> <p><u>Covid- 19 restrictions:</u> During Covid-19 workshops and experiences can be done virtually - zoom meetings, Google Classroom and workshops.</p>	<p>All pupils take part in educational visits outside of school or workshops organised by visitors in all subject areas.</p> <p>All pupils have access to online workshops and experiences, including those pupils who are self-isolating through Google Classroom and live learning sessions.</p> <p>Laptops have been lent to parents/ carers who do not have access to technology at home but do have Wi-Fi - 45 laptops allocated to school by the DfE. School to apply as and when needed for laptops/ chromebooks.</p> <p>Participation in annual Work Week - Spring 2021</p> <p>Pupils participate in residential visits at a reduced rate</p> <p>Learning about their own heritage and refugees during specific focus weeks.</p> <p><u>Evidence:</u></p>

	Some workshops are held in school and follow strict guidelines for social distancing and health and safety.	Curriculum Maps Books and planning Educational and Residential visits Work Week evaluations Pupil voice for heritage and refugee week Photographs
C.	<p>Increase the number of PP More Able Learners across the school in all subject areas. Subject leaders to choose pupils who are on the cusp of achieving Greater Depth.</p> <p><u>Covid-19 restrictions:</u> Pupils are expected to participate in MAL projects in different subject areas – however due to Covid this may be research projects that subject leaders have devised. Some projects may be done virtually - museum tours, workshops, Zoom meetings and Google Classroom.</p>	<p>Number of pupils identified as MAL increased – by 2% or more in all subjects compared to data in 2019.</p> <p>Pupils working at Greater Depth are in line with or above with National Averages for core subjects in KS1 and KS2.</p> <p>Increase in the number of pupils who are PPG and MAL by 1 pupil per year group at the end of the year in all subject areas.</p> <p>Laptops have been lent to parents/ carers who do not have access to technology at home but do have Wi-Fi - 45 laptops allocated to school by the DfE. School to apply as and when needed for laptops/ chromebooks.</p> <p><u>Evidence:</u> MAL project evaluations for all subjects Data reports Pupil Progress Meeting Pupil Voice</p>
D.	<p>Tuition put in place for PPG pupils who are underachieving due to Covid-19 pandemic partial school closures. Those pupils will be attending tuition programmes with the support from the National Tuition Programme.</p> <p>Gaps have narrowed between PPG and Non-PPG. All pupils attending tuition will make outstanding progress.</p> <p>Interventions put in place in school for phonics, reading, writing and maths for identified pupils who are underperforming.</p>	<p>Progress is outstanding for those pupils attending bespoke tuition programmes set up in school together with support from the National Tuition Programme between PPG and Non-PPG - from baseline assessments to the end of the 15 week programme.</p> <p>Laptops have been lent to parents/ carers who do not have access to technology at home but do have Wi-Fi - 45 laptops allocated to school by the DfE. School to apply as and when needed for laptops/ chromebooks.</p> <p><u>Evidence:</u> Before and after intervention/ tuition assessments Minutes of meetings between class teachers and tutors Data reports Pupil Progress Meetings</p>
E.	<p>Improved school attendance rates for PP pupils who have persistent absence</p> <p><u>Covid restrictions:</u> Pupils may not attend school regularly as they will self-isolate on multiple occasions. Parents may not bring in the required evidence of self-isolating</p>	<p>PPG pupils to attend at National Average of 96%</p> <p>Persistent absences to be below National Averages of 11.23% in Autumn 2019 for state schools.</p> <p><u>Evidence:</u> Attendance reports Inclusion minutes Minutes of meetings – attendance Weekly webinar attendance for DHT and Senior Learning Mentor</p>
F.	Parents/ carers are supported by the school positively impact on their child's learning.	Increase in parental involvement in and around the school – workshops, family learning, volunteering in and around the school. Increase in the number of parents being part of the PTA

	<p><b><u>Covid-19 restrictions:</u></b> School to provide support for those pupils who are PPG and FSM when they are self isolating through the assignment of FSM vouchers via Wonde.</p>	<p>Parent learning and modelling learning strategies - this can also be done virtually and sessions will be uploaded onto the school's website Blended Learning online workshops for parents – modelling lessons by class teachers when pupils are self-isolating or when school is part of lockdown Support for FSM vouchers/ food packages during Covid-19 for self-isolation and possible lock-down.</p> <p><b><u>Evidence:</u></b> Inclusion minutes Parent Workshop registers Attendance at school events (summer/ winter fair, parent evenings) Parent views FSM vouchers Attendance of online workshops</p>
<b>G.</b>	<p>Blended learning is in place and established across the whole school to support pupils at home during lock down.</p>	<p>Staff have received training on how to upload lessons onto Google classroom, which pupils can access. Staff model lessons for maths and English online. For those pupils who are unable to access online learning due to lack of technology – home learning packs will be available. Blended Learning online workshops for parents – modelling lessons by class teachers when pupils are self-isolating or when school is part of lockdown. Laptops have been lent to parents/ carers who do not have access to technology at home but do have Wi-Fi - 45 laptops allocated to school by the DfE. School to apply as and when needed for laptops/ chromebooks. Phone calls home to pupils show that pupils are engaged with the learning.</p> <p><b><u>Evidence:</u></b> Safeguard Attendance of online workshops Laptop register Staff audit of technology support needed</p>

## 5. Planned expenditure

The headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Our desired outcome	Our chosen action/ approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date
Raise attainment in EYFS for Maths, Literacy and Understanding of the World	EYFS resource library – parents borrow resources from school to support and improve spoken language,	Parent feedback highlighted the cost of particular resources was too great as well as difficult to source.	Parent views and feedback indicates that parents use the resource library and that	AHT for EYFS EYFS staff	December 2020 March 2021

Budget: £1,000	maths, literacy and knowledge of the world around them	Research shows children from talkative families may have heard 30 million more words by the age of 3 than those from less-talkative families.	language acquisition has improved  <u>Evidence</u> Parent views Data reports Special books Classroom observations		Summer 2021
Close the gap between PP and Non-PP pupils  Budget: £25,000	Interventions such as: <ul style="list-style-type: none"> <li>• 1:1 phonics</li> <li>• reading for fluency</li> <li>• spelling</li> <li>• arithmetic</li> <li>• 5-a-day maths</li> <li>• EAL groups</li> <li>• Bespoke SEND sessions</li> <li>• catch-up sessions</li> </ul>	Short burst sessions with bespoke interventions has shown that pupils have narrowed the gap with other pupils	Training for all members of staff in the delivery of interventions PPG pupils get the 5-a-day maths book free  <u>Evidence</u> Pupil Progress Meetings Monitoring Evaluations Assessments Classroom observations Intervention evaluations and data	DHT  SEND Team	Half Termly
Close the gap between PP and Non-PP pupils  Budget: £31,120 (Catch-Up Premium)	Support from the National Tutoring Programme.  Teach First Academic Mentors	By employing tutors in the school who will work with identified underperforming PPG pupils for Maths, Reading and Writing in Y2, Y4, Y5/ Y6.  Academic Mentor will be working in Y3 as the year group has been identified as having the widest gap between PPG and Non-PPG. Y3 also have made the least amount of progress.	Pupils that have been identified in Pupil Progress Meetings and Baseline Assessments, will be working in blocks for 15 hours on particular skills that show pupils are underperforming in. Tutors will be working with pupils during school time for 30/ 60 minutes at a time either 1:1 or in small groups. Academic mentor will be working with Y3 pupils identified as making RI progress.  <u>Evidence:</u> Pupil Progress Meetings Monitoring Assessments Observations	DHT  Class teachers	Ongoing during the 15 hour blocks

			Meetings between class teachers and tutors/ mentors Registers		
All PP pupils to achieve end of KS2 expected outcomes	Booster sessions before and after school – extended school	Targeted support has shown gaps in learning are addressed, pupils have opportunities to consolidate skills	PPG pupils are first targeted to attend booster classes and Easter School	SLT	December 2020
Budget: £10,000	Easter School for Y6 Additional adults used to have smaller group sizes		<u>Evidence</u> Pupil Progress Meetings Monitoring Assessments Classroom observations Registers	Class teachers	March 2020 Summer 2021
To ensure that phonics results for PP pupils continue to be above National Average and in line with previous year of 81%	Staff training for all Y3 staff for phonics by phonics lead 1:1 phonics interventions for pupils who have fallen off trajectory in Reception, Y1, Y2 and Y3	Daily phonics sessions and 1:1 phonics sessions for identified pupils from Reception to Y3 Intensive daily 1:1 phonic support has shown that pupils who have fallen off trajectory are able to achieve the phonics check	Staff are trained as phonics practitioners and will receive further training to move pupils on quicker to ensure that they achieve the phonics screening test	Phonics Lead	November 2020 for Y2 Phonics Test March 2021 June 2021
Ensure pupils have secure phonics knowledge			<u>Evidence</u> Baseline assessments Pupil Progress Meetings Monitoring Assessments RWI development days 1:1 interventions Staff training notes		
Budget: £4,000					
Raise attainment for Speaking and Listening across the school	Speech and Language Therapist 1 day per week working in school Language Enrichment Groups (LEGs) for identified pupils in EYFS and KS1/ KS2	Speech and Language strategies supports good communication Language development supports pupils' ability to read accurately and confidently	Speech and Language specialist supports staff in the delivery of LEG groups.	SEND lead	December 2020 March 2021 June 2021
Budget: £10,000	Speech and Language Therapist to support staff on the delivery of S&L interventions		<u>Evidence</u> Baseline assessments Pupil Progress Meetings Monitoring Assessments 1:1 interventions Staff training notes		

<p>Raise attainment in Reading across the school.</p> <p>Budget: £4,775</p>	<p>Purchase of high quality texts for a range of abilities and a range of text genres. Texts to be bought for the library and in classroom reading corners.</p>	<p>Reading progress will be good or better in all year groups. Increased uptake of pupils accessing the school library. Pupil voice indicates that they enjoy reading and the books purchased.</p>	<p>Reading lead to purchase high quality books School council involved in the selection of reading books in school.</p> <p><u>Evidence</u> Pupil Progress Meetings Library registers Pupil Voice School council minutes Assessments Data</p>	<p>English/ reading subject leader</p>	<p>Ongoing</p>
<p>Increase in the number of pupils who are working at Greater Depth at the end of KS2 in RWM. Increase from 14% in 2019 - to be at or above National Average</p> <p>Budget: £15,000</p>	<p>MAL projects for all subject areas run by or organised by subject leaders Staff training on Challenge Reduced group sizes through the use of additional adults in KS1 (English) and KS2 when possible Attendance of Brilliant Club – at least 50% attending need to come from disadvantaged families – Y6 Autumn 2020 and Y5 Summer 2021 Target pupils who are on the cusp of achieving Greater Depth for MAL projects in all subjects.</p>	<p>Differentiated learning Number of PPG and MAL pupils on the MAL register has increased in each subject area</p>	<p>Expectation of all subject leaders to run MAL projects. DHTs support in KS1 and KS2 for English.</p> <p><u>Evidence</u> Pupil Progress Meetings Monitoring Evaluations by pupils and staff Assessments Classroom observations Registers Data</p>	<p>DHTs for KS1 and KS2</p> <p>Subject Leaders</p> <p>Class teachers</p>	<p>December 2020</p> <p>March 2021</p> <p>June 2021</p>
<p>To raise attainment in writing across the school</p> <p>Budget: £30,000</p>	<p>Writing projects for each year group: EYFS – Animal Magic Y1 - TBC Y2 – Lambourne End Y3 – Legoland Y4 – TBC Y5 - TBC Y6 – TBC Talk for writing training for all new staff</p>	<p>Focus will be on high quality hooks and writing exemplars to support high quality writing across the curriculum. This will increase the use of vocabulary in context and supports imaginative writing.</p>	<p>All year groups to have a writing project with a theme that will make cross-curricular links to other subjects.</p> <p><u>Evidence</u> Pupil Progress Meetings Monitoring Evaluations Assessments</p>	<p>DHT</p> <p>English subject leader</p> <p>Phase leaders</p> <p>Class teachers</p>	<p>Summer 2021</p>

	Observing good practice through modelling of lessons and peer observations Writing workshops such as Poetry Retreat and 'Writes of Passage' for pupils working at Greater Depth or are at the cusp of Greater Depth		Classroom observations Book monitoring Pupil voice		
<b>ii. Targeted Support</b>					
<b>Our desired outcome</b>	<b>Our chosen action/ approach</b>	<b>Evidence and rationale for this choice</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date</b>
Increase attendance rates and reduce persistent absence for PPG pupils	Learning mentors to continue to monitor pupils and follow up on absences Attendance webinars with Attendance Management Service Attendance meetings with targeted families Coffee mornings to share strategies and celebrate improved attendance Walking bus for PP pupils for a period of time Celebration of 100% attendance First day response calling Parents to provide medical evidence for absences when absence is below 80%	Attainment and progress cannot be improved if pupils are not in school	Senior Learning Mentor will continue to track PPG pupils whose attendance falls under 95%. Letters will be send home and parents invited into school. DHT supporting SLM with attendance  <u>Evidence</u> Inclusion meetings Attendance meetings Celebrations for 100% attendance each term Pupil Progress Meetings Home visits Attendance Webinars	Learning Mentors  DHT	October 2020  December 2020  February 2021  April 2021  May 2021  July 2021
Budget: £5,000					
To address mental health and emotional needs of pupils	1:1 Counselling sessions Resilience champions in Y5/6 Learning mentor support – including 1:1 and small group sessions Whole staff training on mental health, resilience and well-being	Due to Covid -19 pupils may show more evidence of mental health issues such as anxieties etc. There may be an increase in the number of pupils displaying challenging behaviour for which the counsellor provides support Understanding factors that can influence barriers to learning show that early identification and support of mental health needs are	Resilience of pupils is increasing and less incidents that staff have to deal with as pupils will solve problems between themselves amicably  <u>Evidence</u> Feedback from staff training Monitoring of interventions Feedback from counsellor regarding progress Pupil Voice	SLT  Mental Health First Aiders  Learning mentor  Outside counsellor	Half Termly  Bi-weekly inclusion meetings
Budget: £20,000					

		crucial to build self-esteem, resilience and good well-being Whole school approach to Language of Choice – which is used by all staff.			
<b>iii. Other Strategies</b>					
<b>Our desired outcome</b>	<b>Our chosen action/ approach</b>	<b>Evidence and rationale for this choice</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date</b>
Improve physical well-being and ensure that pupils work towards a healthy lifestyle	Subsidised residential visits in Y5 and Y6 2 week intensive swimming courses for Y6 High number of after school clubs relating to sports Participation in inter-borough competitions for a large number of different sports Sports leaders – Y3 to Y6 – in the playground at lunchtime Staff training – in and outside of school Gymnastics coach Provision for SEN pupils through bespoke Physical Development sessions – ‘Let’s Get Moving’, Beckton Gym, Swimming Midday supervisor training Lunchtime resources/ sports and games	Newham has a high % of pupils identified as overweight or obese. Improved physical well-being, has a positive impact on self-esteem and confidence impacting on improved outcomes	All pupils will participate in PE lessons and competitions. All staff have adequate training to promote healthy lifestyles.  <u>Evidence</u> Pupil voice Teacher voice Assessments Feedback from staff training Club registers	PE lead  Extended services lead  DHT for curriculum	December 2020  March 2021  June 2021
Budget: £20,000					
Access to educational visits for all	Educational visits to support the curriculum and topics pupils are learning about Subsidised residential visits in Y5 and Y6	Increased understanding of different topics improves the language choices pupils make Increased life experiences provides pupils with a better understanding of the world around them and the choices they have in life Residential visit help pupils develop resilience, maturity, independence and team work	All pupils will have the opportunity to participate in educational visits. Some visits may be bespoke to the needs of some SEND or MAL pupils.  <u>Evidence</u> Curriculum overviews Medium Term Planning Book monitoring Photographs Pupil voice	DHT for curriculum/ educational visits	Spring 2020  Summer 2020
Budget: £20,000					

			Staff voice		
Curriculum Enrichment to enhance pupils learning experiences	Theatre companies performances Workshops for different subject areas so that pupils are taught by specialists After school clubs – gardening, arts & craft, computing, music etc	Pupils develop skills and attitudes to enable them to participate fully, safely and positively both in school and out of school. Provide opportunities for pupils to take part in a range of activities requiring life-long skills. Pupils develop good relationships within the school	All pupils will participate in an after school club to develop particular skills and knowledge and understanding  <u>Evidence</u> Club registers Learning mentor Photographs Pupil voice Staff voice	DHT for curriculum  Subject leaders  Phase leaders  Extended Schools lead	Spring 2021  Summer 2021
Budget: £20,000					
Develop pupils' awareness of the world of work and work related concepts and vocabulary	Participation of annual Work Week run by 15BillionEBP	Evaluations of work week show that pupils develop a better understanding of the world of work and related concepts. Opportunities for pupils to challenge stereotypes and make links between jobs, subjects and skills	All pupils participate in Work Week  <u>Evidence</u> Work week evaluations – staff and pupils Feedback from volunteers and visitors	DHT  PSHE leads	February 2021
Budget: £3,250					
Supporting families and building relationships	Parent workshops Level 2 TA training provided in school Winter and Summer Fairs organised PTA Reading is fun events – Reception, Y1 Parents supporting educational visits Attendance at assemblies of parents Parents events Parent online support for blended learning	Parent would like to be involved in the life of the school and support their children's learning	Parents find it easier to come into school for any issues or queries that they might have.  <u>Evidence</u> Attendance of Summer and Winter Fairs LPPA Award PTA meetings Parent surveys IQM award Artsmark award	SLT	October 2020  March 2021  June 2021
Budget: £2,000					

Ensure that pupils are able to access lunch vouchers whilst self isolating at home	PPG/ FSM Pupils are assigned Wonde Vouchers when self isolating due to Covid-19	FSM pupils are entitled to a free school meal even at home. School will provide parents with Wonde vouchers for the time that they have been self-isolating at home. Feedback from parents during the lockdown in March 2020 showed that parents were relying on the vouchers to provide meals at home.	Vouchers are assigned to pupils who are self isolating per week. Learning mentors and office staff are keeping track of those pupils that are self isolating  <i>Evidence:</i> Self-isolating register Wonde website	Learning mentors  Office staff  DHT	Ongoing
Budget: £5,000					

**Total: £195,025 + £31,120 = £226,145**

### LAST YEAR'S PUPIL PREMIUM PRIORITIES AND OUTCOMES

Priorities	Impact
Raise attainment in EYFS for Maths, Literacy and Understanding of the World in EYFS	Gap between boys and girls has narrowed and in Spring 2020 was only 0.3 in favour of boys. Progress was outstanding overall 6.8
Close the gap between PP and Non-PP pupils	Reception - the gap has widened from 0.2 to 0.6 in favour of Non-PPG Year 2 – gap stayed the same 0.2 Y6 – the gap widened from 0.0 to 0.2 in favour of Non-PPG. There was an increase in the number of pupils being eligible for PPG.
To ensure that phonics results for PP pupils continue to be above National Average and in line with previous year of 93%	Phonics Check to be in Autumn 2020 due to Covid-19
Increase in the number of pupils who are working at Greater Depth at the end of KS2 in RWM. Increase previous year of 9% above or in NA	Over the year the number of MAL pupils increased – Autumn to Spring 2020. No comparative data for Summer 2020
To raise attainment in writing across the school	Progress in writing for PPG pupils is - Autumn 2019 to Spring 2020: Good: Y3, Y5, Y6 Outstanding: Reception, Y1, Y2, Y4
Increase attendance rates	Attendance across the school is now above Local Authority average and just below National Average. Number of persistent absences has decreased – this includes the number of PPG pupils.
To address mental health and emotional needs of pupils	Less behaviour incidents recorded term upon term. Progress for those pupils receiving counselling or support is good or better, minimizing gaps.
Improve physical well-being	Achievement of Sport Gold Award for the 5 <sup>th</sup> year running. Increased uptake in the number of pupils attending clubs after school for sports. Pupil voice indicates that PE is a popular subject across the school.
Access to educational visits for all	All pupils attend educational visits; books show that pupils reflect on the visits and use information and vocabulary gained in learning activities and tasks.
Develop pupils' awareness of the world of work and work related concepts and vocabulary	Impact report of Work Week shows that all pupils enjoy Work Week and learn different elements about the world of work.

	<b>Pupil voice show they have learned about budgeting, different types of work and the skills you need in order to do different types of jobs.</b>
<b>Supporting families' relationships</b>	<b>Improved relationships with parents and carers. Increase in attendance of parent workshop and feedback is highly positive.</b>