

# Pupil Premium Strategy Statement [']

1. Summary information					
School	Alderman Richard Hallam Primary School				
Academic Year	19-20	Total PP budget	£199,000	Date of most recent PP Review	July 2019
Total number of pupils	889	Number of pupils eligible for PP	158	Date for next internal review of this strategy	Jan 2020







2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (national average)</i>
<b>KS2 (SATS)</b>			
% achieving expected standard in Reading	<b>64%</b>	78%	62%
% achieving expected standard in Grammar, Punctuation and Spelling	<b>78%</b>	83%	67%
% achieving expected standard in Mathematics	<b>72%</b>	84%	67%
% achieving expected standard in Writing	<b>75%</b>	83%	68%
<b>KS1 (SATS)</b>			
% achieving expected standard in Reading	<b>44%</b>	79%	62%
% achieving expected standard in Mathematics	<b>44%</b>	79%	55%
% achieving expected standard in Writing	<b>44%</b>	73%	63%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Parents who are entitled to PP funding are not applying for it therefore the funding for the school varies and is imbalanced.
B.	Most PP children fall within other vulnerable groups; this needs to be taken in to consideration when analysing their attainment and progress.
C.	Attainment in Reading in upper Key Stage 2 for children eligible for Pupil Premium is lower than non-PP pupils.
D.	Attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, is not in line with non-PP children.



<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>E.</b>	Attendance rates for pupils eligible for PP are currently slightly above 96%, however this will still need monitoring. Being absent from school reduces their school hours and causes them to fall behind on average.	
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	<p>For all parents who are entitled to PP funding to apply for it.</p> <p>This will be measured by comparing the amount of PP pupils over the past two years and analyse the changes.</p> <p>A key focus area will be Nursery and Foundation parents.</p>	<p>To raise awareness by sending out information posters / emails about how to apply for PP funding.</p> <p>To raise awareness by informing staff of the criteria for PP funding so they can communicate this to parents.</p> <p>To work closely with Nursery and Foundation staff in particularly when undertaking home visits/ induction meetings.</p>
<b>B.</b>	To ensure all PP pupils who fall in to other vulnerable areas to have more than one intervention. For example, Tom (WBB, PP, SEND) to have extra support. Tom to have intervention by PP tutor plus year group to organise further intervention.	To allocate a PP intervention tutor to support accelerated progress for pupils in PP and other vulnerable groups.
<b>C.</b>	Accelerated progress across upper KS2 in Reading for pupils eligible for PP.	Pupils eligible for PP in Years 5 and 6 make accelerated progress (at least 7 steps on Target Tracker) in Reading. This will be supported by teacher guided groups, teacher assessments, moderation within our Development Group and across the phase.
<b>D.</b>	Improved attainment in Reading, Writing and Mathematics. for pupils eligible for PP in KS1, in line with non-PP children.	Pupils eligible for PP in Years 1 and 2 make rapid progress by the end of the year so that the number of pupils meeting age related expectations (ARE) is in line with non-PP children.


<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance is consistently 96-97% in line with whole school attendance objectives.
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5. Planned expenditure					
Academic year	2019-20				
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 teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review? implementation?

<p>C. Accelerated progress across upper KS2 in Reading for pupils eligible for PP</p>	<p>Intervention groups with PP tutors ML and HPB to be continued from last year. This will ensure pupils moving to different year groups are settled in.</p> <p>Staff within KS2 to conduct regular pupil conferencing.</p> <p>Teaching assistants to deliver interventions with groups of pupils.</p> <p>Ensuring effective members of staff in year groups to provide effective feedback and interventions based on next steps.</p>	<p>Evidence from last year's progress rates with these tutors is good.</p> <p>Teaching assistants and intervention staff that have worked well in the school and supported children in making accelerated progress to be used in class and for targeted interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> <p>    </p> <p>Many different evidence sources, such as the EEF toolkit above, suggest high quality feedback is an effective way to improve attainment.</p> <p>    </p> <p>According to EEF toolkit:  'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven</p>	<p>Use of disaggregated hours to provide longer staff meetings on feedback.</p> <p>Book audits in phases used to ensure all staff have access to best practise.</p> <p>Learning walks to observe interventions and ensure they have a clear focus based on feedback.</p> <p>Observations of intervention staff (such as PP tutor) to be done on a termly basis to ensure effective teaching and feedback is taking place.</p> <p>Time out of class provided for observations of staff confident in the use of verbal feedback.</p> <p>Conference pupils on how much time is being provided for them to be able to reflect on</p>	<p>AK – Year Group Leader and PP  SB – Deputy Head  CL – Assistant Head (Teaching and Learning)  EM- Assistant Head (Assessment)</p>	<p>Half termly, ready for end of year.</p>
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D. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.	<p>Quality First Teaching with a strong emphasis on teaching for mastery used effectively in all year groups.</p> <p>Staff training on the consistent use of the marking policy including verbal feedback.</p> <p>Staff training on metacognition and self-regulation. To encourage staff to provide time for</p>	<p>months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.'</p> <p>The EEF toolkit suggests that teaching for mastery has a moderate impact for low cost. We want to ensure children eligible for PP do not fall behind the attainment levels of their peers. We have delivered a range of CPD in house for teachers on QFT and have seen an impact of progress levels as a result. With an influx of new staff, we want to ensure that the emphasis on QFT is still prominent and that an increased emphasis is put on mastery of the curriculum for our PP children.</p> <p>Academic Coaching will be used to support this in Year 6 as preparation for the SATs.</p>	<p>their own learning and how they feel about the impact it is having on their learning. Feedback to all staff and SLT. Academic Coaching to be delivered by highly effective teachers to Year 6 on key focus areas as preparation for the SATs.</p> <p>Cover used for all staff to be able to informally observe experts within the school and in other schools if required (where no expertise is already present in house).</p>	<p>AK – Year Group Leader and PP SB – Deputy Head CL – Assistant Head (Teaching and Learning) EM- Assistant Head (Assessment)</p>	Half termly, ready for end of year.
<b>Total budgeted cost</b>					<b>138,000</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>

<p>B. To ensure all PP pupils who fall in to other vulnerable areas to have more than one intervention. For example, Tom (WBB, PP, SEND) to have extra support, Tom to have intervention by PP tutor plus year group to organise further intervention.</p> <p>C. Accelerated progress across upper KS2 in Reading for pupils eligible for PP</p> <p>D.Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p> <p>E.Increased attendance rates for pupils eligible for PP.</p>	<p>Use high-quality collaborative learning companies and training (Forest Schools Training and Leicester City Primary Stars) to ensure that pupils are able to work together to contribute to a common outcome.</p>	<div data-bbox="712 86 1144 129">  </div> <p>Following the success of Forest Schools training and LCFC Primary Stars, we will continue to invest in these this academic year.</p> <p>Two members of staff have obtained skills to deliver Forest Schools in an adapted ARH way to small groups with pupils eligible for PP. This should lead to better cooperation, teamwork and empathy which will help to reduce incidences of behaviour. Funding will be used for equipment and cover for these members of staff.</p> <p>Work with LCFC Primary Stars will help each student to improve their personal learning, thinking, team and reading skills. Above all, it will boost their self-confidence and raise their own expectation of what they can achieve in reading.</p>	<p>The companies have been selected based on previous work with them that has proven to be effective.</p> <p>Leicester City Primary Stars will be invited to run 10 reading sessions, in the Autumn and Summer terms, with KS2 pupils. At the end of the year, both pupils and family members will be invited for a free tour of the Leicester City Stadium.</p> <p>Required equipment for Forest Schools and cover required for the teacher's class to be paid for out of PP budget.</p>	<p>AK – Year Group Leader and PP RB – Primary link for LCFC HFG – English co-ordinator</p>	<p>Half termly, ready for end of year.</p>
<p>D.Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p>	<p>Expansion of peer tutoring scheme - gifted and talented pupils in Years 4, 5 and 6 in peer tutoring to be delivered to PP pupils in Years 1, 2 and 3.</p>	<div data-bbox="712 960 1144 1003">  </div> <p>Some of the pupils need targetted support to raise their attainment levels. Evidence suggests that peer tutoring is effective for a low cost. We have seen from our Reading Buddies scheme that this helps both the pupil with their attainment and the tutor with their mastery of the curriculum.</p> <p>This year it will be rolled out to all year groups originally planned for.</p>	<p>Organise timetable to ensure pupils have a quality session without missing any of the curriculum.</p> <p>Training for peer tutors to be sourced using evidence of effectiveness.</p> <p>Peer tutoring sessions to be overseen by a teaching assistant and reviewed by G&amp;T lead.</p> <p>Funding for G&amp;T lead to organise.</p>	<p>G&amp;T Lead</p>	<p>Half termly, ready for end of year.</p>

<p>B.To ensure all PP pupils who fall in to other vulnerable areas to have more than one intervention. For example, Tom (WBB, PP, SEND) to have extra support, Tom to have intervention by PP tutor plus year group to organise further intervention.</p> <p>C.Accelerated progress across upper KS2 in Reading for pupils eligible for PP</p>	<p>Small group tuition to support PP pupils in making accelerated progress.</p>	 <p>Continue to focus on the use of small group tuition to target groups of pupils in Years 3, 4, 5 and 6 who have not yet diminished the difference with their non-PP peers. We feel targeted support is necessary for this.</p> <p>The PP pupils in our current Year 5 &amp; 6 cohort make up a majority our PP pupils in the school and we feel this should be a target.</p>	<p>TA to be employed as a Pupil Premium champion, working with small groups across KS2.</p> <p>An outstanding teacher to be employed to work with small groups and to do one-to-one pupil conferencing in KS1.</p> <p>Observations of both staff to ensure quality of provision to be conducted regularly.</p>	<p>AK</p>	<p>On a half termly basis.</p>
<p>F.Increased attendance rates for pupils eligible for PP.</p>	<p>Attendance interventions for priority PP pupils, where attendance is less than good.</p>	<p>We have found targeted interventions with regards to attendance to be successful in the past for all pupils. We want to focus this on those PP pupils whose attendance slips below 'good'.</p>	<p>Half-termly meetings between PP lead and Attendance and Admissions Manager to analyse data regarding attendance and identify priority pupils.</p> <p>Home visits, support for parents and reward systems to be used to increase their attendance levels.</p>	<p>AK – Year Group Leader &amp; PP KH – Attendance and Admissions Manager</p>	<p>On a half-termly basis.</p>
	<p>Ensure equality of access for all pupils to our enriched curriculum.</p>	<p>Continuing from last year, pupils eligible for PP will have access to our school's breakfast club and priority for many extra-curricular clubs. All clubs within school are expected to prioritise these pupils and one (most expensive) trip per year will be funded from the PP budget.</p> <p>We want to ensure that all pupils have an equality of access to the curriculum to foster</p>	<p>One trip (most expensive) in each year will be fully funded for Pupil Premium pupils, as will breakfast club to support pupils' social and emotional wellbeing.</p> <p>Any staff leading clubs will be expected to keep a register of pupils attending and identifying the proportion of PP pupils attending. They will give first priority for limited capacity clubs to PP pupils.</p>	<p>Karen Davies (bursar)</p> <p>Paula Smith (Breakfast Club coordinator)</p> <p>All teachers running clubs</p>	<p>On a half termly basis</p>

Total budgeted cost					£31,000
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### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all parents who are entitled to PP funding to apply for it.	<p>To send out information to parents via email to raise further awareness of PP.</p> <p>Support parents in filling out the relevant forms for pupils in Early Years and Foundation.</p>	 <p>The EEF toolkit suggests that parental involvement has mixed levels of effectiveness but our own work with parents has led to greater support at home for the pupils in homework.</p>	<p>Do a 'before' and 'after' analysis of how many PP pupils we have in school (according to ratio of school) and check if an increase has occurred after sending out the information.</p> <p>Contact parents to check they understand the process of applying for PP funding.</p> <p>Ensure at every opportunity, PP awareness is raised when parents are invited in to school – e.g. Parents evening, Christmas Art week, Reading Fayre etc.</p>	<p>AK</p> <p>SLT &amp; all teaching staff</p>	October 2019 and then on a half termly basis.





Inclusion – to ensure all PP pupils have the support required to take part in an enriched curriculum and to have as many equal opportunities possible.	<ul style="list-style-type: none"> <li>Breakfast Club</li> <li>Breakfast Club TA</li> <li>Swimming</li> <li>Uniforms, bags etc.</li> <li>Trips</li> <li>Well Done postage for Well Done postcards that are sent home</li> </ul>	All of these actions have had a huge positive impact in the past several years at the school. It is clear that these actions should be continued.	Work closely with PS (Breakfast club manager) RB – LCFC to host special events for PP pupils AK to work closely with KD (School Budget Manager) to ensure payments for PP pupils are accurate)	AK & PS & RB  AK & KD	October 2019 and then on a half termly basis.
<b>Total budgeted cost</b>					<b>£20,000</b>


6. Review of expenditure				
Previous Academic Year		Total PP budget	£214,100	
		Number of pupils eligible for PP	146	
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


<p>C. Accelerated progress across upper KS2 in Reading, Writing and Mathematics for pupils eligible for PP.</p> <p>D. Improved attainment in Reading, Writing and Mathematics. for pupils eligible for PP in KS1, in line with non-PP children.</p>	<p>Intervention groups with PP tutors Michelle and Hema to be continued from last year. This will ensure pupils moving to different year groups are settled in.</p> <p>Staff within KS2 to conduct regular pupil conferencing.</p> <p>Teaching assistants to deliver interventions with groups of pupils.</p> <p>Ensuring effective members of staff in year groups to provide effective feedback and interventions based on next steps.</p>	<p>Evidence from last year's progress rates with these tutors is good.</p> <p>Teaching assistants and intervention staff that have worked well in the school and supported children in making accelerated progress to be used in class and for targeted interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> <p></p> <p>Many different evidence sources, such as the EEF toolkit above, suggest high quality feedback is an effective way to improve attainment.</p> <p></p> <p>According to EEF toolkit: 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.'</p> <p>In addition to HPB and ML, we employed 3 casual Pupil Premium Champions to support pupils in Year 3 and 4 in reading, writing and Mathematics.</p> <p>HPB – Year 2 and 5</p>	<p>Due to the positive impact the PP Champions had on the pupils, HPB and ML will continue to deliver interventions in reading, writing and Maths for the whole school.</p> <p>The PP budget will determine on whether we are able to employ additional PP Champions as this had a positive impact on both attainment and progress.</p>	<p>£138,934</p>
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		<p>GS – Year 3  HD – Year 4 and 5  PA – Year 4  ML – Year 6</p> <p>Each year group leader provided PP Champions with a daily intervention timetable to focus on key areas in learning. Clear communication between class teachers and PP Champions took place to discuss children’s progress and gaps in knowledge. This helped to feed into data and set appropriate targets throughout the academic year. 1</p>		
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ii. Targeted support				
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
<p>B.To ensure all PP pupils who fall in to other vulnerable areas to have more than one intervention. For example, Tom (WBB, PP, SEND) to have extra support, Tom to have intervention by PP tutor Hema/Michelle plus year group to organise further intervention.</p> <p>C.Accelerated progress across upper KS2 in Writing for pupils eligible for PP</p> <p>D.Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p> <p>E.Increased attendance rates for pupils eligible for PP.</p>	Use high-quality collaborative learning companies and training (Happy Puzzle Company and Forest Schools training) to ensure that pupils are able to work together to contribute to a common outcome.	 <p>Following the success of Happy Puzzle Company and Forest Schools training, we will continue to invest in these this academic year.</p> <p>Two members of staff have obtained skills to deliver Forest Schools in an adapted ARH way to small groups with pupils eligible for PP. This should lead to better cooperation, teamwork and empathy which will help to reduce incidences of behaviour. Funding will be used for equipment and cover for these members of staff.</p> <p>Work with the Happy Puzzle Company will help each student to improve their personal learning and thinking skills, maths, logical reasoning and team skills. Above all, it will boost their self-confidence and raise their own expectation of what they can achieve.</p> <p>Class teachers organised for Teaching Assistants to deliver additional interventions for PP pupils who also fall under other vulnerable groups.</p> <p>This had an excellent impact on the children's enjoyment of school and had a positive impact on their attendance rates.</p> <p>Attendance rates have increased from 96.1% to 96.2% which is in line with the whole school attendance.</p>	<p>Due to the positive impact of Happy Puzzle Company, we will continue to use this resource for PP pupils.</p> <p>We will continue to utilise the trained members of staff from Forest Schools and provide time for them to train other members of staff at ARH.</p> <p>ARH will continue to work collaboratively with LCFC through their Primary Stars initiative (focusing on reading) with upper KS2 PP pupils.</p> <p>Next academic year, we will continue with this approach with an emphasis on follow-up learning to help to increase accelerated progress levels in pupils eligible for Pupil premium.</p> <p>KH will continue to monitor the attendance rates for PP pupils and maintain the reward system. Free spaces in Breakfast Club for PP pupils will continue as an incentive to raise attendance at ARH.</p>	£51,090

<p>D.Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1, in line with non-PP children.</p>	<p>Expansion of peer tutoring scheme trialled last year – using a group of gifted and talented pupils in Years 4, 5 and 6 in peer tutoring to be delivered to PP pupils in Years 1, 2 and 3.</p>	<div data-bbox="651 272 1090 333">  </div> <p>Some of the pupils need targetted support to raise their attainment levels. Evidence suggests that peer tutoring is effective for a low cost. We have seen from our Reading Buddies scheme that this helps both the tutee with their attainment and the tutor with their mastery of the curriculum.</p> <p>Last year, due to time restarints, the trial used only Year 6 and Year 2 – this year it will be rolled out to all year groups originally planned for.</p> <p>The peer tutoring scheme helped raise PP pupils attainment as well support in building positive relationships between different peer groups.</p> <p>The scheme supported KS2 pupils in developing their coaching and mentoring skills and in turn consolidate their own knowledge and learning.</p> <p>From analysing data, the attainment gap in Maths. (KS1 pupils) between PP and Non-PP pupils has narrowed.</p>	<p>As it was a success, the peer tutoring scheme will be continued and monitored by the G&amp;T Lead.</p>	
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<p>B.To ensure all PP pupils who fall in to other vulnerable areas to have more than one intervention. For example, Tom (WBB, PP, SEND) to have extra support, Tom to have intervention by PP tutor Hema/Michelle plus year group to organise further intervention.</p> <p>C.Accelerated progress across upper KS2 in Writing for pupils eligible for PP</p>	<p>Small group tuition to support PP pupils in making accelerated progress.</p>	<p>            This year, we want to focus on the use of small group tuition to target groups of pupils in Years 4, 5 and 6 who have not yet diminished the difference with their non-PP peers. We feel targeted support is necessary for this.         </p> <p>The PP pupils in our current Year 5 cohort make up 25% of our PP pupils in the school and we feel this should be a target.</p> <p>Casual PP Champions were used for small tuition groups. This was beneficial to the PP pupils who struggled with social, emotional behaviour. These small groups helped to raise pupils' confidence levels, which had a positive impact on their learning. Furthermore, pupils across KS2 made good progress in writing.</p>	<p>The PP budget will determine on whether we are able to employ additional PP Champions as this had a positive impact on the social and emotional well-being of PP pupils.</p>	
<p>F.Increased attendance rates for pupils eligible for PP.</p>	<p>Attendance interventions for priority PP pupils, where attendance is less than good.</p> <p>Ensure equality of access for all pupils to our enriched curriculum.</p>	<p>We have found targeted interventions with regards to attendance to be successful in the past for all pupils. We want to focus this on those PP pupils whose attendance slips below 'good'.</p> <p>Continuing from last year, pupils eligible for PP will have access to our school's breakfast club and priority for many extra-curricular clubs. All clubs within school are expected to prioritise these pupils and one (most expensive) trip per year will be funded from the PP budget.</p> <p>We want to ensure that all pupils have an equality of access to the curriculum to foster a love of school and learning.</p> <p>Attendance rates have increased from 96.1% to 96.2% which is in line with the whole school attendance. Breakfast Club has helped to increase attendance rates for PP a pupil which in turn has had a positive impact on their learning.</p>	<p>Free spaces in Breakfast Club for PP pupils will continue as an incentive to raise attendance at ARH.</p> <p>Club registers will be continued to be monitored to ensure that PP pupils are given first priority to a range of extra-curricular activities.</p>	

		From analysing club registers, there has been an increase of PP pupils attending a range of clubs therefore accessing an enriched curriculum.		
<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>
For all parents who are entitled to PP funding to apply for it.	<p>Parent workshops To invite parents in to school to raise awareness of the criteria for PP</p> <p>To provide a crèche service so parents are able to interact with staff</p>	 <p>The EEF toolkit suggests that parental involvement has mixed levels of effectiveness but our own work with parents has led to greater support at home for the pupils in homework.</p> <p>Information on PP was communicated to parents via the school website, email and post. Parents of pupils, who were potentially eligible for PP, were telephoned to support with filling in the LCC application form.</p> <p>Each year group leader was provided with PP information to cascade to parents.</p>	All forms of communication with parents will be continued to raise awareness of PP.	£23,160

<p>Inclusion – to ensure all PP pupils have the support required to take part in an enriched curriculum and to have as many equal opportunities possible.</p>	<ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• Breakfast Club TA</li> <li>• Swimming</li> <li>• Uniforms</li> </ul> <p>Well Done postage for Well Done postcards that are sent home</p>	<p>All of these actions have had a huge positive impact in the past several years at the school. It is clear that these actions should be continued.</p> <p>PP pupils having access to all these additional clubs and activities has had a positive impact on their attendance, learning and well-being.</p>	<p>These initiatives as will continue as incentives for all PP pupils next year.</p>	
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