

Jewell Academy Pupil Premium Strategy Statement 2020-21

SUMMARY INFORMATION			
Pupil Premium Strategy Plan 2020-21			
CURRENT PUPIL INFORMATION 2020			
Total number of pupils:	411	Total Pupil Premium budget:	£170,815
Number of pupils eligible for Pupil Premium Grant:	113 (28%)	Date for next internal review of this strategy	Dec 2020 March 2021 July 2021
Date of most recent review	Sep 2020		

COHORT INFORMATION WHOLE SCHOOL		
CHARACTERISTIC	NUMBER IN GROUP (AS A % OF TOTAL PP CHILDREN)	PERCENTAGE OF WHOLE SCHOOL COHORT
Boys	57 (50%)	14%
Girls	55 (49%)	14%
SEN support	45 (40%)	11%
EHC plan	6 (5%)	2%

EAL	8 (7%)	2%
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YEAR R COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF YEAR GROUP
Boys	1	2%
Girls	8	14%
SEN support	1	2%
EHC plan	0	0
EAL	3	2%

YEAR 1 COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF YEAR GROUP
Boys	8	14%
Girls	10	18%
SEN support	3	16%
EHC plan	1	2%
EAL	1	2%

YEAR 2 COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	10	18%
Girls	6	11%
SEN support	9	16%
EHC plan	1 (Awaiting 1)	2% (4%)
EAL	1	2%

YEAR 3 COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF YEAR GROUP
Boys	11	21%
Girls	3	6%
SEN support	10	19%
EHC plan	1	2%
EAL	0	0

YEAR 4 COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF YEAR GROUP
Boys	9	15%

Girls	13	22%
SEN support	6	10%
EHC plan	1	2%
EAL	1	2%

YEAR 5 COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF YEAR GROUP
Boys	11	21%
Girls	6	11%
SEN support	8	15%
EHC plan	0	0
EAL	1	2%

YEAR 6 COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF YEAR GROUP
Boys	7	12%
Girls	10	17%
SEN support	8	14%
EHC plan	1	2%

EAL	1	2%
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Phonics Data

Year 1 Phonics Screening 2018-19				
Pupils working at expected standard at end of year 1 as total	Percentage of Pupils Eligible for PP that passed Phonics screening in Year 1	Percentage of Pupils Not Eligible for PP that passed Phonics screening in Year 1 Pupils not Eligible for PP	BCP	National Average
83.3%	72%	93%	81.3%	81.9%

Year 1 Phonics Screening 2019-20 to be completed in Autumn 2 2020 due to COVID				
Pupils working at expected standard at end of year 1 as total	Percentage of Pupils Eligible for PP that passed Phonics screening in Year 1	Percentage of Pupils Not Eligible for PP that passed Phonics screening in Year 1 Pupils not Eligible for PP	BCP	National Average
Please add in Autumn 2 data as soon as possible after test date				

Assessment data

EYFS 2019/20 (Predicted outcomes)				
	Pupils eligible for PP (31% of cohort)	Pupils not eligible for PP	BCP	National - (2019)
GLD	12 (67% of PP)	29 (71%)	Not available due to COVID	71.8%
Reading	12 (67% of PP)	29 (71%)	Not available due to COVID	
Writing	12 (67% of PP)	29 (71%)	Not available due to COVID	
Number	12 (67% of PP)	29 (71%)	Not available due to COVID	
Shape, Space and Measure	13 (72% of PP)	32 (78%)	Not available due to COVID	

Children Eligible for PPG					Children Not Eligible for PPG			
YEAR 1 2019-20 Current Year 2	% Meeting expected standard or above in reading	% Meeting expected standard or above in writing	% Meeting expected standard or above in maths.	% Achieving GLD	% Meeting expected standard or above in reading	% Meeting expected standard or above in writing	% Meeting expected standard or above in maths.	% Achieving GLD
End of Foundation Stage	63%	63%	75%	63%	77%	74%	77%	74%

Children Eligible for PPG					Children Not Eligible for PPG			
YEAR 2 2019-20 Current Year 3	% Meeting expected standard or above in reading	% Meeting expected standard or above in writing	% Meeting expected standard or above in maths.	% Achieving GLD	% Meeting expected standard or above in reading	% Meeting expected standard or above in writing	% Meeting expected standard or above in maths.	% Achieving GLD
End of Foundation Stage	43%	43%	43%	43%	90%	90%	90%	90%
KS1 SATS not completed due to COVID	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

Children Eligible for PPG					Children Not Eligible for PPG			
YEAR 3 2019-20 Current Year 4	% Meeting expected standard or above in reading	% Meeting expected standard or above in writing	% Meeting expected standard or above in maths.	% Meeting expected standard or above in reading, writing and maths combined.	% Meeting expected standard or above in reading	% Meeting expected standard or above in writing	% Meeting expected standard or above in maths.	% Meeting expected standard or above in reading, writing and maths combined.
KS1 SATS	78%	78%	83%	78%	73%	73%	76%	73%

Children Eligible for PPG					Children Not Eligible for PPG			
YEAR 4 2019-20 Current Year 5	% Meeting expected standard or above in reading	% Meeting expected standard or above in writing	% Meeting expected standard or above in maths.	% Meeting expected standard or above in reading, writing and maths combined.	% Meeting expected standard or above in reading	% Meeting expected standard or above in writing	% Meeting expected standard or above in maths.	% Meeting expected standard or above in reading, writing and maths combined.
KS1 SATS	50%	22%	44%	22%	66%	51%	60%	51%

Children Eligible for PPG					Children Not Eligible for PPG			
YEAR 5 2019-20 Current Year 6	% Meeting expected standard or above in reading	% Meeting expected standard or above in writing	% Meeting expected standard or above in maths.	% Meeting expected standard or above in reading, writing and maths combined.	No data for 5 children available (12.5%)- as not in UK for KS1 SATS. None are currently PP			
End of KS1 SATS*	50%	22%	44%	17%	21%	16%	23%	16%
End of year assessment 2018/19	33%	25%	33%	25%	77%	60%	63%	45%

Other Data

	Pupils Eligible for PP	Pupils not Eligible for PP
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Attendance data to date (October Half Term 2020)	91.4%	96.8%
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Barriers to future attainment for pupils eligible for PPG.

A	Complex needs - 45 children have Special Educational Needs, of which 6 have Education Health and Care Plans. 8 children have English as an Additional Language.
B	Poor oral language skills.
C	Social, emotional and mental well being affecting readiness to learn
Additional Barriers	
D	Poor attendance
E	Lack of access to appropriate technology to support home learning tasks

Intended Outcomes

	Measure	Action	Success Criteria
A. Complex needs - 45 children have Special Educational Needs, of which 6 have Education Health and Care Plans. 8 children have English as an Additional Language.	All PP children to make at least 3 points of progress in Reading, Writing and Maths from their starting point over the course of each Academic Year.	<ul style="list-style-type: none"> Continue to develop staff understanding of accurate assessment of all children including those who are working significantly below ARE. Children's small steps progress to be tracked and monitored by PP lead /SLT at least once every half term. Phase Leaders to ensure Teaching Staff are completing tracking tools. Improved tracking will lead to interventions that meet the PP children's needs and will impact progress against their baseline assessments. Monitor interventions - to ensure high 	<p>All PP children to be accurately assessed using a year group appropriate to their stage of learning by the end of November (Autumn 2).</p> <p>63% (or above) of children eligible for PP, to meet expected level of development or above, in reading, writing and maths in line with attainment in Foundation stage.</p> <p>65 % (or above) of children eligible for PP to meet expected standard or above in reading, writing and maths in line with attainment for BCP.</p>

		<p>quality specific teaching.</p> <ul style="list-style-type: none"> • Lesson observations. • Book Looks. • SLT: Planning monitoring. • Regular pupil progress meetings. • Support from Boost Outreach team. • Staff meetings to be facilitated enabling sharing of expertise and experience amongst the staff team. 	
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	Measure	Action	Success Criteria
B. Poor oral language skills	To narrow the vocabulary gap and secure at least 3 points of progress from the starting point across the curriculum.	<ul style="list-style-type: none"> • CPD for all Teaching staff. 4 x sessions (2 hours). <p><i>An Introduction to Teaching Vocabulary-Futurelearn.</i></p> <p><i>Followed by PDM to discuss implementation</i></p> <ul style="list-style-type: none"> • PP Lead to support purchase of suitable vocabulary resources • SLT /English Leads to support development of word walls in all classrooms using tier 1/2/3 vocabulary • SLT / Reading and Writing Leads to Monitor planning to ensure deep understanding of vocab being embedded • SLT / Reading lead to Monitor and support planning using high quality texts • PP lead to develop 'support packs' for PPG families with vocab games, texts. • PPG children to be supported with weekly opportunities for Pre-learning - specifically targeting vocabulary. 	<p>Improvement in reading and writing data so that all PPG make expected progress or more which is 3 sublevels (using DCPRO).</p> <p>Pupils will display greater understanding of vocabulary in their reading, writing and speech This will be identified through pupil conferencing and interview, book looks.and consideration of pupil progress in reading and writing.</p> <p>Improved knowledge of staff in how to teach, broaden and embed vocabulary so it becomes fluent for PPG pupils.</p> <p>Whole school more aware of of the need to expand pupils vocabulary so it is high profile - impacting all pupils learning, attainment and progress.</p>

	Measure	Action	Success Criteria
C. Social, emotional and mental well being affecting readiness to learn.	To ensure children's readiness to learn so that all PP children to make at least 3 points of progress in Reading, Writing and Maths from their starting point over the course of each Academic Year.	<ul style="list-style-type: none"> All PPG children with SEMH difficulties to be supported by an in-school service that meets their needs. KK to develop a streamlined approach to SEMH support services within Jewell Academy. Fund ELSA training for an additional staff member. Support the provision of effective ELSA sessions by supporting regular Supervision sessions with Educational Psychologist for staff providing ELSA. Support the provision of effective ELSA sessions by purchasing suitable resources. Support children identified with specific needs by safeguarding team with access to Cedar Project. Ensure all PPG children have priority access to in school counselling service. PPG children to be given priority places for Forest School Nurture sessions. Support the development and provision of bespoke curriculums for PPG children not currently able to access classroom learning by using Specialist - Whole school continues using attachment and trauma based 	All PPG accessing SEMH support to make progress using BOXHALL Profile indicators. These will reduce when progress is made. Class teachers, Phase Leaders and PP Lead will monitor the children's progress at least half-termly to ensure the right targeted support is being provided.

		<p>approaches.</p> <ul style="list-style-type: none"> All staff provide support for children with SEMH to meet at least once per half term with the child's class teacher to discuss progress. Children's progress to be discussed at least once per half term in Progress Meetings. 	
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	Measure	Action	Success Criteria
D. Poor Attendance	To close the gap in attendance to below 5% between PPG and non PPG children's attendance for the academic year 2020-21.	<ul style="list-style-type: none"> Office staff to monitor and raise concerns to the safeguarding team regarding any children who are absent with no reason given. Parents to receive welfare phone call from office team (first day of absence) if no contact has been made Attendance officer (SL) to monitor all children's attendance and identify early those who are at risk of falling below 90% by sending weekly updates to AW, KK and SLT. Those at risk to be contacted by KK (if PPG) / SLT and reasons discussed. If children's attendance continues to be poor, parents are invited for a meeting via letter, to discuss any further barriers to attendance, and support available. Parents to be encouraged to take holidays out of term time. Fines to be issued in extreme circumstances. Minibus available to collect and return children with poor attendance due to difficulties with transportation. PPG children to be given priority. Breakfast club and ASC spaces to be subsidised by PPG if required (and available) to support timely attendance 	PPG children's attendance to be at or above 95% for the academic year 2020-21

		at school.	
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	Measure	Action	Success Criteria
E. Lack of access to appropriate technology to support web based home learning tasks.	More than 70% of PP children's families requested paper packs during School Closure due to COVID as they could not access the online learning provided.	<ul style="list-style-type: none"> JL to establish how many children lack suitable devices by sending out a survey to all parents / carers by November Autumn 2. JL to establish how many families lack suitable internet connection by sending out a survey to all parents/carers by November Autumn 2. Devices already supplied by BCP to be loaned to Year 6 PP children as priority. Children being given devices to be supported in understanding how to navigate to learning sites independently before they are sent home. Families to agree and sign a fair use policy document. Further devices to be purchased. KS2 Home Learning clubs to be established for children to use school 	<p>To identify all PPG children at risk of being unable to access online learning by the end of November 2020.</p> <p>To provide a device or alternative support for all PPG children to access online learning so that they are not disadvantaged by this by the end of Autumn 2 2020.</p>

		<p>based devices and internet, to complete home learning tasks outside of school time.</p> <ul style="list-style-type: none"> All teachers to monitor children not accessing online learning, and discuss any barriers with parents/ carers at parents evening. 	
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Planned Expenditure Academic Year 2020-21

1. Quality Teaching for All

Desired Outcome	Chosen Action / Approach	Evidence / Rationale	How will you ensure it is implemented well	Staff Lead	When will you review	
All PP children to make at least 3 points of progress in Reading, Writing and Maths from their starting point over the course of each Academic Year.	CPD - Future Learn £4000 Teaching Vocabulary - Oral language interventions / pre-learning - NELI - £250 - Staff Time - £6000	EEF: On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Subject leads / PP lead- book scrutiny Pupil progress meetings Lesson observations.	HB/KM/PL/KK SLT SLT SLT	At least once per half term.	
	CPD - Maths. Third Space Learning (as part of tutoring package) £15000	EEF: Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants is essential.	Planning scrutiny Book looks	HB/KM/PL/KK SLT SLT / KK		
	CPD - Metacognitive approaches to learning. £4000	EEF: Metacognition and self-regulation approaches aim to help pupils think about their own learning. +7 months progress per year.	Intervention tracking / monitoring	Phase Leads		Phase Meetings
	Peer support - assessment of children working well below expected year group.					
	CPD - Use of PIXL for interventions £3000	EEF: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3). Crucially, these positive effects are	Intervention tracking / monitoring. Informal observation of interventions. Book looks	Phase Leads		Phase Meetings
	CPD - Use of DC PRO and SIMS to support understanding and use of data to inform planning.					
	CPD- LSA's. Provision of high - quality interventions					

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<p>To narrow the vocabulary gap and secure at least 3 points of progress from starting point across the curriculum.</p> <p>To ensure children's readiness to learn so that all PP children to make at least 3 points of progress in Reading, Writing and Maths from their starting point over the course of each Academic Year</p>	<p>£10000</p> <p>CPD - Future Learn Teaching Vocabulary</p> <ul style="list-style-type: none"> - Oral language interventions / pre-learning <p>Recruitment of specialist staff</p> <ul style="list-style-type: none"> • School Counsellor £8000 • Forest Schools Instructor £25000 • 1:1 Support • Creative Art based therapist £10000 • ELSA x 2 £15000 • Cedar Project £1000 • Boost Outreach Team £2000 	<p>only observed when TAs work in structured settings with high-quality support and training.</p> <p>EEF: On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	As above	As above	As above
Total Cost Tier 1	£86950			AW / SLT / KK	Review Yearly

2. Tier ii Targeted Support.

Desired Outcome	Chosen Action / Approach	Evidence / Rationale	How will you ensure it is implemented	Staff Lead	When will you review
All PP children to make at least 3 points of progress in Reading, Writing and Maths from their starting point over the course of each Academic Year.	<p>All PPG children to participate in regular use of Lexia e to support progress in reading. £6000</p> <p>Class Teachers to be supported to use PIXL for accurate assessment and use for targeted approach to small group interventions.</p>	EEF: Small group work +4 months	<p>Reading Lead to monitor.</p> <p>Assessment Lead to support delivery.</p> <p>Phase Leads to track implementation</p>	<p>PL</p> <p>NS, SLT</p>	<p>At least once per half term / progress meetings</p> <p>At least once per half term / progress meetings</p>

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<p>To ensure children's readiness to learn so that all PP children to make at least 3 points of progress in Reading, Writing and Maths from their starting point over the course of each Academic Year</p>	<p>KS2 PPG children to have priority access to 1:1 online maths tutoring. Third Space Learning (as part of tutoring package)</p> <p>PPG children to be given priority for attendance at specialist SEMH interventions.</p> <ul style="list-style-type: none"> • School Counsellor • Forest Schools Instructor • 1:1 Support • Creative Art based therapist • ELSA x 2 • Cedar Project <p>Forest School Canopy - £3000 Forest School Screening £1000 Provision of suitable resources and learning environment for specialists.</p> <p>Regular meetings with specialists to review targets and feedback to Class Teachers. £5000</p> <p>Tracking and monitoring of children accessing the services using Boxhall Profiles to measure progress. £1000</p>	<p>EEF: 1:1 Tuition +5 months over the course of a year.</p> <p>Participation in Arts - +2 months progress.</p> <p>Social and Emotional Learning - +4 months progress</p> <p>Outdoor Adventure Learning +4 months progress.</p> <p>Behaviour Interventions +3 months progress.</p>	<p>Maths Lead to monitor and track.</p> <p>Regular meetings with specialists to review targets and feedback to Class Teachers.</p> <p>Tracking and monitoring of children accessing the services using Boxhall</p>	<p>HB, SLT</p> <p>KK / SLT</p> <p>KK/ SLT</p> <p>KK/ SLT</p> <p>KK/SLT</p> <p>KK/SLT</p> <p>SL / KK / SLT / AW</p>	<p>Phase Meetings</p> <p>At least once per half term / Progress meetings.</p>
<p>To close the gap in attendance to below 5% between PPG and non PPG children's attendance for the academic year 2020-21.</p>	<p>See Above.</p> <p>Early identification of persistent absence. £2500</p> <p>Phone calls/ text messages home (office / KK) £2000</p> <p>Meetings to identify barriers (attendance team / FM) £5000</p> <p>Letters home (attendance team) £500</p>	<p>(DfE 2016) The higher the overall absence rate, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>EEF: Some evidence that text messages improve parental engagement.</p> <p>EEF: levels of parental engagement are consistently associated with children's</p>	<p>SL to monitor. Weekly updates for AW / SLT / KK</p>	<p>SL / KK / SLT / AW</p>	

<p>To identify all PPG children at risk of being unable to access online learning by the end of November 2020.</p> <p>To provide support for all PPG children to access online learning so that they are not disadvantaged by this by end of Autumn 2 2020.</p> <p>In the event of school closure. Suitable devices to be provided for those PPG children identified as in need - to be provided by BCP.</p> <p>In the event of school closure dongles or other means of supporting internet access to be provided as advised by BCP/ Trust.</p>	<p>Resources: £10000</p> <p>See Above</p>	<p>academic outcomes.</p> <p>EEF: Ensuring access to technology is key, especially for disadvantaged pupils.</p> <p>EEF: Supporting pupils to work independently can improve learning outcomes</p>	<p>JL /CB to send out a survey to parents/ carers by end of November 2020 to identify children.</p> <p>AW / KK / JL to establish how many further devices we will receive in the event of school closure to facilitate planning (by end of November 2020).</p> <p>KK / JL /AW to discuss with IT and BCP to establish support we can offer parents with no internet access by end of November 2020.</p> <p>KS2 Home Learning clubs to be established for children to use school based devices and internet, to complete home learning tasks outside of school time.</p>	<p>JL / CB</p> <p>AW / KK / JL</p> <p>AW / KK / JL</p> <p>JL</p>	<p>Beginning of December 2020</p>
Total Cost Tier 2	£36000				

3. Tier iii Other Approaches

Desired Outcome	Chosen Action / Approach	Evidence / Rationale	How will you ensure it is implemented well	Staff Lead	When will you review
All PP children to make at least 3 points of progress in Reading, Writing and Maths from their starting point over the course of each Academic Year.	PP children to attend all trips to ensure cultural capital and equality of access to a broad and balanced curriculum. £12000	See above	As above	As above	As above
To ensure children's readiness to learn so that all PP children to make at least 3 points of progress in Reading, Writing and Maths from their starting point over the course of each Academic Year	PP children to have access to SEMH support - may need additional resources to enable this to happen eg: weather suits	See above	As above	As above	As above

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<p>To close the gap in attendance to below 5% between PPG and non PPG children's attendance for the academic year 2020-21.</p>	<p>(Forest Schools). £5000</p> <p>PP children with poor attendance to be given priority access to the following:</p> <ul style="list-style-type: none"> • Minibus £10000 • Breakfast / ASC places when available £5000 • Individual barriers to attendance such as uniform £3000 	<p>See above</p>	<p>As above</p>	<p>As above</p>	<p>As above</p>
<p>Total Cost Tier 3</p>	<p>£26000</p>				

Review of strategy 2019 - 2020

Outcome	Chosen Approaches	Impact
To improve children's emotional resilience, well-being, confidence and stamina for learning.	Forest Schools - group sessions for each year group. 1:1 specialist sessions, nurture group, counselling, ELSA, Arts Brokerage for individuals requiring support.	COVID prevented a full analysis of impact this remains a target for 2020-21 However, all year 6 and Year 5 PPG children attended regular Forest School group sessions prior to Lockdown. The Forest School service was also extended during the school closure period to support children's SEMH. Arts Brokerage also provided 1:1 support for 3 PPG children during this time
i) To Improve the percentage of Pupil Premium children attaining GLD (Reception). ii) To improve the percentage of Pupil Premium children achieving ARE and GD in Reading, Writing and Mathematics (KS1 and KS2).	PIXL based interventions Lexia Small group targeted interventions Additional resources provided. CPD	COVID prevented a full analysis of impact this remains a target for 2020-21 Predicted results for EY suggest that 67% of PPG children were on track to make an expected level of development compared to 71% of non PPG children in 2019-20

		<p>There was an 11% difference in attainment between PPG and non PPG children in 2018-19 for children currently in Year 2.</p> <p>There was an 12% difference in attainment between PPG and non PPG children in 2018-19 for children currently in Year 6.</p>
To improve the percentage of PP SEND children making accelerated progress against their starting point.	Liaison with outside agencies. CPD Resources	PP SEND children to make accelerated individual progress linked to personal targets in reading, writing and maths. This is part of the Academy Improvement plan and will remain a focus in the 3 year strategy
To ensure that transition between year groups and schools, has a clear set of robust systems and procedures	Staff gave 1:1 in person meetings for catch and advice in Summer 2. (PP) Transition meetings between year groups.	<p>All staff to be aware of which children in their class are Pupil Premium before the start of the new academic year.</p> <p>There was % increase from 29-34% total due to COVID</p> <p>All staff to meet with the previous class teacher to discuss Pupil Premium children before the start of the new academic year. Transition meetings we arranged and completed in July 2020</p>
To improve attendance for Pupil Premium children, in line with or better than, that of non-Pupil Premium children		Not possible to comment on attendance due to Covid.
To improve parental engagement in learning for Pupil Premium children	Class teachers to report non attendance, parents to be encouraged to attend alternative. As response to COVID:	To further increase the total number of Pupil Premium parents using the Marvellous Me or Tapestry app by 20 to bring the percentage in line with non PP families.

	<p>Class emails set up. Google Classroom set up in response to COVID Weekly telephone calls home by CT Paper packs created and delivered by school based team.</p>	
<p>To ensure that Pupil Premium children gain maximal cultural capital from all extracurricular opportunities at Jewell Academy.</p>	<p>All children attended all trips regardless of ability to make a financial contribution. PP children were proportionally represented on all sports teams.</p>	<p>For sports specialists to adopt a positive discrimination policy towards PP children to ensure sports teams comprise at least 30% PP to reflect our school community. This was successfully adopted and PPG children were proportionately represented on our football team during a tournament in the Spring term</p> <p>For all PP children to have the opportunity to attend all trips, including residential, regardless of their ability to contribute in full financially. This was also successfully implemented with a plan in place which supported all children regardless of contribution.</p> <p>For PP children to be offered places at After School Clubs preferentially when there is a waiting list. Fresh Air Club did run successfully using this model (both during and after school). This was starting to be implemented with Fresh Air Club adopting this approach first.</p>