

Pupil Premium strategy statement (primary) 2019-2022

1. Summary information					
School	AYLWARD PRIMARY SCHOOL				
Academic Years	2019-2022	Total PP budget	£145,200	Date of most recent PP Review	Sept. 2019
Total number of pupils	515	Number of pupils eligible for PP	101	Date for next internal review of this strategy	July 2020

2. Current attainment and progress – End of KS2		
	<i>Aylward Pupils eligible for PP 2018 – 2019</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths	57%	65%
Progress in reading (or equivalent)	-0.3	0.03
Progress in writing (or equivalent)	-2.9	0.03
Progress in maths (or equivalent)	-0.6	0.03
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.	PPP who also have English as an additional language	
B.	Limited involvement of PPP in extra-curricular clubs, activities and enrichment opportunities.	
C.	Progress difference between PPP boys and PPP girls at the end of KS2	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance of PPP to be in-line with National expectations.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria	

A.	Diminishing the differences between PPP boys and non-PPP boys at the end of KS2, particularly in Writing	KS1-KS2: Average Scaled Score (Re, Ma) -2.9 gap Average Scaled Score (Wr) -3.9 gap
B.	Diminishing differences between disadvantaged and non-disadvantaged pupils, particularly in Writing at GDS, at the end of KS2	KS2: Reading GDS (9% gap) Writing GDS (11% gap)
C.	Increased participation of PPP in extra- curricular clubs, activities and curriculum enhancing experiences.	100% of PPP to attend at least 1 club and 1 enrichment activity.
D.	Attendance of PPP is in line with National PPP attendance.	Attendance of PPP to be at least 96%.

5. Planned expenditure					
Academic years		2019-2022			
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?
A. Diminishing the differences between PPP boys and non-PPP boys at the end of KS2, particularly in Writing	Quality First Teaching Targeted SMART interventions to accelerate progress towards EXS/GDS in Writing - HLTAs Boy focused intervention programmes – use of high interest texts. -Early Birds, assembly groups, Use of Learning mentors and school counselling service to support and enhance learning behaviours/attitudes. Intervention teacher - additional support in Y6 Boys as focus for targeted Writing club run by BWHS pupils English Leader to plan specific Boys' Writing group/club	In the UK, governmental attention has been drawn to the underperformance of boys' writing test scores, especially since the introduction of the national tests which showed girls substantially outperforming boys in writing scores (HMI, 2000). The government has published specific advice on how to improve boys' writing (DfES, 2006b). However, recent Ofsted (2012) and DfE (2012) reports on English standards, have still reported that girls perform better than boys across all phases and levels of primary/secondary education.	Use of Target Tracker to track the progress of groups of and to monitor the effectiveness of specific interventions in closing the gap. Monitoring cycle includes Lesson observations of Intervention Groups. Reviewing pupil progress and attainment targets agreed during the Performance Management Cycle.	All SLT LSAs HLTAs Learning mentors Class teachers Phase Leader English Leader Counselling service Additional teacher	Termly as part of Pupil Progress Meetings and Monitoring cycle. PM Review Cycle

B. Diminishing differences between disadvantaged and non-disadvantaged pupils particularly in Writing at GDS, at the end of KS2	Quality First Teaching Targeted SMART interventions to accelerate progress towards GDS -Early Birds, assembly groups, Use of SLT to provide additional support – border GDS Maths group Use of Phase Leader to focus on border GDS writers with specific focus on PPP in Y5 and Y6. Specific Stretch and Challenge groups for more able in Y2/ Y5 /Y6 incorporated into Intervention maps. Developing mathematical thinking and problem-solving HA Target Groups with Maths Leader More Able Writers group in Years 5/6 with Intervention teacher and English Leader. Writing coaching sessions supported by local high school students (with LSA) AHT to provide Y2 GDS Maths group weekly KS1 Phase Leader to provide Y2 GDS English group weekly	Leaders ensure that additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. Work of additional adults is closely monitored and thoroughly evaluated. (Ofsted: The Pupil Premium: An update - July 2014)	Work scrutiny to monitor differentiation and challenge activities. Lesson observations. Tracking of pupil performance.	All SLT Subject Leaders SLT Class Teachers Phase Leaders	Termly as part of Pupil Progress Meetings and Monitoring cycle. PM Review Cycle
B. Diminishing differences between PPP and other pupils attaining GDS in Reading at KS1	Quality First Teaching Targeted SMART interventions to accelerate progress towards GDS in Reading -Early Birds, assembly groups, RWI Leader to target support for MA/HA in EYFS and Y1 to ensure readiness for GDS in Y2. Phase Leader focus on PPP to ensure accelerated progress. AHT working with focus group in Y2	Greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognitive, collaborative and peer learning strategies (NFER Report on supporting the attainment of disadvantaged pupils- 2015)	Use of Target Tracker to monitor and track progress and attainment. Work Scrutiny. Pupil Conferencing. Lesson Observations Identified lead practitioner sharing Best Practice/ delivering and monitoring training.	Kate Steadman Steven Pearce LSAs	Termly as part of Pupil Progress Meetings and Monitoring cycle. PM Review Cycle
Total budgeted cost					£65,836 (2018/19 £58,500)
ii. Targeted support					

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?
Addressing barriers: Diminishing differences between Summer born PPP boys and all boys	First Quality Teaching Targeted SMART interventions to accelerate progress -Early Birds, assembly groups Use of Learning mentors and school counselling service to support and enhance learning behaviours/attitudes. Focus for English Leader/Phase Leader targeted Intervention group support Focus for Boys Writing club/group with BWHS pupils Focus for HLTA intervention group	A large literature (as summarised, for example, in Sykes et al (2009)) shows consistent evidence that “summer-born” (May-September) children in England perform significantly worse than other children in tests at every age. For example, Crawford et al (2013) find that, at age seven, August-born pupils are 26 percentage points less likely to reach the expected level than identical September-born pupils.	Use of Target Tracker to monitor and track progress and attainment. Monthly Work Scrutiny. Pupil Conferencing. Lesson Observations	SLT English/ Maths Lead Phase Leaders	Termly as part of Pupil Progress Meetings and Monitoring cycle. PM Review Cycle
Addressing barriers: Improved progress and attainment for PPP with English as an additional language in KS2 compared with previous year	Targeted support programmes – reading comprehension/ sentence construction/ SPaG groups Additional teacher in Y6 RWI programme running in EYFS and yr1. Intervention support in year 4 – HLTA LSAs providing early Beginner EAL group across KS1 and KS2 daily Support through RWI development days offering strategies and resources. RWI KS2 groups with focus on speed sounds and reading catch-up strategies.	Research by the Education Endowment Foundation (EEF) indicates that using LSAs in a focused way to deliver structured, high-quality support sessions to small groups or individual children has a positive impact on their learning – pupils make an additional two to four months’ progress (3/3/16-EEF). In the top Read Write Inc. schools 80%or more of children achieved the expected level in the screening check. Intervention with proven track record of raising attainment. Local research including visits to schools showed accelerated progress for all pupils when using Read, Write Inc.	Monitoring of termly tracking – data checks Assessing impact of targeted support programmes at pupil progress meetings and adapting where necessary LSAs leading daily 30-minute sessions based on RWI materials.	LSAs HLTAs SLT time Intervention teacher RWI teacher	Termly as part of Pupil Progress Meetings and Monitoring cycle.

					Total budgeted cost	£61,088 (2018/19 £66,420)
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?	
D. Attendance of PPP is in line with National PPP attendance.	Attendance officer to specifically track attendance of PPP. Rapid and robust follow-up procedures for low attendance including strong social and emotional support for pupils and families in challenging circumstances in place including the use and deployment of Learning Mentors.	Attendance is lower than National average This is an Ofsted recognised school target	Attendance Officer to monitor attendance of PPP/disadvantaged pupils weekly and to meet monthly with DHT. Parents of persistent absentees (attendance below 90%) to meet with HT/DHT. Teachers to discuss low attendance at Parents Evenings. Senior leaders speak/ meet with parents regularly.	Louise Kelly Wendy Daoud SLT	Weekly at SLT Termly as part of Pupil Progress Meetings and Monitoring cycle. PM Review Cycle	

C. Increased participation of PPP in extra- curricular clubs, activities and curriculum enhancing experiences.	Widening experiences and opportunities for all pupils. Increase the number and range of extra-curricular clubs and activities available including Booster and Reading clubs. Subsidies for PPP for extra-curricular activities run by external providers and for additional curriculum enhancement opportunities	Sutton Trust EEF Toolkit 2011: "There is consistent evidence that participation in artistic and creative activities are beneficial. Specific benefits are linked with some (such as Spatial awareness and music) There is some evidence that younger learners may benefit more from these approaches."	DHT to keep and monitor register of PPP and club/ extra-curricular participation. All staff to run a club / activity for at least 1 term. Pupils to be involved in monitoring, selecting, leading and organising clubs supported by school staff. Overview of clubs being offered sent termly to all parents with registration instructions.	Louise Kelly Class Teachers	Termly checking and updating of the Aylward offer of extra-curricular clubs and activities. Monthly monitoring of PPP attendance and participation.
Addressing barriers: Development of leadership through publication of strategy/policy (3-year plan)	Training Development and implementation of strategy/policy	Policy to provide overview of PP funding provision planning.	Networking with colleagues to ensure understanding of PP agenda and provision Training to support developing strategy in line with National agenda (developing policy)	Louise Kelly	Strategy updates at SLT meetings and Governors' meetings. Strategy review – October 2020
Addressing barriers: Additional support for PPP	Subsidies for: Music lessons, Aylward Breakfast Club (ABC) and PAALs after school clubs. PPP subsidies for Educational Visits and Residential Trips. Uniform supplies	Provision of curriculum/ enrichment opportunities otherwise not had by some PPP.	Meetings between Deputy and Business manager to ensure subsidies for PPP are calculated for events. Admin staff to meet with Deputy and inform of upcoming events.	Louise Kelly Marion Tam Admin team	Deputy to review costings termly with Business manager. Annual update provided to Governors
Total budgeted cost					£ 18,276 (2018/19 £15,000)

6. Review of expenditure - September 2019																																																	
Previous Academic Year		2018-2019																																															
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																																										
A. Diminishing differences between disadvantaged and non-disadvantaged pupils at GDS in KS2	Quality First Teaching Targeted SMART interventions to accelerate progress towards GDS -Early Birds, assembly groups, Use of SLT to provide additional support – GDS Maths group Stretch and Challenge groups for more able in Y2/ Y5 /Y6 incorporated into Intervention maps. Developing mathematical thinking and problem-solving HA Target Groups with Maths Leader More Able Writers group in Years 5/6 with Intervention teacher and English Leader. Writing coaching sessions supported by local high school students (with LSA) AHT to provide Y2 GDS Maths group weekly Middle Leader to provide Y2 GDS English group weekly	KS2 Greater Depth Outcomes: <table><tr><td></td><td colspan="2">2017</td><td colspan="2">2018</td><td colspan="2">2019</td></tr><tr><td></td><td>PPP</td><td>Non-PPP</td><td>PPP</td><td>Non-PPP</td><td>PPP</td><td>Non-PPP</td></tr><tr><td>Reading</td><td>13% -6%</td><td>19%</td><td>12% -24%</td><td>36%</td><td>7% -9%</td><td>16%</td></tr><tr><td>Writing</td><td>7% -14%</td><td>21%</td><td>6% -16%</td><td>22%</td><td>0% -11%</td><td>11%</td></tr><tr><td>Maths</td><td>20% -22%</td><td>42%</td><td>35% -9%</td><td>44%</td><td>21% -7%</td><td>28%</td></tr><tr><td>Combined R,W,M</td><td>7% -4%</td><td>11%</td><td>6% -8%</td><td>14%</td><td>0% -5%</td><td>5%</td></tr></table> Although overall outcomes were below previous year, differences between disadvantaged and non-disadvantaged pupils are diminishing.					2017		2018		2019			PPP	Non-PPP	PPP	Non-PPP	PPP	Non-PPP	Reading	13% -6%	19%	12% -24%	36%	7% -9%	16%	Writing	7% -14%	21%	6% -16%	22%	0% -11%	11%	Maths	20% -22%	42%	35% -9%	44%	21% -7%	28%	Combined R,W,M	7% -4%	11%	6% -8%	14%	0% -5%	5%	Successful strategies to ensure positive outcomes for PPP and all children at the end of KS2. Next Steps – Focus on raising GDS attainment in Y5 based on prior outcomes - support to be revised for Y5 pupils through initial pupil progress meetings in September. Continue targeted support groups with HLTAs and SLT to focus on reading comprehension groups and HA Maths groups for the next academic year. The phase leader will focus on GDS PPP as part of their targeted support programme. Planning of support strategy for next year's cohort.	
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A. Diminishing the differences between PPP and other pupils attaining EXS in Writing and Maths in KS1, to be more in line with Reading.	Quality First Teaching Targeted SMART interventions to accelerate progress towards ARE -Early Birds, assembly groups, Targeted Maths intervention programme – Numicon. Maths leader to target support for MA/HA PPP to ensure accelerated progress.	KS1 EXS+ Outcomes: <table border="1"> <thead> <tr> <th></th><th colspan="2">2017-18</th><th colspan="2">2018-19</th></tr> <tr> <th></th><th>Aylward All</th><th>PPP</th><th>Aylward All</th><th>PPP</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>73%</td><td>75% +2%</td><td>73%</td><td>50% -23%</td></tr> <tr> <td>Writing</td><td>68%</td><td>58% -10%</td><td>71%</td><td>50% -21%</td></tr> <tr> <td>Maths</td><td>75%</td><td>67% -8%</td><td>75%</td><td>50% -25%</td></tr> </tbody> </table> Of the 5 children who did not attain EXS+ across all areas, 3 are on the SEND register with identified learning needs. 1 additional child has medical needs resulting in poor attendance.		2017-18		2018-19			Aylward All	PPP	Aylward All	PPP	Reading	73%	75% +2%	73%	50% -23%	Writing	68%	58% -10%	71%	50% -21%	Maths	75%	67% -8%	75%	50% -25%	Quality First Teaching (QFT) was monitored through observations and team teaching and lesson observations improved over the year impacting on pupil outcomes. Targeted interventions were closely monitored through pupil progress meetings and adjusted to suit the needs of the pupils. Progress of these groups, particularly the progress of PPP within these groups was good or better for most pupils since their starting points (end of EYFS) <u>Next Steps -</u> Targeted interventions will continue to be a valuable approach in the next academic year. SLT will continue to support and both Maths and English with group work. The role of the new Phase leader will provide additional support for focus groups Additional intervention support will continue to provide small group work for targeted groups of children.	
	2017-18		2018-19																										
	Aylward All	PPP	Aylward All	PPP																									
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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																									
B. Diminishing the differences between prior MA PPP and prior MA non-PPP average progress score in Reading and Writing	Quality First Teaching Targeted SMART interventions to accelerate progress towards EXS/GDS -Early Birds, assembly groups, Use of Learning mentors and school counselling service to support and enhance learning behaviours/attitudes. Intervention teacher providing additional support in Y6	KS2 Progress Results: Reading <table><tr><td></td><td>2017-18</td><td colspan="2">2018-19</td></tr><tr><td>Prior MA all</td><td>+4.4</td><td colspan="2">+1.6</td></tr><tr><td>Prior MA PPP</td><td>+1.9 (gap -2.5)</td><td colspan="2">+1.2 (gap -0.4)</td></tr></table> Writing <table><tr><td></td><td>2017-18</td><td colspan="2">2018-19</td></tr><tr><td>Prior MA all</td><td>+2.9</td><td colspan="2">-0.5</td></tr><tr><td>Prior MA PPP</td><td>+1.4 (gap -1.5)</td><td colspan="2">-2.0 (gap -1.5)</td></tr></table> As a result of strategies in place, prior MA pupils are making better than expected progress in Reading and diminishing the differences between PPP and non-PPP.				2017-18	2018-19		Prior MA all	+4.4	+1.6		Prior MA PPP	+1.9 (gap -2.5)	+1.2 (gap -0.4)			2017-18	2018-19		Prior MA all	+2.9	-0.5		Prior MA PPP	+1.4 (gap -1.5)	-2.0 (gap -1.5)		Next Steps: Focus for intervention programmes to target prior MA PPP in Writing. Further discussion of key group during pupil progress meetings and targeted support (in-class and additional) to be implemented.		
	2017-18	2018-19																													
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Addressing barriers: Improved progress and attainment for PPP with English as an additional language in KS2 compared with previous year	Targeted support programmes – reading comprehension/ sentence construction/ SPaG groups Additional teacher in Y6 RWI programme running in EYFS and yr1. Intervention support in year 4 AHT providing early Beginner EAL group across KS1 and KS2 daily. Support through RWI development days offering strategies and resources.	KS2 EXS+ and Progress Results: (PPP and EAL) <table><tr><td></td><td colspan="2">2018 (11 pupils)</td><td colspan="2">2019 (7 pupils)</td></tr><tr><td></td><td>Att.</td><td>Prog.</td><td>Att.</td><td>Prog.</td></tr><tr><td>Reading</td><td>73%</td><td>+3.2</td><td>71%</td><td>+0.7</td></tr><tr><td>Writing</td><td>73%</td><td>+3.0</td><td>71%</td><td>-1.3</td></tr><tr><td>Maths</td><td>82%</td><td>+8.7</td><td>86%</td><td>+3.6</td></tr></table> As a result of strategies in place, PPP with EAL made good progress from their starting points in Reading and Maths.				2018 (11 pupils)		2019 (7 pupils)			Att.	Prog.	Att.	Prog.	Reading	73%	+3.2	71%	+0.7	Writing	73%	+3.0	71%	-1.3	Maths	82%	+8.7	86%	+3.6	Progress across the whole cohort is below that of the previous year. However, Writing will be a focus for the PPP and EAL group in the next academic year. Next Steps: Continue with RWI programme in EYFS, Y1 and groups in Y2-6 to impact on future outcomes. Build on Writing support programmes to ensure fluidity of interventions in moving learning on for all pupils. IT support programmes to support early beginner EAL, particularly in KS2 (including use of laptops). Introduction and implementation of Destination Reader across KS2.	
	2018 (11 pupils)		2019 (7 pupils)																												
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Addressing barriers: Diminishing differences between Summer born PPP boys	First Quality Teaching Targeted SMART interventions to accelerate progress -Early Birds, assembly groups Use of Learning mentors and school counselling service to support and enhance learning behaviours/attitudes. Focus for Middle Leader targeted Intervention group support	KS2 outcomes: Reading: <table><tr><td></td><td>2017-18</td><td>2018-19</td></tr><tr><td>Boys (all)</td><td>+4.3</td><td>+0.2</td></tr><tr><td>Summer PPP boys</td><td>+8.7 (gap +4.4)</td><td>-0.9 (gap -1.1)</td></tr></table> Writing: <table><tr><td></td><td>2017-18</td><td>2018-19</td></tr><tr><td>Boys (all)</td><td>+2.7</td><td>-1.8</td></tr><tr><td>Summer PPP boys</td><td>+8.2 (gap +5.5)</td><td>-13.2 (gap -11.4)</td></tr></table> Maths: <table><tr><td></td><td>2017-18</td><td>2018-19</td></tr><tr><td>Boys (all)</td><td>+8.2</td><td>+1.0</td></tr><tr><td>Summer PPP boys</td><td>+9.1 (gap +0.9)</td><td>-0.6 (gap -1.6)</td></tr></table> In this specific cohort, there were two summer-born, PPP boys. Due to specific special needs, these pupils did not make expected progress from their starting points.		2017-18	2018-19	Boys (all)	+4.3	+0.2	Summer PPP boys	+8.7 (gap +4.4)	-0.9 (gap -1.1)		2017-18	2018-19	Boys (all)	+2.7	-1.8	Summer PPP boys	+8.2 (gap +5.5)	-13.2 (gap -11.4)		2017-18	2018-19	Boys (all)	+8.2	+1.0	Summer PPP boys	+9.1 (gap +0.9)	-0.6 (gap -1.6)	Next steps: This key group will remain a focus for the next academic year. The phase leaders will focus on this group within their respective phases when planning additional support.	
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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																											

D. Attendance of PPP is in line with National PPP attendance.	Attendance officer to specifically track attendance of PPP. Rapid and robust follow-up procedures for low attendance including strong social and emotional support for pupils and families in challenging circumstances in place including the use and deployment of Learning Mentors.	<table><tr><td></td><td colspan="2">2016-17</td><td colspan="2">2017-18</td><td colspan="2">2018-19</td></tr><tr><td></td><td>PPP</td><td>Aylward all</td><td>PPP</td><td>Aylward all</td><td>PPP</td><td>Aylward all</td></tr><tr><td>Overall Attendance</td><td>95.2 % -0.2</td><td>95.4%</td><td>95.3 % -0.6</td><td>95.9%</td><td>95.6 % -0.6</td><td>96.2%</td></tr><tr><td>Persistent Absence</td><td>8.25 % +3.65</td><td>11.92 %</td><td>6.9% -0.7</td><td>6.2%</td><td>8.26 % -1.99</td><td>6.27%</td></tr></table> Although the overall attendance gap has remained the same, there has been an improvement in PPP attendance since the previous year 95.6% v 95.2%. Due to the specific measures in place, the overall attendance of PPP is only slightly below that of all pupils.		2016-17		2017-18		2018-19			PPP	Aylward all	PPP	Aylward all	PPP	Aylward all	Overall Attendance	95.2 % -0.2	95.4%	95.3 % -0.6	95.9%	95.6 % -0.6	96.2%	Persistent Absence	8.25 % +3.65	11.92 %	6.9% -0.7	6.2%	8.26 % -1.99	6.27%	Next Steps – Attendance officer to continue to closely track attendance and meet with DHT to follow up with PPP pupils. DHT to focus on PPP with persistent absence for contacting parents regarding absence.	
	2016-17		2017-18		2018-19																											
	PPP	Aylward all	PPP	Aylward all	PPP	Aylward all																										
Overall Attendance	95.2 % -0.2	95.4%	95.3 % -0.6	95.9%	95.6 % -0.6	96.2%																										
Persistent Absence	8.25 % +3.65	11.92 %	6.9% -0.7	6.2%	8.26 % -1.99	6.27%																										

C. Increased participation of PPP in extra-curricular clubs, activities and curriculum enhancing experiences.	Widening experiences and opportunities for all pupils. Increase the number and range of extra-curricular clubs and activities available including Booster and Reading clubs. Subsidies for PPP for extra-curricular activities run by external providers and for additional curriculum enhancement opportunities	Total number of clubs offered each term: <table><tr><td></td><td>2016_17</td><td>2017_18</td><td>2018_19</td></tr><tr><td>Autumn</td><td>17</td><td>20</td><td>23</td></tr><tr><td>Spring</td><td>27</td><td>29</td><td>34</td></tr><tr><td>Summer</td><td>28</td><td>30</td><td>37</td></tr></table> 63% of PPP attended at least one club throughout the year. As a result of an increased number of clubs, term on term, and in comparison to the previous year, more children have attended more than one club over the year. 7 children were offered subsidised places in the breakfast club. 10 children received free places in the after-school club. PPP benefited from subsidised costs for the school residential trip, class trips and workshops.		2016_17	2017_18	2018_19	Autumn	17	20	23	Spring	27	29	34	Summer	28	30	37	All teachers held a responsibility to host at least one club over the year. Learning Support Assistants also signed up to host clubs during and after school. A greater number of outside providers hosted clubs including North London Collegiate School and the Regeneration Project. Next Steps: Continue to keep register of PPP attending clubs over the year in order to track improving attendance.	
	2016_17	2017_18	2018_19																	
Autumn	17	20	23																	
Spring	27	29	34																	
Summer	28	30	37																	
Addressing barriers: Development of leadership through publication of policy	Training Development and implementation of policy	Deputy Headteacher attended PPP conference which focused on strategy planning tools and the overall PPP agenda. Successful planning of strategy and review of previous year completed and published on website.	Attendance at the conference was valuable in providing updates to the PPP agenda and enabling networking to improve our strategy and provision. Next Steps: Planning strategy to be written for current academic year. Publication of school PPP policy																	

Addressing barriers: Additional support for PPP	Subsidies for: Music lessons, PAALs before and after school clubs. PPP places on trips Uniform supplies	PPP were offered a subsidised cost for all trips, workshops and the Y6 residential trip. - Increased number of trips compared with previous year 14 PPP attended the residential trip compared with 9 in the previous year. 7 children were offered subsidised places in the breakfast club. 10 children received free places in the after-school club. Subsidies offered for Music lessons - 2 children were offered subsidised places for musical instrument lessons. Uniform offered to all parents in Reception for completing application for free school meals.	Next Steps: Continue to offer subsidies to increase the participation of PPP in clubs, trips and enrichment activities.	
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