

ST. PETER'S CATHOLIC PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT 2019 - 2020

1. Summary Information					
School	St Peter's Catholic Primary School			Local Authority	Wirral
Pupil Premium Champion(s)	Mrs J. Farrelly Mrs S. Evans				
Academic Year	2019/20	Total Pupil Premium Grant	£84100	Date of most recent PP Review	July 2019
Number on roll	105	Number of eligible pupils	57	Date for next internal review of this strategy	Dec 2019, April 2020, June 2020

The end of Key Stage 2 attainment 2019 (validated data December 19) demonstrated:

2.Current Attainment				
END OF KEY STAGE 2019	All Pupils (24)	Pupils eligible for PPG (15)	Pupils not eligible for PPG (national outcomes EXS) (8)	GAP Pupils eligible for PPG Pupils not eligible for PPG
% attaining at least the expected standard in reading, writing and maths	33%	20%	63%	43%
% making expected progress in reading	-0.79%	-1.38	0.15	-1.23
% making expected progress in writing	-6.95%	-6.52	-6.33	+0.21
% making expected progress in maths	-2.46%	-2.70	-1.92	-0.88

IMPACT ON ATTAINMENT 2018 - 19		Pupil Premium	Other	All
READING	% attaining Expected Standard	53%	88%	63%
	% attaining Higher Standard	7%	38%	17%
	Progress (National = 0)	-1.38	0.15	-0.79
WRITING	% attaining Expected Standard	20%	63%	33%
	% attaining Higher Standard	0	0	0
	Progress (National = 0)	-6.52	-6.33	-6.95
MATHEMATICS	% attaining Expected Standard	27%	88%	46%
	% attaining Higher Standard	0	13%	4%
	Progress (National = 0)	-2.46	-2.44	-1.92
ENGLISH, GRAMMAR, SPELLING AND PUNCTUATION	% attaining Expected Standard	60%	88%	67%
	% attaining Higher Standard	7%	25%	13%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		4. Evidence of barriers																																		
<u>In-school barriers (issues to be addressed in school)</u>																																				
A	Limited development of speech and language skills and reduced vocabulary	<p>Low baseline attainment of children joining 2 year old, Foundation 1 and Foundation 2 Provision. Limited understanding of higher order vocabulary across school</p> <p>Data available within school</p>																																		
B	Low levels of basic skills that impact on learning for PPG eligible pupils. ; an attainment and progress gap in Maths and English, particularly in Writing.	<p>Proportion of Pupil Premium Pupils (PPG) pupils working below ARE within core curriculum July 2019</p> <table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>25%</td> <td>50%</td> <td>25%</td> <td>66%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>25%</td> <td>17%</td> <td>50%</td> <td>66%</td> <td>70%</td> </tr> <tr> <td>Maths</td> <td>66%</td> <td>38%</td> <td>17%</td> <td>25%</td> <td>66%</td> <td>40%</td> </tr> </tbody> </table>								Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Reading	56%	25%	50%	25%	66%	40%	Writing	56%	25%	17%	50%	66%	70%	Maths	66%	38%	17%	25%	66%	40%
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C	SEND: social and communication difficulties; specific learning difficulties, moderate learning difficulties, physical disability.	<p>A higher number of pupils with entitlement to Pupil Premium Grant (P.P.G) have coexisting SEN July 2019</p> <table border="1"> <thead> <tr> <th></th> <th>Year1</th> <th>Year2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>SEN</td> <td>3</td> <td>6</td> <td>5</td> <td>5</td> <td>8</td> <td>8</td> </tr> <tr> <td>P.P /SEN</td> <td>2 / 3</td> <td>4 / 6</td> <td>4 / 5</td> <td>4 / 5</td> <td>5 / 8</td> <td>3 / 6</td> </tr> <tr> <td>N P.P/SEN</td> <td>1 / 3</td> <td>2 / 6</td> <td>1 / 5</td> <td>1 / 5</td> <td>3 / 8</td> <td>3 / 6</td> </tr> </tbody> </table>								Year1	Year2	Year 3	Year 4	Year 5	Year 6	SEN	3	6	5	5	8	8	P.P /SEN	2 / 3	4 / 6	4 / 5	4 / 5	5 / 8	3 / 6	N P.P/SEN	1 / 3	2 / 6	1 / 5	1 / 5	3 / 8	3 / 6
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<u>External barriers (issues which require action outside of school)</u>																																				
D	Parenting and/or safeguarding concerns	CP, CinN, bereavement/loss, parental health challenges,																																		

E	Poor attendance	<p>% attendance and punctuality for some Pupil Premium pupils is low in comparison to others.</p> <p>2017-2018 Absence PPG 5.9% absence compared to 3.1% absence for other pupils</p> <p>2017-2018 Persistent Absence PPG 20.8% compared to 3.9% for other pupils</p> <p>2018-2019 Absence PPG 6.5% absence compared to 5.3% for other pupils</p> <p>2018-2019 Persistent Absence PPG 16.3% compared to 13.8% for other pupils</p>
F	Narrow experience of life outside school leading to lack of self-confidence and self-esteem ;	For financial reasons, Pupils have limited enrichment activities, for instance, limited experiences of place, knowledge and understanding of the world, limited access to clubs, the arts etc.

5. Outcomes		
Barrier	Desired outcome	Success criteria (including how we will evidence impact)
ABC	<p>% of Pupil Premium pupils attaining the National Standard in reading, writing and mathematics combined is equal to non-Pupil Premium pupils in school and at and above National Expectation</p> <p>% of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in reading , writing, maths in Year 6 will reach national.</p> <p>% of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in reading , writing, maths in Year 2 will reach and exceed national.</p> <p>Pupil Premium pupils in all classes to make accelerated progress from their starting points.</p>	<p>Increased attainment and progress in end of KS2 tests</p> <p>Continuing improved attainment and progress at the end of year 2.</p> <p>School ethos promoted mutual respect and value for the contribution of all pupils irrespective of attainment group.</p> <p>Teachers matched work more closely to pupils' needs, highly focused and appropriately paced.</p> <p>Quality and quantity of teacher feedback enhanced to accelerate learning.</p> <p>Standards of oracy, reading and writing will increase</p> <p>Improved range of resources for reading and writing will support sequencing of</p>

		<p>learning to accelerate progress including Read to Write Scheme and Accelerated Reader</p> <p>Cross Curricular and “hook” activities in school, for instance, visitors, themed work, and visits enable pupils to develop their aspirations and future interests.</p> <p>Improving attainment and progress will be reflected in termly data analysis reflected in subject leader reports.</p>
C	SEND team to deliver targeted intervention with effect to ensure Pupil Premium pupils with SEND make good and accelerated progress	<p>To Personalise learning and accelerate progress:</p> <p>SEND team deliver intervention using ICT resources, eg Times-table Rock Stars, IDL</p> <p>Pupils use multisensory approaches.</p> <p>Staff re-teach, practice and reinforce knowledge, understanding and skills.</p> <p>Guided and Reciprocal Reading</p> <p>The gaps in knowledge, understanding and skills reduced.</p> <p>Targeted pupils demonstrate a high level of engagement.</p> <p>Test scores (NC and Standardised tests) and pupil work indicate that children make significant progress.</p>
D	Families will be effective partners in education	<p>Effective links with parents/carers as partners in learning. Parents and staff continue to develop strategies to manage relationships effectively. Strong links with community agencies, for example, School Health, ESW, CAHMS, Educational Psychology, Social Care facilitates an integral approach Family Liaison and support within School</p>
E	To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA), improve punctuality..	<p>The attendance of PPG eligible pupils will increase</p> <p>Measured improvement in punctuality of PPG eligible pupils.</p> <p>Measured decrease in the rate of PA for PPG eligible pupils.</p>
F	Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs, and have opportunities to engage in out of school learning	<p>Access to high quality out-of-school learning experiences, for instance residential trips, theatre visits, access to sporting and artistic competition.</p> <p>Access to music tuition.</p> <p>Participation will encourage engagement and raised aspirations.</p> <p>Nurtured confident, resilient learners who enjoyed pursuing own path and had a genuine love of learning.</p>

		<p>Celebrated learning and achievement.</p> <p>Value placed on children's interests, aspirations and health and fitness.</p> <p>Provided opportunities for children from disadvantaged backgrounds to participate, enjoy and benefit from opportunities which may not be able to be afforded by parents/carers.</p> <p>Pupils assisted in making learning a reality beyond academic studies.</p> <p>Evidence gathered through observation pupil voice and survey.</p>
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6. Planned Expenditure Academic Year: 2019 - 20																																					
i. Quality of teaching for all (pedagogy)																																					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date																																
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<p>% of Pupil Premium pupils attaining the National Standard in reading, writing and mathematics combined is equal to non-Pupil Premium pupils in school and above national.</p> <p>% of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in reading, writing, maths in Year 6 will reach national.</p> <p>% of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in reading, writing, maths in Year 2 will reach and exceed national.</p>	<p>TA support within classes: F2, Y1/2, Y3/4</p> <p>Small class size F2 Year 5 and 6</p> <p>This results in Targeted support in lessons for PP pupils.</p> <p>Effective Feedback</p> <p>Mastery Approach to T&L</p> <p>Implementation of Read to Write Scheme in Key Stage 1 and 2</p> <p>CPD : focused upon Reading and Writing</p>	<p>Quality First Teaching is fundamental to success. Smaller classes: A qualified teacher is more likely to achieve greater progress and raise attainment when teaching reduced class size.</p> <p>Intensive tuition in small groups is highly effective.</p> <p>1.1, 1.2 and small group booster for maths in year 6</p>	<p>Learning Walks</p> <p>Lesson Observations</p> <p>Termly analysis of progress data</p> <p>Pupil progress meetings</p> <p>Book scrutiny</p>	<p>LG GB SH</p> <p>JF</p>	<p>Year 6 Working Within Year Band December 2019</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>64%</td> <td>100%</td> <td>76%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>100%</td> <td>71%</td> </tr> <tr> <td>Maths</td> <td>57%</td> <td>100%</td> <td>71%</td> </tr> </tbody> </table> <p>Year 6 on track to meet ARE March 2020</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69.7%</td> <td>80%</td> <td>71.4%</td> </tr> <tr> <td>Writing</td> <td>62.5%</td> <td>100%</td> <td>71.4%</td> </tr> <tr> <td>Maths</td> <td>62.5%</td> <td>80%</td> <td>66.6%</td> </tr> </tbody> </table> <p>Spring 2020 - An increase evident in number of PP on track to reach ARE in all three subjects.</p>		PP	NPP	All	Reading	64%	100%	76%	Writing	57%	100%	71%	Maths	57%	100%	71%		PP	NPP	All	Reading	69.7%	80%	71.4%	Writing	62.5%	100%	71.4%	Maths	62.5%	80%	66.6%
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<p>COST: £46485 BARRIER: A,B,</p>					<p>Year 2 Working Within Year Band December 2019</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>89%</td> <td>72%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>89%</td> <td>83%</td> </tr> <tr> <td>Maths</td> <td>78%</td> <td>89%</td> <td>83%</td> </tr> </tbody> </table>		PP	NPP	All	Reading	56%	89%	72%	Writing	78%	89%	83%	Maths	78%	89%	83%
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<p>Vulnerable Pupil Premium Pupils attain Age Related Expectations in reading, writing and mathematics.</p> <p>Pupil Premium pupils in all classes make accelerated progress from their starting points.</p> <p>COST: (See above) BARRIER: A,B,</p>	<p>Additional TA support within classes:</p> <p>This results in Targeted support in lessons for PP pupils.</p> <p>Effective Feedback</p> <p>Mastery Approach to T&L</p> <p>CPD : focused upon EYFS,</p>	<p>Behaviour management support and ASD friendly classrooms</p> <p>TA support in all classes targeted at specific pupils who are making slower progress in learning/ to facilitate personalised curriculum.</p> <p>Setting for phonics and guided reading Foundation Stage to Year 3</p> <p>Individual and paired reading</p> <p>IDL personalised learning</p>	<p>Learning Walks</p> <p>Lesson Observations</p> <p>Half termly analysis of progress data</p> <p>Pupil progress meetings</p> <p>Book scrutiny</p>	<p>NC DB SH JF</p>	<p>Year 2 on track to meet ARE March 20</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78.8%</td> <td>88.9%</td> <td>83.3%</td> </tr> <tr> <td>Writing</td> <td>78.8%</td> <td>88.9%</td> <td>83.3%</td> </tr> <tr> <td>Maths</td> <td>78.8%</td> <td>88.9%</td> <td>83.3%</td> </tr> </tbody> </table> <p>An increase in PP pupils on track to reach ARE in reading evident.</p> <p>Detailed attainment and progress data for all year groups and subjects held in school. The vast majority of children have made good or better progress</p> <p>Where this is not the case, additional disadvantages, eg. SEN coexist. Most of these pupils have PFAs or EHCPs in place which reflect some attainment gaps. Group Centred Plans, bespoke individual curriculum, a multiagency approach and a range of interventions have been used as appropriate to diminish this gap.</p> <p>Due to Covid 19 school closure</p>		PP	NPP	All	Reading	78.8%	88.9%	83.3%	Writing	78.8%	88.9%	83.3%	Maths	78.8%	88.9%	83.3%
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					to most pupils from March 2020 and Cancellation of SAT testing July data unavailable.
				Total budgeted cost	£46485

ii. Targeted support (interventions)					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
TAs/ SENCO to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make good progress COST: £7789 BARRIER: c	Interventions to be implemented as required	Meta cognition and self-regulation strategies (Learning to learn). Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential. SEND team personalise learning most effective when leading	Observation, Work Scrutiny Data analysis Intervention tracking	DB JF DC	December 2018, April 2020. June 2020 Data upon the progress of all SEN pupils with entitlement to PPG and the effectiveness of interventions is held in school. The impact of targeted intervention can be seen in the progress of children who have, for instance accessed our hub

		<p>specific intervention programmes and when they work closely with the class teacher. 1:1 tuition, intensive small groups is very effective in helping learners to catch up. Short periods of intensive sessions tend to have the most impact.</p> <p>Expertise from SENNAT Whole Literacy Intervention, Mission Maths, IDL programme</p>			<p>provision, IDL, Stiles, Lifeboat, Lego Therapy and other speech and language programmes. Targeted intervention using CAMHS resources have improved pupil confidence, resilience and behaviour of a number of vulnerable learners.</p> <p>Due to Covid 19 school closure to most pupils from March 2020, IDL, online and telephone support available from this point. Progress as a result of this support will be measured when further testing can be completed.</p>																				
<p>Year 6 Pupils not on target to participate in small group Maths tuition to improve attainment to reach ARE</p> <p>COST: £1800</p> <p>BARRIER: B</p>	<p>Small group tuition in mathematics for 20weeks.</p>	<p>This enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups will provided support to under-attaining pupils and/or those who are under-achieving, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>Pupil Voice Data</p>	<p>LG JF</p>	<p>Year 6 on track to reach ARE in July 2020</p> <p>December 2019</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>71%</td> <td>85%</td> <td>71%</td> </tr> </tbody> </table> <p>% Making Good Or Accelerated Progress in Maths Autumn Term 2019</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Good</td> <td>7%</td> <td>0%</td> <td>5%</td> </tr> <tr> <td>Accelerated</td> <td>79%</td> <td>100%</td> <td>86%</td> </tr> </tbody> </table> <p>Year 6 on track to reach ARE in July 2020</p> <p>March 2020</p>		PP	NPP	All	Maths	71%	85%	71%		PP	NPP	All	Good	7%	0%	5%	Accelerated	79%	100%	86%
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<p>Family Liaison and Teaching Assistants to support the pastoral and SEMH needs of vulnerable pupils and families As a result SEMH of pupils and families will improve, Effective parent partnership will develop with Parents as co-educators. Pupils will attain age related expectations in reading, writing and mathematics.</p> <p>COST: £1350 BARRIER: C D</p>	<p>Family Liaison and Teaching Assistants to support the pastoral and learning needs of vulnerable pupils.</p>	<p>Interventions which target social and emotional learning aims to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements. These interventions may focus on the ways in which pupils work with or get along with their peers, teachers and family. Additional focus anger management, anxiety, bereavement. Three broad categories of the interventions can be identified:</p> <p>1. Universal programmes which</p>	<p>Case Studies Survey Evaluation HT Monitoring</p>	<p>CH SG CR JF</p>	<p>Family Liaison Officer and TAs have had clear impact in enhancing the social, emotional and mental health of identified families and pupils. Ensuring that pupils are happy, focused and ready to learn.</p> <p>Positive relationships with parents evident in high return of very positive parent surveys during the Autumn Term.</p> <p>High number of parents have attended parent workshops to support children in their learning and to manage anxiety.</p>																						

		<p>generally take place in the classroom, such as SEAL;</p> <p>2. More specialised programmes delivered by TAs which are targeted at students with particular social or emotional problems;</p> <p>3. School-level approaches to developing a positive school</p> <p>4 Direct approach to families by Family Liaison Officer</p>			<p>School continues to be a well utilised point of contact for parents requiring support.</p> <p>CAMHS training, for instance in the use of next steps has enhanced intervention provision within school for social, emotional and mental health.</p> <p>Pastoral support for families continued during Covid 19 closure of school and June partial reopening, via telephone, and doorstep meetings. Informal feedback from parents indicated that this support continued to be very helpful</p>
				Total budgeted cost	£10939

iii. Other approaches					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
					December 2019, April 2020. June 2020

<p>To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA).</p> <p>Pupils have additional opportunities to develop social and communication skills in breakfast club</p> <p>Pupils in school energised and ready to learn at the beginning of the school day</p> <p>Cost : £11486</p> <p>Barrier: E</p>	<p>Attendance Officer to monitor attendance daily</p> <p>Walking Bus as required</p> <p>Breakfast club free for children PPG pupils</p> <p>Attendance League and rewards for good attendance</p> <p>Hero Initiative</p>	<p>Regular monitoring of attendance enables additional support to be directed to families in a timely manner both at informal and formal level.</p> <p>Reward for good attendance and positive start to the day increase motivation of children in school to continue to embed good attendance habits</p>	<p>Monitoring of attendance weekly in school</p> <p>Monthly monitoring of Attendance with ESW</p> <p>Register of Breakfast Club attendance</p>	<p>SG JF</p>	<p>Ongoing successful intervention during Autumn and Spring. Pupils who access breakfast club regularly tend to have more secure friendships, better social and communication skills as a result. They are less likely to be disruptive in class, more focussed upon learning, more likely to complete homework on time.</p> <p>Overall, attendance and punctuality is improved by access to breakfast club.</p> <p>Detailed analysis of attendance data held in school.</p> <p>Pupils also have the opportunity to complete homework in breakfast club with TA support as required, thus enhancing learning.</p> <p>Initiative paused during partial closure of school during COVID 19 Pandemic</p>
<p>Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs, such as karate, yoga, dance, are given opportunities to engage in out of school learning</p> <p>Cost : £13000</p> <p>Barrier F</p>	<p>PPG pupils targeted for extra- curricular clubs.</p> <p>Visitors: Fun Food Chef, visiting Artists, MEAS, Visiting Musicians, Dance Workshops</p> <p>Subsidy for day trips, eg Pantomime and Residential trips to Oaklands and Barnstondale.</p>	<p>Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school.</p> <p>A wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation.</p> <p>Approaches to learning can have impact on confidence and</p>	<p>Pupil Voice Observation Survey</p>	<p>GB JF</p>	<p>Pupils continue to enjoy and are motivated by enrichment opportunities.</p> <p>Pupils from Foundation 2 to Year 6 have attended a Pantomime at the Floral Pavillion which has given them experience of live theatre.</p> <p>Pupils from Year 1 to Year 6 have visited the cinema to watch a film. This provided a useful hook into literacy.</p>

	<p>Music Tuition Choir – Peace Proms</p>	<p>relationships in school. Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests.</p>			<p>Pupils in from Year 3 to Year 6 have visited Liverpool Football Club and taken part in a stadium tour, thus facilitating both aspiration and understanding of social history.</p> <p>Year 5 and 6 have attended a residential trip to Oaklands which supported their development of resilience confidence and independence via outdoor education.</p> <p>Children across the school have explored similarity and difference during One World week whilst working with MEAS and the Fun Food Chef. Our Choir had the opportunity to take part in a large scale performance with the Cross Border Orchestral during the Peace Proms at the Liverpool M and S Arena</p>
				<p>Total budgeted cost</p>	<p>£24486</p>
				<p>TOTAL i-iii</p>	<p>£81910</p>