



Pupil Premium Strategy Statement

1. Summary information					
School	Southdale Juniors				
Academic Year	2019/20	Total PP budget	£1320 per FSM £1900 per LAC £2300 per post LAC £300 service child	Date of most recent PP Review	
Total number of pupils	354	Number of pupils eligible for PP	57 (currently in school)	Date for next internal review of this strategy	

2. Current attainment			
Results based on 10 Pupil Premium Pupils in Year 6 in a cohort of 84 pupils in 2018-19	<i>Pupils eligible for PP (our school last year)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>For all Pupils (national average)</i>
% achieving ARE in reading, writing and maths combined	60%	84%	81%
% achieving ARE in reading	60%	85%	82%
% achieving ARE in writing	70%	91%	88%
% achieving ARE in maths	70%	91%	88%

% achieving ARE in GPS	60%	88%	85%
Progress score for reading	-0.3	-1.6	
Progress score for writing	0.2	-0.6	
Progress score for maths	-2.4	-0.1	

Evidence of School Performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils: See Ofsted report June 2017 for key performance statements:

The newly appointed 'pupil premium champion', working with governors and staff, has put in place effective structures and monitoring processes to ensure that disadvantaged pupils access the full range of opportunities at the school. Their progress in lessons is also checked more rigorously. Their attendance is also improving. As a result, disadvantaged pupils now are making better progress. Even so, there is still some way to go to ensure that recent improvements for these pupils are sustained and, therefore, achieve well.

Over time, leaders have not used the pupil premium effectively to ensure that disadvantaged pupils do well. Although this is now improving, disadvantaged pupils' achievement still lags behind others

Improve the impact of leadership and management by:
further improving the quality of provision for disadvantaged pupils so that they make consistently good progress across the year groups

The quality of teaching, learning and assessment requires improvement because expectations of what pupils can achieve are not consistently high enough. There is too much variability in the quality of teaching and learning between classes in the same year and across the school. This is particularly the case for the most able pupils and those who are disadvantaged.

Teachers are aware of those pupils in their classes who are disadvantaged and may need extra support. However, they do not take sufficient account of the specific needs of some of these pupils in their planning. They do not check carefully enough that these pupils are making the progress that they should.

At the end of key stage 2 in 2016, outcomes were weak. This was particularly the case in reading and mathematics. In these subjects, a below average proportion of pupils reached the expected standards for their age. Their progress was too slow. Since then, staff have worked with increasing success to address these weaknesses. For example, carefully targeted additional support in English and mathematics is now in place for pupils currently in Years 5 and 6. Inspection evidence shows that these actions are having a positive impact. Progress in these year groups is much improved. Pupils' workbooks show improvements in both writing and mathematics. This improvement is particularly marked for disadvantaged pupils.

In 2016, disadvantaged pupils made too little progress. Improvements to the provision for this group are already helping current pupils to make much better progress. However, the quality of teaching across the year groups is still variable and this prevents them from making consistently good progress and to catch up with others.

Data for 2019 pupil premium

Recommendations from SIA/Ofsted	Steps Taken
<ul style="list-style-type: none"> • Improve the quality of provision for disadvantaged pupils so that they make consistently good progress across the year groups • Continue the recent work to establish effective structures and monitoring processes to ensure disadvantaged pupils access the full range of opportunities within school. • Ensure teachers take sufficient account of the specific needs of disadvantaged children in their planning and make careful checks that these children are making the progress that they should. 	<p>Annual pupil premium lines of enquiry take place on KS2 outcomes</p> <p>Annual and ongoing individual barriers to learning are identified for each individual child</p> <p>A review of PP performance in KS2 tests for 2018-19 has highlighted barriers to learning and areas for development.</p> <p>PP leads are working closely with SENDCo to ensure correct provision for “cross-over” children.</p> <p>A learning mentor has been appointed in Sep 2019 to meet pastoral needs of individuals</p> <p>All teachers follow our approach of positive discrimination</p> <p>Progress is prioritised during pupil progress meetings.</p> <p>Staff proactively encourage PP children with specific barriers, to attend after-school clubs/extra-curricular activities/enrichment activities eg rocksteady</p> <p>PP children are a key focus of all monitoring by SLT.</p> <p>The school has undertaken an extensive programme of CPD to ensure good quality teaching and learning occurs across the school. This includes:</p> <ul style="list-style-type: none"> • Immersive curriculum (wider curriculum) • Reading – whole class approach to teaching • Writing – new planning structure based on EEF recommendations • Maths – new planning structure based on EEF recommendations

- Pixl – for assessment, tracking and intervention

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	<p>Reading, Writing and Maths Attainment: Although the percentage of pupil premium children reaching the ARE benchmark at KS2 increased from 48% in 2018 to 60% combined in 2019, there is still a gap between disadvantaged and non disadvantaged KS2. 50% of our disadvantaged pupils joined the school in the past two years.</p> <p>An in-depth review of these children identified the key factors which contributed to significant improvements in outcomes. This provision needs to continue with a sharp focus and determination for our disadvantaged pupils. Although 10% of our children achieved national standards in Greater depth Reading, Writing and Maths, there will be a greater determination from leaders to increase Greater depth standards for our disadvantaged pupils.</p>
B.	<p>In School Progress:</p> <p>Carefully track progress made by pupils who are pupil premium, as these are the pupils who nationally underperforming; regularly monitor their barriers and develop staff knowledge to reduce them as much as possible; track provision for specific pupils to ensure all are in receipt of the support they need and that it is having impact.</p>
C.	<p>Pastoral:</p> <p>Increasingly children are entering school with social, emotional and mental health difficulties, resulting in an inability to focus on learning. The school have appointed a pastoral manager to meet the needs of children with these barriers to learning.</p>
D.	<p>Enrichment:</p> <p>Many of our pupils eligible for the Pupil Premium do not have the wealth of life experiences that non disadvantaged experience. Leaders will continue to have sheer determination in exposing pp children to a wealth of enrichment experiences and opportunities.</p>

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	<p>Attendance: Rates for pupils eligible for PP in 17/18 was compared to non PP children at This reduces their school hours and causes them to fall behind on average.</p>
F.	<p>Parental engagement : This is an issue for a small number of our Pupil Premium children, particularly for those whose attendance is also a barrier to learning.</p>
G.	<p>Enrichment: Many of our pupils eligible for the Pupil Premium do not have the wealth of life experiences or high standard of vocabulary/texts needed to be able to comprehend and justify at a higher level. They also may not have the access to technology that non-PP children may have, reducing their access to online resources that the school provides.</p>

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The quality of teaching across school will be consistently good or better. The quality of teaching assistant support will be at least good. Pupil premium pupils will make better progress than non-pupil premium pupils to diminish the difference when looking at end of year expectations. That the disadvantaged pupils make at least as much progress as National Others in Reading Writing and maths The percentage of disadvantaged children attaining ARE in Reading and Writing at KS2 will increase from the previous year.	PP gap to National Others in Progress narrows. Percentage of PP attaining ARE in Reading and Writing increases.
B.	That the disadvantaged pupils make at least as much progress as National Others in Maths. The percentage of disadvantaged children attaining ARE in Maths at KS2 will increase from the previous year.	PP gap to National Others in Progress narrows. Percentage of PP attaining ARE in Maths increases.
C.	All PP pupil progress monitored and addressed through Pupil Progress Meetings. Extra provision tracked and evaluated half termly.	Pupils eligible for PP in all year groups make rapid progress by the end of the year so that the % of for PP pupils at age related increases.
D.	Increased awareness and support with social, emotional and mental health difficulties in particular the PP children who are in multiple risk groups (LAC, SEND)	PP pupils' social, emotional and mental health is improved and result in more positive attitudes and results in work as their behaviours improves. Confidence building through intervention work, with an increased focus on those children in multiple risk groups.
E.	Increased attendance rates for pupils eligible for PP	To keep the number of persistent absentees among pupils eligible for PP and FSM below national benchmarks. Overall PP attendance improves from 94.85% to the expected target of 96% in line with 'other' pupils. Ensure that the attendance figures for PP and FSM pupils is in line with National Others.
F.	Increased Parental Engagement for pupils eligible for PP.	Parents of PP pupils aware of age-related expectations and home/school can help pupils. New initiatives are in place to encourage disadvantaged parents to attend events, e.g. parent's evenings and school to raise awareness of school app to improve communication and engagement.
G.	That our Disadvantaged pupils experience a range of enrichment/extra-curricular and have high aspirations for their future.	That the number of PP children accessing after school clubs has increased significantly - giving the PP children priority access to specific clubs – multi-sports, therapy clubs, cross-country etc. School to help subsidise for paid clubs and trips, where appropriate.

H.	Pupil premium pupils and their families will have a safe place to talk about their worries and concerns by people who can support them in reducing these barriers to learning	Relationships with pupil premium families will continue to improve. Pupil premium pupils will be happier in school and able to focus on learning. Attainment and progress figures will be in line with above expectations.
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4. Proposed Planned expenditure								
Academic year		2019/2020						
Southdale Juniors Pupil Premium Profile 2018-2019								
Total number of pupils in the school:			357					
Number of PP eligible pupils:			57					
Total pupil premium budget:			£58260					
Amount per pupil:			£1320 per FSM £1900 per LAC £2300 per post LAC £300 service child					
Barrier Area		A: Reading/Writing Attainment/Progress						
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
Provide T&L leader and senior colleagues with opportunities to coach, develop and improve the quality of teaching; including in areas such as: -Marking and feedback - Editing writing -Teaching and learning approaches -Low-stakes quizzing -Pitch and differentiation -Challenge	Teaching is at least good, meeting the needs of all pupils	KP RM LS RR	All pupils	Ensuring teacher feedback provides opportunities for pupils to reflect and develop their understanding and assessment is accurate to identify the correct strengths and weaknesses, pupil premium pupils will make accelerated progress. Feedback can be verbal, written in class and more detailed at the end of a lesson – all inform next lesson planning. The actions for this objective are: To address in-school variance: - Ensure consistent implementation of practice and expectations -Improve monitoring and evaluation Ensure quality first teaching: -Team teaching and planning -Modelled lessons -Regular coaching -Targeted CPD Ensuring accurate data:	The quality of teaching across school will be consistently good or better. The quality of teaching assistant support will be at least good. Pupil premium pupils will make better progress than nonpupil premium pupils to diminish the difference when looking at end of year expectations	Oct 2019 July 2020	£256.27	£14607.45

				-Supporting effective use of data and gap analysis -Moderation Ensuring Effective interventions				
Provide time for SENDCo and senior colleagues with SEN responsibility to observe and support teachers and TAs to ensure the SEND PP pupils' needs are being fully met	The correct SEND provision is in place for all SEND pupils	RR	SEND pupils	Approximately ??? of our pupil premium pupils are also identified as having SEND. Ensuring the correct intervention and provision for them is critical. The actions for this objective are: -Identify the specific needs of PP pupils -Co-ordinate provision for PP pupils -Monitor the impact of provision on PP pupils/pupils with SEND	The quality of teaching across school will be consistently good or better. The quality of teaching assistant support will be at least good. Pupil premium pupils will make better progress than nonpupil premium pupils to diminish the difference when looking at end of year expectations	Oct 2019 July 2020		£4560.66
Reading - Fresh start and RWI Interventions	Those who can't read fluently, catch up quickly in line with ARE	RM KP	All Pupils who have been assessed and require this intervention	PP children who can't read fluently, and are unable to blend and decode words, won't be able to access all aspects of the curriculum and are at risk of leaving school unable to read and meeting ARE at the end of KS2 EEF toolkit shows that reading comprehension strategies deliver an additional 6 months progress.	Children to be able to read ARE texts at 90 words per minute. Their comprehension and fluency is developed.	Oct 2019 July 2020		£9753.20
CPD for TA's on fresh start intervention	TA's are fully trained to ensure they can teach this intervention effectively	KP RM	All pupils who have been assessed and require this intervention	It is important that staff have the necessary CPD to lead this intervention effectively so that children who can't read, catch up quickly	Children are able to read at ARE at 90 words per minute. Their comprehension and fluency is developed.	Oct 2019 July 2020		£1040
Redeploy HLTAs and TAs across year groups to focus on disadvantaged pupil premium pupils for targeted	Disadvantaged pupils will make accelerated progress in all	KP RM	All Pupils who require targeted support – key marginal pupils	Many disadvantaged pupils who do not have regular access to reading at home require additional opportunities in school to develop their fluency and comprehension. Some of these pupils have SEN and	Pupil premium pupils are given the highest priority to read regularly, and are targeted in all aspects of school life	Oct 2019 July 2020		£5814.90

intervention/support	year groups across key stage 2			require additional support. The actions for this objective are: -Provide support during reading sessions for groups with similar learning needs				
Purchase high quality reading books for all year groups. Purchase reading books from the RWI and Fresh start intervention	Resources to enhance the provision and curriculum offered to all pupils to promote a love of reading. This will increase progress and raise attainment across school. This will develop the schools approach to giving reading the highest priority	KP RM	All pp pupils	Many disadvantaged pupils who do not have regular access to reading at home require additional opportunities in school to develop their fluency and comprehension. They also need access to books which are appropriate to their age and ability	Reading is at the heart of the curriculum with children reading widely and often. Those children who can't read fluently are catching up quickly	Nov 2019 July 2020		£5195.40
Challenge Group for GD Pupil Premium pupils (x 6 pupils)	More Able PP pupils to be challenged to ultimately achieve greater depth at KS2.	RM MF ZR KD	All PP pupils with entry levels of Exp and above.	More able PP pupils need to be stretched to achieve 'greater depth' in line with more able national others. Providing high quality, small group 'feedback' and coaching that is proven to have an impact on progress – as identified in the EEF toolkit +6 impact.	MA pupils will attain greater depth over the year as their performance increases.	Ongoing review at the end of the year	£324.61	£1947.66
Forest School	To increase the enrichment opportunities, key skills and engagement levels of all pupils (including pp) by offering an exciting and enriching curriculum.	LS JC SD	All PP children have access to this through the curriculum.	Introduced last year, it has been evidenced through increased parental engagement and pupil enjoyment that it is impacting on children's love of learning. Work completed with the forest school teachers is transferred to the wider curriculum back in the classroom – engaging more PP children to write.	Further increase pupil's engagement with the wider curriculum to impact of outcomes in writing.	Sept 2019 Review July 2020	£35.88	£2045.57

Barrier Area	B: Maths Attainment/Progress							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
After school "Therapy" sessions	<p>Progress towards ARE will be accelerated for these targeted pupils.</p> <p>Raise the attainment levels in maths for all PP pupils and close the gap between National Others.</p>	<p>KP RM</p> <p>All teaching staff</p>	<p>Pupils in all year groups who are not on track to achieve ARE by the end of the year</p>	<p>Supports the development and consolidation of maths skills (place value, calculation) based on specific QLA to develop confidence and competence and –particularly - narrow gaps for pupils involved.</p>	<p>Progress tracked and discussed every term at Pupil Progress meetings.</p> <p>Children will be working at ARE by the end of the intervention.</p>	<p>Sept 2019</p> <p>Ongoing</p>	£51.73	£2948.50
Transport costs for PP children to attend Therapy sessions	All PP children are able to access after school therapy sessions.		Any PP that are unable to attend therapy sessions due to transport costs					

My Maths	<p>Progress towards ARE will be accelerated for these targeted pupils.</p> <p>Raise the attainment levels in maths for all PP pupils and close the gap between National Others.</p>	AM	All pupils in years 5&6, with a priority of PP children just working below ARE	My Maths is a light touch, leaner specific, calculation-based programme for learners to help extend their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers.	Progress tracked and discussed every half term at Pupil Progress meetings.	Sept 2018 Ongoing	£0.95	£339 total cost / 355 = 0.95 x 57 =54.43
Barrier Area	D: Pastoral							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
Pastoral support through the resilience framework	<p>As a result pupils feel safe and comfortable at school, knowing that they can seek/access support from the SLT.</p> <p>Parents feel supported and can access the support of the SLT.</p> <p>SLT reports termly to GB on attendance.</p> <p>Actions taken and support given for those who need it to increase attendance for the disadvantaged pupils.</p>	KP RM	<p>Any families and children who need support with a particular focus on those children who are in multiple risk groups.</p> <p>PP pupils and families.</p> <p>Vulnerable pupils and families including LAC children.</p>	<p>School now has specifically trained TAs to support the growing number of pupils who may have emotional difficulties. There are specific 1:1 and small group interventions covering a range of aspects around emotional literacy. If a child has a barrier to learning this needs to be addressed so the child is ready to learn.</p> <p>SLT will continue to support transition plans that school have implemented to ensure the most vulnerable children get the best start to each school day.</p>	<p>Vulnerable pupils are identified and supported in order to improve outcomes for all pupils.</p> <p>Families feel supported and know where they can access support.</p> <p>Prepare children to access learning to the best of their abilities.</p> <p>Improve the pupil's emotional literacy so that they are able to feel confident to express themselves.</p>	Ongoing	£9.25	<p>£3273.07 Learning Mentor 3 afternoons per week/354</p> <p>£527 for PP</p>

<p>Attendance, including PP priorities, Target Key Pupils.</p>	<p>PP attendance and PP PA attendance gap to National Others, diminishes.</p> <p>Vulnerable families are support to improved attendance and reduce the PA % for PP pupils.</p>	<p>KP RM</p>	<p>Any PP pupils under 90%</p>	<p>The school has the resources and relevant tracking systems to do this so that PP pupils are tracked more closely and actions can be taken to tackle persistent absences & 'lates'. PP children need to be in school to access learning.</p> <p>Regular meetings are held with the school's attendance officer to track and respond to trends and tackle poor attendance.</p>	<p>PP attendance to be at least 95%+</p>	<p>Sept 2019 July 2020</p>	<p>£13.56</p>	<p>£4800.51 Learning mentor 10 hours per week/354 £773 for PP</p>
<p>Funding contributions towards the cost of school trips and residential visits.</p> <p>Funding of peripatetic music lessons for FSM pupils.</p>	<p>Parents are not put in a difficult financial position and made to make the decision that their child cannot attend school visits due to cost implications.</p>	<p>KP RM SJ</p>	<p>All PP pupils in Y3,4,5 and 6</p>	<p>NB: Each individual case is considered by the Headteacher.</p> <p>Where allocated, this has been effective over recent years as some parents find financial commitments difficult. This has resulted in more disadvantaged pupils being able to attend various residential visits like their peers – developing the high quality experiences they receive.</p>	<p>PP pupils identified and parents notified of the funding available. (50% contribution)</p>	<p>Sept 2019 July 2020</p>	<p>Y3 £54.63 Y5 £38 Y6 £279 £195</p>	<p>£437 £38 £279 £390</p>

<p>Staff CPD (focus on wider curriculum, with a focus on Geography, History and Science)</p> <p>CPD for PP leaders</p>	<p>Staff CPD-</p> <p>All SLT and other agencies to work together to enable the T&L leader (RM) and year group leaders (RR &LS) to oversee and deliver CPD for all staff and all stakeholders and the sharing of the best T&L Strategies across the curriculum.</p> <p>Subject leaders (JGB, RD and MF) to lead CPD for staff on Geography, History and Science – KEY SDP priorities</p>	<p>KP RM</p>	<p>All PP pupils in the school benefit from this training as their needs will be met through the curriculum we offer.</p>	<p>The EEF states: “Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development courses and effective feedback methods”</p> <p>We want to invest some of the PP funding in longer term changes which will develop all pupils. We want all teachers to be focused on curriculum content in their year group to provide stretch and encouragement. Quality first teaching – in all subjects - is the strategy proven to have the biggest impact on pupil progress</p> <p>New T&L leader (RM)to develop staff’s ability to make the wider curriculum engaging and exciting to raise pupil outcomes across school.</p>	<p>CPD to be delivered from the Autumn term onwards as a key SDP priority linked to the previous Ofsted report.</p>	<p>Sept 2019</p> <p>July 2020– review impact and next steps</p>	<p>£12.04</p> <p>£8.49</p> <p>£2.90</p> <p>£3.13</p>	<p>Staff meetings £4265.04/354 PP £686</p> <p>Inset days for staff training £3007.40/354 PP £484.24</p> <p>CPD for staff £1025.40/354 PP £165</p> <p>CPD staff £1110/354 PP £178.73</p>
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Leadership	The Headteacher with responsibility for PP oversees all approaches.	KP	All PP pupils	To have a core leader in school to drive PP to the forefront of the school and raise the profile of PP and the funding to ensure that all PP children are given the same opportunities than their peers through the provision provided by school.	As a result of the new leadership in the PP area will ultimately mean the results show gaps to National Others have diminished or are in line with National data.	Sept 2019 July 2020 – review impact	£13.09	£4634.76/354 PP £746.27
EPS – decreased to 25 hours of support compared to previous year of 30 hours SLE	To provide school with support and strategies to meet the needs of individual children in school.	RR	All PP pupils will benefit from the ESP service in school as their individual needs will be met.	Currently we have several children who are open to the EPS service. These children are discussed in the three yearly planning meetings and support and advice is given throughout the year to ensure the needs of the pupils are met.	The support and guidance from this service will mean that children's outcomes will be improved in many areas including; socially, emotionally and behaviourally.	Sept 2019 July 2020 Review impact for SLE renewal	£88 per hour	£2200 total cost per year
Barrier Area	Other External Barriers							
	E. Attendance							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
Tracking Systems (Integris)	PP leader taking a lead in attendance for PP children using a tracking system (Integris) to identify persistent lates and non-attenders.	KP RM	All PP pupils under 90%	Clear tracking system and procedure in place to ensure that PP pupils' attendance was tracked carefully and followed up by the attendance team. Daily procedures continue to document PP pupils who are late or absent and they are contact swiftly as part our school's first day response. Rach Mallas to track and report on attendance each week.	PP attendance to be at least 95%+	Sept 2019 July 2020	£13.84	£788.98

Home visits	HT to carry out home visits as required to ensure all PP children are attending school regularly and accessing their learning.	KP RM	All PP children with attendance with issues.	All PP children need to be in school in order to access the curriculum fully and advance their learning and development further.	PP attendance to be at least 95%+	Sept 2019 July 2020	£12.04	£4265.04 based on KP/RM home visits x 1 per week/354 PP £686.74
Barrier Area	F. Parental Engagement							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
Twitter Parent Hub School Website Parents evening system	Parental engagement to increase so that parents are more informed about what the children are learning and what is going on in school including parent consultation evenings etc.	KP SJ RM	All PP pupils	Improved methods of parental communication have been introduced over the previous year. The interest and sign up has been very positive and has meant that there has been increased engagement between harder to reach parents. Parental feedback regarding home-school communication has been good and something as a result school will continue to use these methods this year.	Children to be supported by school and parents in order to make the best possible progress. Parents to engage with school events and kept informed about school achievements and those of the pupils.	Sept 2019 July 2020	£2.52	£895/354 PP £144

Provide uniform for pp children as required	Children are fully included and feel part of all aspects of school life.	KP SJ		We are an inclusive school and support families who financially need this additional support. It is important for all of our children to feel fully part of the Southdale family.				£150
Barrier Area	H. Enrichment							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Completed	Cost per Pupil	Total Cost
Laptops/ipads SEN laptops	ICT to be used as a tool to develop children's ICT skills including the wider curriculum. Children to have access to online resources that school provides that they may not be able to access at home.	AM SJ	All PP pupils have access to these resources.	The increased number of laptops and ipads available for use will increase pupil's access to technology. This will help to develop not only their computing skills but also enhance their skills within a wider curriculum.	Children to develop their ICT skills across the curriculum and ICT to be more accessible across school. Develop basic computing skills for example, typing skills, using Microsoft office programmes like word and excel.	Ongoing	£27.41	£1562.43

After school clubs	PP children targeted to have an option to attend the afterschool clubs at a discounted rate or free	KP SJ	All PP children to have the opportunity to attend	Extending and enriching experiences and building confidence by offering all children, but in particular the PP children the opportunity to access the after school clubs for free or discounted rate.	Children from more disadvantaged backgrounds who may not have the additional funds to encourage their children to take part in the afterschool activities that run in school to have the same opportunities as other children. This will extend and build their confidence	Sep 2019	£21	£63
Total budgeted cost							Total: £58260 £58267.16	