



St Keyna 2020-21 Pupil Premium End of Year review

1. Summary information

Academic year	2020-21	Pupil Premium Grant (PPG) received per pupil	£1,345	Indicative PPG as advised in School Budget Statement	£79,665
Total number of pupils	234 Year R-6	Number of pupils eligible for PPG	59 + 1 Service Child	Actual PPG budget	£79,665 (plus £15,275 for LAC/PLAC plus £5,011 for EYPP) – see separate spending plans

Context

St Keyna is situated in one of the 50th most deprived areas (Deprivation Index) and has approximately 35% of pupils entitled to the pupil premium funding. The school serves the Tintagel Estate, which has been claimed to suffer deprivation not seen since the 1950s.
<https://www.somersetlive.co.uk/news/somerset-news/curo-estate-suffers-deprivation-not-2054220>

2. Summary of the Pupil Premium Grant

The pupil premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

3. Attainment from 2018-19 data (last formal data point)

	Disadvantaged Pupils (number of pupils)				All Pupils (number of pupils)				National			
Reception pupils achieving a Good Level of Development	(4) 80%				(29) 69%				All pupils 72% Disadvantaged 56%			
Year 1 pupils meeting the required standard in Phonics	(8) 50%				(39) 72%				All pupils 82% Disadvantaged 71%			
Year 2 pupils meeting the required standard in Phonics retake	(14) 79%				(6) 83%				All pupils 91% Disadvantaged 85%			
Year 2	READING				WRITING				MATHS			
	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019
% at Expected Standard	73	63	74	75	67	53	85	69	70	67	76	76

% at Expected for Disadvantaged Pupils	25	60	64	78	50	40	79	73	38	60	64	79
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Year 6	READING				WRITING				MATHS				GPVS			
	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019	SCH. 2017	SCH. 2018	SCH. 2019	Nat. 2019
% at Age Related Expectation	60	73	68	73	64	79	88	78	84	79	74	79	84	82	74	78
% working at greater depth	12	27	15	27	8	33	18	20	8	18	15	27	20	33	18	36
% at Expected for Disadvantaged Pupils	44	42	63	78	44	58	94	83	78	50	75	84	78	58	88	83

KS2	SCHOOL 2017	SCHOOL 2018	SCHOOL 2019	National 2019
% EXPECTED STANDARD ACHIEVED ACROSS R,W,M	44	64	53	65
% EXPECTED STANDARD ACHIEVED ACROSS R,W,M Disadvantaged Pupils	33	25	50	51

4. Key priorities

- To continue narrowing the attainment gap between pupil premium and non-pupil premium pupils, ensuring that all pupil premium pupils achieve good levels of progress
- To improve the life chances of pupil premium pupils by ensuring they leave St Keyna with English and maths skills at, or above age related expectations
- To provide emotional support for pupils so that they are resilient and willing to take on the challenge of learning
- To provide enrichment opportunities to enhance life experiences

4. Barriers to future attainment (for pupils eligible for PPG)

Academic barriers

A	<p>Specific gaps in learning for a small number of identified pupils eligible for the PP grant which prevent them from achieving ARE/+.</p> <p>There are a number (27, 41%) of disadvantaged pupils who are identified as being both eligible for the PP grant and who are on the school's SEND register leading to multiple barriers to learning, progress and attainment.</p>
B	<p>Reception Baseline levels for many areas of the Early Years Foundation Stage curriculum in both the prime and specific areas are below age-related expectations, with poor oral and language skills limiting their communication, for a large proportion of PP pupils.</p>
C	<p>In today's climate, where so much of children's time is spent using technology, there is an absence of reading for pleasure. It is widely recognised that regular reading will improve children's attainment across the curriculum.</p>

Additional barriers

D	<p>Circumstances outside school which affect children's emotional well-being and learning readiness, i.e. lockdown, parental separation, coming to school without breakfast, lack of nurture, lack of support with learning at home: reading, homework, etc.</p> <p>In some cases, parental engagement with school is low; parental attitude to school is often influenced by their own negative experiences of school.</p>
E	<p>Low attendance – Last year attendance averaged 1.4% lower for PP children (94.6%) than not-PP (96%). 14 PP pupils had > 10% absence.</p>
F	<p>Limited life experiences which impacts on their understanding of the world and limits their vocabulary.</p>

5. Additional Support Strategies to overcome barriers A-F above	Success criteria and review	Costs																																																																																									
<p>Maintain a relentless focus by all teaching staff on PP children to achieve good progress – ensuring gaps in knowledge are identified and addressed through relevant and robust interventions such as: feedback work*, pre-teaching**, teacher focus groups**, peer support***, in class TA support, TA led small group overlearning, Personal Learning Plan targets and targeted interventions such as RWInc, Freshstart, etc.</p> <p>The target groups for support are:</p> <ul style="list-style-type: none"> • <u>PP Catch-Up groups</u> – children below age related expectation who need to make accelerated progress to reach ARE. • <u>Keep-Up groups</u> - children who have made accelerated progress last year and are now at age related expectation, but who need extra support in order to make expected progress. • <u>High attaining PP children</u> - ensuring that these children make good progress or better and deepen their learning. <p>Termly Pupil progress meetings with a strong focus on PP children.</p> <p>Pupil review/coaching meetings with Deputy Head every few weeks with a focus on PP children.</p>	<p><u>Success Criteria:</u></p> <p>Catch-Up children achieve greater than 6 points (5 points in YR&1) progress over the year and achieve age related expectations.</p> <p>Keep-Up children achieve 6 points (5 points in YR&1) progress and remain at age related expectation.</p> <p>The impact of these support strategies will result in diminishing differences between the attainment of PP children and that of not-PP children both at school and nationally.</p> <p>High attaining pupils achieve at least 6 points progress and remain above age related expectation.</p> <p style="text-align: center;"><u>End-of-Year data</u></p> <p><u>PUPIL PREMIUM Points progress from Spr. 1 2020 (last formal assessment) to Sum. 2 2021 (9 points would normally be expected)</u></p> <table border="1" data-bbox="853 807 1888 1219"> <thead> <tr> <th rowspan="2">Year Grp</th> <th colspan="3">Pupil Premium</th> <th colspan="3">Pupil Premium not SEND</th> <th colspan="3">Not Pupil Premium</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Yr R*</td> <td>5.3</td> <td>5.5</td> <td>4.8</td> <td>5.1</td> <td>5</td> <td>4.9</td> <td>4.9</td> <td>4.5</td> <td>4.7</td> </tr> <tr> <td>Yr 1*</td> <td>4.4</td> <td>4.5</td> <td>3.3</td> <td>5</td> <td>4.6</td> <td>3.8</td> <td>4.6</td> <td>5.2</td> <td>4.4</td> </tr> <tr> <td>Yr 2</td> <td>6.3</td> <td>7.1</td> <td>7.3</td> <td>6.4</td> <td>6.9</td> <td>7.1</td> <td>6.8</td> <td>7.4</td> <td>8.8</td> </tr> <tr> <td>Yr 3</td> <td>8.7</td> <td>8.6</td> <td>9.1</td> <td>9.8</td> <td>9.3</td> <td>9.7</td> <td>9.6</td> <td>8.9</td> <td>10.1</td> </tr> <tr> <td>Yr 4</td> <td>7.4</td> <td>7</td> <td>7.3</td> <td>7.2</td> <td>6.7</td> <td>7</td> <td>7.6</td> <td>8</td> <td>8.1</td> </tr> <tr> <td>Yr 5</td> <td>8.3</td> <td>8</td> <td>7.9</td> <td>7</td> <td>6</td> <td>6.5</td> <td>7.4</td> <td>7.3</td> <td>7.1</td> </tr> <tr> <td>Yr 6</td> <td>8.5</td> <td>7.5</td> <td>7.1</td> <td>7.2</td> <td>8.7</td> <td>6.5</td> <td>7.3</td> <td>8.9</td> <td>7.8</td> </tr> </tbody> </table> <p><u>Comments:</u></p> <p>In Years R and 1 the spring lockdown has prevented the normal 5 points of progress in some subject areas, and that fits with the national picture as our youngest children have missed a greater proportion of their education.</p>	Year Grp	Pupil Premium			Pupil Premium not SEND			Not Pupil Premium			R	W	M	R	W	M	R	W	M	Yr R*	5.3	5.5	4.8	5.1	5	4.9	4.9	4.5	4.7	Yr 1*	4.4	4.5	3.3	5	4.6	3.8	4.6	5.2	4.4	Yr 2	6.3	7.1	7.3	6.4	6.9	7.1	6.8	7.4	8.8	Yr 3	8.7	8.6	9.1	9.8	9.3	9.7	9.6	8.9	10.1	Yr 4	7.4	7	7.3	7.2	6.7	7	7.6	8	8.1	Yr 5	8.3	8	7.9	7	6	6.5	7.4	7.3	7.1	Yr 6	8.5	7.5	7.1	7.2	8.7	6.5	7.3	8.9	7.8	<p>Additional TA support in all classes - £52,000</p> <p>Yr 5&6 Maths booster group - £1,003</p> <p>SEND team support contribution - £720</p> <p>Coaching with DH - £1,520</p>
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Sutton Trust research indicates that:
 *feedback work accelerates attainment by +8 months
 **small group tuition accelerates attainment by +4 months
 ***peer tutoring accelerates attainment by +5 months

In all other Year groups, despite the spring lockdown, the average progress for PP children has been good and accelerated progress has been achieved in the majority of areas.

St Keyna Catch-Up Groups Points Progress from Spr. 1 2020 (last formal assessment) to Sum. 2 2021 (9 points would normally be expected).

Year Group	Catch-Up Points Progress		
	Reading	Writing	Maths
Year R*	4.3	5.3	6.5
Year 1*	4.8	5.1	4.2
Year 2	6.6	6.8	8.5
Year 3	10	9	9.3
Year 4	7.5	7.2	8.6
Year 5	8.3	7	8.1
Year 6	7.5	9	7.6

***Year R & 1 progress from Term 1 (5 points normally expected)**

It can be seen that the specific interventions put in place, have supported overall progress to the extent that almost all groups have made strong progress (6 points is normally expected during an academic year). Some groups have made accelerated progress and closed/nearly closed the gap created by all the lockdowns (9 points was necessary progress to close the lockdown gap).

Keep-Up Groups – there is no data for this group, as after the Term 1 data point and the significant fall in children’s attainment from Spring 1 2020 (prior to Covid), there were no children left in the Keep-Up category as they had all fallen back in to the Catch-Up category.

High Attaining Pupil Premium Children

Percentage of Children above ARE across the School (Years 1-6)

	Reading		Writing		Maths		RWM	
	Spr 1	Sum 2	Spr 1	Sum	Spr 1	Sum 2	Spr 1	Sum 2
Not PP	54	25	29	7	40	15	22	4
Pupil Premium	45	14	19	10	25	3	13	3
Difference	-9	-16	-10	+3	-15	-12	-9	-1

The figures show that percentages above ARE across the school have fallen considerably for both PP and Not-PP as a result of lockdowns. At the end of the year however, in writing, maths and combined, the percentage of PP children above ARE has improved when compared with their not-PP counterparts.

Percentage of Pupil Premium Children across the School (Years 1-6) at/above ARE

	Reading		Writing		Maths		RWM	
	Spr 1	Sum 2	Spr 1	Sum	Spr 1	Sum 2	Spr 1	Sum 2
Not PP	77	66	66	49	71	63	59	42
Pupil Premium	67	51	57	34	63	39	53	26
Difference	-10	-15	-9	-15	-8	-24	-6	-16

The figures show that percentages at ARE across the school have fallen considerably for both PP and Not-PP, especially in writing for both groups and in maths for PP.

The figures also show that the gap between the attainment of PP and Not-PP has widened, especially in maths. This will be a key area of focus in 21-22.

B/F **Improve vocabulary acquisition** through a clear 'St Keyna' language continuum developed within all subjects and taught via the use of pre and over learning and use of 'Word Aware'.

Success Criteria:

Through book scrutiny, pupil discussion and lesson observation pupils are seen to be using subject-specific, target vocabulary from the St Keyna language continuum and adventurous vocabulary in their creative writing.

From book scrutinies it can be seen that pupils are increasingly using adventurous vocabulary and incorporating Word Aware words in to their writing.

B/F **Improve oral language skills** through support from a Speech Therapist with 1:1 TA support in class following Speech Therapist's advice.

Talkboost refresher training for relevant St Keyna staff.

Success Criteria:

Children's speech and language will improve and they'll be better able to communicate both orally and written; children's individual Sp & L targets will be achieved.

The Speech, Language and Inclusion Partnership (SLIP) service has provided weekly sessions over the course of this academic year. This year

SLIP/S&L support £2,730
TA support (incl in £52,000)

		<p>has been disrupted by school closures, bubbles self-isolating and remote working. However, throughout the school closures SLIP continued to offer support remotely to those working at home, and in school for those who remained. 20x pupils with identified Speech Language and Communication Needs received assessments and therapy from the service.</p> <p>This year a range of intervention programmes were used in order to support and develop the speech, language and communication needs of those on the caseload, such as:</p> <ul style="list-style-type: none"> • Picture Exchange Communication System (PECS) • Attention Autism • Colourful Semantics • Shape Coding • Word Aware • Memory Magic • Lego-based Therapy • Elklan's Blank Levels • Oral to Written Narrative • Minimal Pairs (speech sounds) <p>The majority of Speech and Language targets were achieved.</p> <p>On the main school SEND register, 3x pupils were removed from the category of Communication & Interaction (CI) as they achieved their expected goals and reached ARE.</p> <p>Talkboost refresher training has not been implemented, as we will be starting Nelli in 21-22.</p>	
C	<p>Improve reading through a range of initiatives:</p> <ul style="list-style-type: none"> • High quality whole-class guided reading lessons teaching vocab and reading comprehension strategies* • Whole School Reading Challenge to motivate frequent reading at home/school in conjunction with frequent reading slots made available for children to be listened to read in 	<p><u>Success Criteria:</u></p> <p>Attainment at reading improves. <i>At the end of 2019, 61% of PP children across the school were at age related expectation and 63% of Y6 PP children achieved ARE. Next year we will endeavour to lift this closer to national figures.</i></p> <p><u>End of Year Review</u></p> <p>51% of PP children are at ARE in reading – a reduction of 10% from 2019. 55% of Y6 PP children achieved ARE in reading – a reduction of 8% from 2019</p>	<p>Additional TA support in all classes - £8,690</p> <p>New reading books £500</p>

	<p>their own break times (counting as home reads towards the challenge)</p> <ul style="list-style-type: none"> • Whole staff RWInc trained and RWInc program deployed with fidelity across the school. Support from Reading Hub and School Improvement Advisor. Investment in new decodable reading books (see School Improvement Plan for full details) • Accelerated Reader implemented from Y2-Y6 to promote a culture of reading for pleasure (see School Improvement Plan for full details) • TA reading support for children who need to make accelerated progress with their reading • Pre-teaching groups for identified children* <p><i>* Sutton Trust research indicates that reading comprehension strategies accelerates attainment by +7 months.</i></p>	<p>Following successive lockdowns attainment has been inevitably affected, mostly in our youngest children. However out of reading, writing and maths, reading is showing our strongest levels of % at ARE. This is a positive reflection of all our school improvement measures taking effect as they become embedded practice, namely: RWInc, Accelerated Reader, 2x weekly whole class guided reading, Reading Challenge and Word Aware.</p>	
D	<p>Improve children’s emotional wellbeing and learning readiness through an effective raft of nurture and mental wellbeing activities and parental support:</p> <ul style="list-style-type: none"> • Nurture Groups and Interventions • Time 4 Me • Bubble time • PSA support* • Thrive • PSPs and other behaviour management tools • Improve parental engagement* through making regular contact with key parents to change embedded negative 	<p><u>Success Criteria:</u></p> <p>Children receiving nurture support have improved outcomes so that at least expected progress is made. Improved emotional wellbeing. Improved engagement and outcomes in all curriculum areas. Improvements in behaviour and relationships.</p> <p><u>End of Year Review</u></p> <p>Average Points Progress for Reading, Writing & Maths combined of the 24 PP children receiving Thrive and Nurture Interventions = 7.8 points. This is well above the 6 points expected.</p> <p>Nurture Interventions</p>	<p>Specialist TA delivering: Time4Me, Thrive and nurture - £10,500</p> <p>Nurture groups - £2,368</p>

perceptions of 'school'; use of Class DoJo for improved communication.

- Mental Health Support Team
- Whole school Jigsaw PSHE scheme
- Physical daily activity (Move-a-Mile)
- Whole-school focus weeks: Free2BeMeWeek, Children's mental health week, Anti-bullying week, Autism Awareness Week

**Sutton Trust research indicates that parental engagement accelerates attainment by +3 months*

Small group Thrive and Nurture groups are run by members of the pastoral team and are designed to support children with their social and emotional development, confidence, group skills and emotion regulation. These sessions are less targeted than individual Thrive but offer a wide range of activities to support children's emotional well-being.

PP Pupil Voice:

Year 1

- I drew a heart which made me happy. We bounced a ball in the hall to get rid of our feelings.

Year 3

- I made new friends.
- I made a paper plate with emotions on it so if I don't want to talk to someone about how I am feeling I can show it to them. / I also learnt to meditate when I'm angry at my brother – it makes me feel relaxed.
- Take 5 Breathing if I'm angry, stressed or sad as it makes me feel relaxed.
- I do Kung Fu moves to calm me down – it gets the anger out.
- My mental health has improved – I now show my feelings.

Year 4

- How to be calm using breathing exercises / Smelling things feels really good. Smelling the lavender made me feel happy.
- We learnt how to tell others how we feel.
- We learnt how to handle bad stress – Take 5 breathing / Focused art.
- Learnt how to be calm with Bumblebee breathing / Smelling things makes me feel calm.
- I now freely express what's on my mind. No one ignores me – I can shout out.
- I know how to breathe to relax.

Year 5

- 'Give something back' – It felt good to do something for someone else.
- How to calm down if I'm angry – Shoulder roll breathing / Rainbow breathing.
- Calming strategies i.e. hug self / imaginary hula-hooping.

Year 6

I use the Bubble Breathing technique when I'm really angry. This calms me down.

THRIVE

Of the 15 PP pupils who we have full-data for, 5 have made progress, whilst 10 have remained where they were or have regressed slightly. In most cases we can see why a child's score may have dipped due to circumstances outside of school and in some cases we have put in additional nurture support for a child to ensure that they remain in school and able to engage with their learning.

- 2 Pupils - Progress in 'Being'
- 6 Pupils - Regressed in 'Being'
- 1 Pupil - Progress in 'Thinking'
- 2 Pupils - Regressed in 'Thinking'
- 1 Pupil - Regressed in 'Power & Identity'
- 1 Pupil - Progressed from 'Being' to 'Doing'
- 1 Pupil - Progressed from 'Thinking' to 'Power & Identity'
- 1 Pupil - No movement

Time4Me

Children in KS2 are encouraged to 'self-refer' for a Time4Me slot where they can talk to an adult of their choice about any issues or concerns that they have. This enables children to get help when they need it and for the pastoral team to identify where children might need additional support with their emotional well-being.

Number of PP pupils seen:

Term 1	7 pupils - 12 sessions
Term 2	12 pupils - 24 sessions
Term 3 (Lockdown 2)	2 pupils - 4 sessions
Term 4	7 pupils - 18 sessions
Term 5	8 pupils - 12 sessions
Term 6	8 pupils – 10 sessions

Pupils often begin the sessions withdrawn, reluctant to speak, tearful or angry. Following the Time4Me sessions, the pupils are always happier, regulated and are equipped to deal with the situation that has been bothering them.

Bubble Time TA's Voice

Child L likes to draw pictures in his emotion diary. He doesn't always circle the emotion that he is actually feeling, for example he may circle happy even though mum has told me that he's having a bad morning. He does however tell me how he's doing, we talk about anything he wants to and he likes to feed the fish with me 3 days a week. He looks forward to this time out with me and has opened up a lot too since we started.

Aside from the benefit of getting this personal time for themselves where they can talk one to one about anything they like, these sessions have also made them more comfortable to talk to me at other times if they have a problem during the day and has boosted our pupil-TA relationship in the classroom.

Class Dojo

In January 2021 at the start of Lockdown 3, we began using Class Dojo as a means to communicate with parents and children whilst they were home-learning. This proved to be very effective. We were able to record videos, set work, view the children's work, send and receive messages and reward the children with Dojo points. When all children returned to the classroom we decide to continue the use of Class Dojo to enable better communication with parents and to share the children's successes in school with the parents through Dojo points. The children are able to see their Dojo points appearing on screen which boosts their self-esteem and their parents can also see the points at home.

Mental Health Support Team (MHST)

The MHST work in schools with young people and their families to support with mental health and wellbeing. They work with children and young people experiencing mild to moderate mental health difficulties. Areas that the MHST's can support with include, but are not limited to, the following: adapting to change, understanding emotions, anxiety, low mood, sleep, self-esteem, behavioural difficulties and stress. The team is part of Children and Adolescent Mental Health Service (CAMHS).

8 PP children have been referred to the MHST, 2 have been accepted and 5 have been subsequently referred to Southside.

Move-a-Mile

		<p>Pupil Voice: "I feel confident. I got a better time in the last race" (Y3) "I feel better, I've improved my time and so although I'm sweating I can concentrate" (Y5) "It makes you feel happier throughout the day" (Y5) Teacher Voice: "I have noticed a significant improvement in my pupils' concentration levels throughout the morning after their Daily Mile run. They are able to calculate accurately in maths and seem less lethargic. (Mr Pope)</p>	
E	<p>Support with punctuality and attendance:</p> <ul style="list-style-type: none"> • Weekly attendance monitoring • Hold regular discussions with families to explore barriers to school attendance, involve CMEO as appropriate • Offer free places at breakfast club to support specific PP families • Support parents with advice/help from our Parent Support Advisor • Promote punctuality and attendance through Deputy Head coaching focus on PP children with poor attendance. 	<p><u>Success Criteria:</u> The gap between PP pupils and not-pupil premium pupil's attendance will narrow. <i>Last year attendance averaged 1.4% lower for PP children than not-PP at 94.6% attendance.</i> <i>End of Year attendance was 3.2% lower for PP than not-PP at 94%, however this is low predominantly due to three children who were on-roll but not attending, and two families shielding. If these children are removed from the figures, PP attendance rises to 95.5%, 1.7% lower.</i></p> <p>Persistent absenteeism for PP pupils will reduce. <i>Last year 14 pupils had >10% absence.</i> <i>End of Year - 16 pupils have >10% absence, but 7 of these have poor attendance due to three traveller-children who were on-roll but not attending, and two families shielding.</i></p>	<p>Parent Support Advisor - £1,500</p> <p>Breakfast club - £300</p> <p>Coaching with DH –(incl in £1,520)</p>
F	<p>Outdoor Education Activities</p> <p>Teachers supported with training to enable them to provide a programme of regular outdoor education activities designed to enhance pupil engagement and increase children's life experiences.</p>	<p>Children have a richer educational experience through teacher's ensuring that at least one lesson per week is taught outside in our newly acquired Wild Willow Wilderness.</p> <p>Many exciting lessons have been taught in our Wild Willow Wilderness, from Stone Age House building to sensory walks.</p>	<p>Outdoor education provision and CPD - £200</p>

	<p><i>Sutton Trust research indicates that outdoor adventure learning accelerates attainment by +4 months.</i></p>	<p>Every year group also enjoyed a day of archery, climbing and team skills and Year 6 attended an activity centre for a day.</p>	
F	<p>Widening Opportunities</p> <p>From Easter onwards, we hope again to be able to offer free access for PP children to a range of afterschool clubs provided by external providers (rugby, FreeG, yoga, football etc)</p> <p>Music tuition from music specialists teaching recorders and violins.</p>	<p>A greater proportion of PP children attend afterschool clubs. All children in Year 2 and 3 learn to play recorder and violin respectively.</p> <p><i>In the first half of last year 75% of PP children attended one or more afterschool clubs. Target this year is to get 80% of PP children attending summer term clubs.</i></p> <p>After school and lunchtime clubs were ceased due to Covid restrictions but recommenced in Terms 5 & 6. 47% of our current 88 PP children attended one or more clubs. With hindsight, the target was too ambitious given that, due to bubble restrictions, children only had two choices of club.</p> <p>Next year with clubs running all year and not being restricted to bubbles, we hope to see this percentage increase with the wider selection of choices on offer.</p>	<p>Clubs subsidy £572</p> <p>Music tuition contribution £200</p>