

Pupil Premium (PP) strategy 2024-2025

Summary information					
Pupil Premium Total Budgeted Amount		£161,320		Date of review	September 2024
<p>(Note: Recovery Premium ended last academic year)</p> <p>Per pupil = £1,480 / Pupil Premium Plus £2,530</p>					
Total number of pupils	602	Number of pupils eligible for PP	2019-2020 53 (17%) 2020-2021 84 (22%) 2021-2022 104 (22%) 2022-2023 110 (20%) 2023-2024 106 (19%) 2024-2025 101 (20%)	Date for next internal review strategy	November 2025
Attainment Data: Key Headlines					
<ul style="list-style-type: none"> • PP attainment at the expected standard at KS2 is above national in all areas • RWM 71% (Nat 61%) R 75% (Nat 74%) W 88% (Nat 72%) and M 79% (Nat 73%) • % achieving the higher level at KS2 has increased from 2023 results • 100% PP pass rate in Y1 Phonics, significantly above national (80%) • 67% PP GLD in EYFSP is above National PP of 52% and above National All 66% • Gap in PP and non-PP attendance and persistent absence is closing over time (95.5% compared to 96.8% attendance & 5.8% PA compared to 4.8% non-PP PA) • PP attendance 95.5% is higher than the primary national 94.5% 					

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social workers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to the wider academy plans for education recovery following the COVID-19 pandemic, notably in our targeted support for pupils whose education was worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole academy approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We will monitor carefully the number of pupils eligible for the pupil premium grant and any noticeable patterns to this overtime.

Included in this statement is any funding received for Looked After Children (LAC) and Post Looked After Children (Post LAC)

Challenges to achievement identified among our disadvantaged pupils

A.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
B.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
C.	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils on entry at baseline.
D.	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and they have access to fewer opportunities outside academy life.
E.	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their behaviours for learning, social interactions, emotional regulation and academic progress.
F.	Our attendance data indicates that attendance among disadvantaged pupils has been 1.3% lower than for non-disadvantaged pupils and persistent absence was 1% higher than non-disadvantaged children.
G.	Conceptual understanding: Attainment at greater depth in reading, writing and mathematics. Although 71% of PP pupils achieve the expected standard in RWM at the end of KS2, only 13% achieved at greater depth in the combined measure.

Intended outcomes		Success criteria
<ul style="list-style-type: none"> Improved oral language skills and vocabulary among disadvantaged pupils. 	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	
<ul style="list-style-type: none"> Improved reading attainment among disadvantaged pupils. 	<p>The percentage of children achieving the expected standard and greater depth in reading is in line with all children nationally.</p>	
<ul style="list-style-type: none"> Improved maths attainment for disadvantaged pupils at the end of KS2 	<p>The percentage of children achieving the expected standard and greater depth in maths is in line with all children nationally.</p>	
<ul style="list-style-type: none"> To achieve and sustain improved wellbeing for all pupils in our academy, particularly our disadvantaged pupils. 	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice and teacher observations; a high level of participation in enrichment activities, particularly among disadvantaged pupils ; opportunities for further enrichment in trips, sporting events and workshops ; counselling and mentor support is provided and feedback is positive; and behaviour monitoring shows a reduction in incidents with disadvantaged children. 	
<ul style="list-style-type: none"> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. 	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils decreases, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced; and the percentage of all pupils who are persistently absent decreases and the gap closes with their non disadvantaged peers. 	

Review of Strategy

We have noted that the number of pupils eligible for the grant is still rapidly decreasing over time, from cohort to cohort, for example in year 6, 28.6% of children are eligible, and this decrease to 14.9% in year 1.

Due to the change in the Universal Free School Meal offer to all primary aged children in London, we have noted that this has impacted the number of parents completing the eligibility application form. MRA undertakes various work to support parents in completing this form.

We have analysed the performance of our disadvantaged pupils during the 2023-24 academic year using the EYFSP, the key stage 2 performance data, the phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level.

Data from Key stage tests confirm that, in addition to some strong individual performances, the attainment of the disadvantaged pupils in 2023-24 at the end of KS2 in maths, reading and writing was above national at EXS +.

In maths in KS2 there was an increase of PP children achieving the greater depth, 38% compared to 24% in 2023. In reading there was also an increase from 9% - 17%

Our disadvantaged pupils made excellent progress and achieved excellent outcomes in phonics, 100% passed compared to 80% of all children nationally.

The attendance among our disadvantaged pupils improved at 95.5% and was both higher than the PP national attendance 88.6% and higher than all children nationally at 94.5%. However, absence was 1.3% higher than non-disadvantaged peers at MRA. Persistent absence decreased but was still 1% higher than non-disadvantaged children at 5.8% compared to 4.8%

Our observations and behaviour records demonstrate that pupil behaviour improved last year, but PP children disproportionately cause more disruptive behaviour and incidents than their non-PP counterparts.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year continuing the tried and tested approaches which achieve high impact, ceasing those that have not achieved the desired impact and reviewing and adapting others.

PP Strategy 2023-2024 Reviewed

High Quality Teaching

Action	Intended outcome	What was the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost & Impact
Mathematics Mastery in all years.	Improved progress and attainment. Increase % of PP pupils working at GD.	Proven impact in 2016-2023	SLT MMSL leader to support all staff including ECTS to support the most disadvantaged. Further development work to take place with MM Consultant. CPD. Successful development days and external reviews. Additional MLT MMSL to support SLT with growth of subject area.	£4,050 KS2 M EXS+ 79% (Nat All 73%) KS2 GD 38% (Nat All 24%) Continue
Read Write Inc. in Rec –Year 3 (where needed).	Continued high progress and attainment in phonics screening check and GLD	Proven impact in 2015-2023	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs. Continuous CPD and development days. Renewal of all RWI books.	£6,500 Phonics Y1 PP Pass 100% (Nat 80%) KS2 EXS+ 75% (Nat All 74%) KS2 GD 17% (Nat All 29%) Continue with the addition of training 2 more SLT in RWI leadership & adapting the writing approach for YR & Y1

Daily Supported Handwriting	Improve outcomes in writing for PP children	Proven impact in 2020-2023	Regular monitoring of teaching input, triangulated with frequent book checks and analysis of PP pupil progress. Continuous CPD and development days. Appointment of Project leads for this area.	£4,500 Writing PP Attainment KS2 W EXS+ 88% (Nat All 72%) KS2 W GD 29% (Nat All 13%) Increased % from '23 (76%/18%) Review approach

Whole Class Reading & Reading Journals	Improve outcomes in comprehension for Y2-Y6 PP pupils	Proven Impact 2020-2023	<p>Leader with KS2 experience.</p> <p>Continuous professional development as well as initial training days.</p> <p>Every Child has a reading record that are kept in the academy for key children to ensure they are able to maintain the high expectations and keep up with their non disadvantaged peers.</p> <p>Continue to increase number and range of books to ensure these reflect and mirror the diverse community MRA serves.</p>	<p>£2,000</p> <p>Phonics Y1 PP Pass 100% (Nat 81%) Increased % from 22-23 (90%) KS2 R EXS+ 75% (Nat All 74%) KS2 R GD 17% (Nat All 29%) Increase % from 22-23 (9%)</p> <p>Continue with a refined reading curriculum</p>
Accelerated Reader Programme	Improve outcomes in reading and access to books for PPG pupil	Proven impact 2020-2023	<p>Leader with KS2 experience.</p> <p>Continuous professional development as well as initial training days.</p> <p>Increase range of books for Y5-Y6 library.</p>	<p>£2,500</p> <p>Phonics Y1 PP Pass 100% (Nat 81%) Increased % from 22-23 (90%) KS2 R EXS+ 75% (Nat All 74%) KS2 R GD 17% (Nat All 29%) Increase % from 22-23 (9%)</p> <p>Continue</p>
'Being a Writer' Approach	Improved outcomes in writing in KS 2 Close PPG gap in KS2 Increase % of PPG pupils working at GD.	Proven impact in primary schools in Hackney. Expertise within leadership team.	<p>Leader with this experience.</p> <p>Continuous professional development as well as initial training days.</p> <p>Reviewed curriculum, improvements made where needed to the MTPS.</p>	<p>£1,000</p> <p>Writing PP Attainment KS2 EXS+ 88% (Nat All 72%) KS2 GD 29% (Nat All 13%) Increased % from '23 (76%/18%)</p> <p>Continue</p>

		Based on research and sound pedagogy.		
Talk Through Stories	PP children in YR-Y2 have a curriculum that extends and deepens their comprehension and vocabulary.	Proven impact 2022-2023	Early reading Leader to provide resources, CPD and coaching to ensure this approach is delivered at high standards. Timetabled in EYFS and KS1.	<p>£500</p> <p>GLD PP 67% (Nat '23 67%)</p> <p>EYFSP All 84% Literacy/ 96% Speaking/92% Listening, Attention & Understanding</p> <p>Phonics Y1 PP Pass 100% (Nat 81%)</p> <p>Increased % from 22-23 (90%)</p> <p>KS2 EXS+ 75% (Nat All 74%)</p> <p>KS2 GD 17% (Nat All 29%) Increase % from 22-23 (9%)</p> <p>Continue</p>
Cracking Comprehension	PP children in Y2-Y6 have additional support to close gap in comprehension, vocabulary and question skills	New approach based on gap identified in assessments	<p>Leader with this experience.</p> <p>Continuous professional development as well as initial training days.</p> <p>Reviewed curriculum, improvements made where needed to the MTPS.</p>	<p>£300</p> <p>KS2 R EXS+ 75% (Nat All 74%)</p> <p>KS2 R GD 17% (Nat All 29%)</p> <p>Increase % from 22-23 (9%)</p> <p>Continue with further refinements</p>

Targeted support				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
Phonics Tuition	Rapid progress in phonics, reading and writing Years R-2	Proven impact phonics results from 2017 -2023	Experienced and highly trained skilled staff will run 1:1 interventions, these will be monitored by Reading Leader.	£5,000 Phonics Y1 PP Pass 100% (Nat 81%) Increased % from 22-23 (90%) Continue
Educational Psychology support	To support PP pupils to overcome difficulties in specific learning areas and with behaviours.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MRA Staff will plan, deliver and review child centred plans every 4-6 weeks. There will be a reduction of incidents of poor behaviour among disadvantaged children.	£5,250 See individual Pupil Case Studies Continue
Attendance Support	To support PP Pupils whose attendance drops below 97%.	Proven Impact in 2015-2023	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality. Whole academy as well individual pupil attendance to improve.	£2,300 PP attendance = 95.5% (Nat 94.5%/ Nat PP 88.9%) PP PA = 5.8% (Nat 20.7%) Continue

Speech and Language Therapy support	To support PP Pupils who need additional support in Speech and Language.	Proven impact in 2015-2023	Speech and Language Therapist and MRA Staff will plan, deliver and review interventions every 4-6 weeks. There will be a reduction of incidents of poor behaviour among disadvantaged children.	£18,617 See individual Pupil Case Studies EYFSP All 96% Speaking & 92% Listening, Attention and Understanding Continue
A Space Play Therapy	Support for most vulnerable children	Proven impact in Federation Academies	Termly reports and reviews of pupil allocation. There will be a reduction of incidents of poor behaviour among disadvantaged children.	£11,700 See Individual Pupil Case Studies Continue
Re engagement Team Unit Hackney	Support for children who are at risk of exclusions	Proven Impact across Hackney in reducing exclusions	Key children identified for specialist support from trained team. Reduction in incidents and reduction in fixed term suspensions.	No cost See individual Case Studies Continue
Maths interventions inc Early Bird Interventions	Provide support for pupils at risk of falling behind and challenge groups to increase % working at greater depth.	Proven impact	Class Teachers & Maths Lead to review impact of interventions regularly in Pupils Progress Meetings.	£1,000 KS2 M EXS+ 79% (Nat All 73%) KS2 GD 38% (Nat All 24%) Continue with revisions and further precision based on MTC interventions
Free School Meal Assessment	Early identification of children who are eligible for Free School Meals and as	Identification of children for additional support	Hackney education provide this service. Regular communication shared with academy admin team.	Continue £4,875

	a result the Pupil Premium Grant	Recommended service from Hackney Education		
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Other approaches				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
Additional Teaching Staff	Deployed to support interventions and provide additional pastoral and academic support	Proven Impact	Interventions to be monitored by middle leaders/ subject leaders and class teachers. Experienced additional teacher to support in EYFS – Y2. Y6 Cohort to have 3 teachers for 2 classes.	£62,347 KS2 RWM PP 71% GD 13% (Nat 61%) Continue with revisions
Extended Hours and Enrichment Clubs	To offer enrichment activities to PP pupils who may not otherwise access this opportunity, and provide extended hours to support families into work. Provide concessionary rates for all PP pupils.	Proven Impact	Allocate places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.	£20,966 Enrichment Offer extended over the year, tracker introduced to increase % of PP take up in Enrichment Programme. 75% of PP engaged in at least one activity in the Enrichment Programme. Drama Club 100% PP pupils and Basketball 56%. Continue
Parent Workshops	To support parents in raising expectations	Proven impact	To ensure timetable of workshops include as many parents as possible, slides available via PAM so all can	£500 High attendance of PP parents at Parents evening and consistent attendance at additional workshops.

	and how they can help at home.		access support at home. Act on parent feedback after workshops.	Continue with a revised approach
Music Tuition and Brass Project	To provide opportunity for PP pupils to learn an instrument with clear progression	Close gap of opportunity between pupils	Ensure PP pupil priority. New Leader of Music to drive project. Y3 to access the Brass project starting with recorders.	£3,000 Y3 attained a good level of recorder practice and participated in the Federation Music Concert. Places funded for PP pupils/ see individual case studies. Continue Music Tuition Review feasibility of the Brass Project
Breakfast club	To provide a healthy breakfast to vulnerable pupils.	Proven impact for health, wellbeing, attendance and punctuality.	Allocate places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship.	£8,810 Places allocated with PP priority 35% of PP pupils accessed offer, some receiving funded places. PP reduced rates for Breakfast club. Continue with reviewed offer
Trip Programme	To provide an extensive enrichment offer to ensure all PP children have experienced key visits.	Proven impact on Cultural Capital	An allocated member of the admin team will co-ordinate and plan trips co ordinating fully with phase leaders. All trips are mapped in accordance with curriculum offer. All financial barriers removed for PP children.	£8,000 100% PP participation in all trips. Trips include Unicorn Theatre, Little Angel Theatre, London Zoo, Imperial War Museum, Y6 Residential to Kench Hill Continue

PP Strategy 2024-25**High Quality Teaching**

Action	Intended outcome	What was the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost & Impact (to be reviewed in Oct 2025)
Mathematics Mastery in all years.	Improved progress and attainment. Increase % of PP pupils working at GD.	Proven impact in 2016-2024	SLT MMSL leader to support all staff including ECTS to support the most disadvantaged. Further development work to take place with MM Consultant. CPD. Successful development days and external reviews.	£4,050
Read Write Inc. in Rec –Year 3 where needed	Continued high progress and attainment in phonics screening check and GLD	Proven impact in 2015-2024	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs. Continuous CPD and development days. Further staff trained in approach. Further 2 SLT members trained to lead phonics.	Cost £6,500
Daily Supported Handwriting	Improve outcomes in writing for PP children	Proven impact in 2020-2024	Regular monitoring of teaching input, triangulated with frequent book checks and analysis of PP pupil progress. Continuous CPD. Handwriting Interventions for PP pupils not at EXS levels. SLT Writing Lead to lead on Handwriting. Pen Licences for Years 5-6	Cost £1000

Refined Reading Curriculum & Reading Records	Improve outcomes in comprehension for Y2-Y6 PP pupils	Proven Impact 2020-2024	<p>Leader with KS2 experience.</p> <p>Continuous professional development as well as initial training days.</p> <p>Every Child has a reading record that is kept in the academy for key children to ensure they are able to maintain the high expectations and keep up with their non disadvantaged peers.</p> <p>Continue to increase number and range of books to ensure these reflect and mirror the diverse community MRA serves.</p> <p>Refine the reading canon ensuring texts are aspirational and provide cultural capital. Teachers read with PP children and focus on Reading Records.</p>	£2,000
Accelerated Reader Programme	Improve outcomes in reading and access to books for PPG pupil	Proven impact 2020-2024	<p>Leader with KS2 experience.</p> <p>Continuous professional development as well as initial training days.</p> <p>Increase range of books for Y5-Y6 library.</p> <p>Provide a range of free accessible books to pupils from main office.</p>	£2,500
'Being a Writer' Approach	<p>Improved outcomes in writing in KS 2</p> <p>Close PPG gap in KS2</p> <p>Increase % of PPG pupils working at GD.</p>	<p>Expertise within leadership team.</p> <p>Based on research and pedagogy.</p>	<p>Leader with this experience.</p> <p>Continuous professional development as well as initial training days.</p> <p>Reviewed curriculum, improvements made where needed to the MTPS.</p>	£1000
Talk Through Stories	PP children in YR-Y2 have a curriculum that extends and deepens their	Proven impact 2022-2024	Early reading Leader to provide resources, CPD and coaching to ensure this approach is delivered at high standards. Timetabled in EYFS and KS1.	£500

	comprehension and vocabulary.			
Cracking Comprehension	PP children in Y2-Y6 have additional support to close gap in comprehension, vocabulary and question skills	New approach based on gap identified in assessments	Leader with this experience. Continuous professional development as well as initial training days. Reviewed curriculum, improvements made where needed to the MTPS. Cracking Comprehension to be included within the LTP and MTPS in the revised reading curriculum.	£300

Targeted support				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
Phonics Tuition	Rapid progress in phonics, reading and writing Years R-2	Proven impact phonics results from 2017 -2024	Experienced and highly trained skilled staff will run 1:1 interventions, these will be monitored by Reading Leader.	£5,000
Educational Psychology support	To support PP pupils to overcome difficulties in specific learning areas and with behaviours.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MRA Staff will plan, deliver and review child centred plans every 4-6 weeks. There will be a reduction of incidents of poor behaviour among disadvantaged children.	£5,250
Attendance Support	To support PP Pupils whose attendance drops below 97%.	Proven Impact in 2015-2024	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality. Whole academy as well individual pupil attendance to improve.	£2,300
Speech and Language Therapy support	To support PP Pupils who need additional support in Speech and Language.	Proven impact in 2015-2024	Speech and Language Therapist and MRA Staff will plan, deliver and review interventions every 4-6 weeks. There will be a reduction of incidents of poor behaviour among disadvantaged children.	£18,617
A Space Play Therapy	Support for most vulnerable children	Proven impact in Federation Academies	Termly reports and reviews of pupil allocation. There will be a reduction of incidents of poor behaviour among disadvantaged children.	£11,700

Re engagement Team Unit Hackney	Support for children who are at risk of exclusions	Proven Impact across Hackney in reducing exclusions	Key children identified for specialist support from trained team. Reduction in incidents and reduction in fixed term suspensions.	No cost
Maths interventions inc Early Bird Interventions	Provide support for pupils at risk of falling behind and challenge groups to increase % working at greater depth.	Proven impact	Class Teachers & Maths Lead to review impact of interventions regularly in Pupils Progress Meetings. MTC tuition 1:1 interventions based on the success of the phonics model – scripted and based on precision gap closing.	£1,000
Free School Meal Assessment	Early identification of children who are eligible for Free School Meals and as a result the Pupil Premium Grant	Identification of children for additional support Recommended service from Hackney Education	Hackney education provide this service. Regular communication shared with academy admin team.	£4,875
LAC & PLAC Designated Senior Leader	All LAC and PLAC children's progress is individually tracked and regular meetings held.	It is the responsibility of the academy to ensure that the use of PP grant addresses the	LAC and PLAC children are identified on entry, the Senior Leader and DSL is informed and meeting held with carers. Clubs are offered and children are prioritised for all enrichment opportunities. If additional SEN is identified , regular SEN Children Centred Reviews are held to ensure a personalised pathway is planned for child to ensure progress is made and sustained, and where needed any additional support is provided.	£8,020

		specific needs of PLAC (DfE)		
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Other approaches				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
Additional Teaching Staff	Deployed to support interventions and provide additional pastoral and academic support	Proven Impact	Additional staff appointed and tasked with PP achievement and progress. Additional teaching staff to ensure a high quality broad curriculum including specialisms in Sports, Spanish, Music and Art & DT.	£45,432
Enrichment Programme and Extended Hours	100 % PP participation in at least one activity within Enrichment Programme.	Proven Impact	Allocate places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs. To offer enrichment activities to PP pupils who may not otherwise access this opportunity, and provide extended hours to support families into work. Provide concessionary rates for all PP pupils.	£20,966
Parent Workshops	To support parents in raising expectations and how they can help at home.	Proven impact	To ensure timetable of workshops include as many parents as possible, slides available via PAM so all can access support at home. Act on parent feedback after workshops. Appoint an MLT and SLT member to oversee Parent Engagement Programme and combine with Anti –Racism Work	£500
Music Tuition	To provide opportunity for PP pupils to learn an	Close gap of opportunity between pupils	Ensure PP pupil priority. New Leader of Music to drive project.	£3,000

	instrument with clear progression			
Breakfast club	To provide a healthy breakfast to vulnerable pupils.	Proven impact for health, wellbeing, attendance and punctuality.	Allocate places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship.	£8,810
Trip Programme	To provide an extensive enrichment offer to ensure all PP children have experienced key visits.	Proven impact on Cultural Capital	An allocated member of the admin team will co-ordinate and plan trips co-ordinating fully with phase leaders. All trips are mapped in accordance with curriculum offer. All financial barriers removed for PP children.	£8,000