



Mossbourne Riverside Academy: Pupil Premium Strategy Statement 2025-2026					
<b>Pupil Premium Total Budgeted Amount</b>  Per pupil = £1,515 / Pupil Premium Plus £2,630			£175,740	<b>Date of review</b>	November 2025
<b>Total number of pupils</b>	600	<b>Number of pupils eligible for PP</b>	2019-2020 53 (17%) 2020-2021 84 (22%) 2021-2022 104 (22%) 2022-2023 110 (20%) 2023-2024 106 (19%) 2024-2025 101 (20%) 2025-2026 117 (20%)	<b>Date for next internal review strategy</b>	November 2026
<b>Attainment Data: Key Headlines</b> <ul style="list-style-type: none"> <li>• PP attainment at the expected standard at KS2 is significantly above national in all areas</li> <li>• RWM 83% (Nat 61%) R 96% (Nat 74%) W 96% (Nat 72%) and M 83% (Nat 73%)</li> <li>• 17% achieving KS2 RWM GDS has increased from 2024 results and is significantly higher than national (8%)</li> <li>• 100% PP pass rate in Y1 Phonics, significantly above national (80%)</li> <li>• 50% PP GLD in EYFSP is slightly below national PP of 52%</li> <li>• Attendance for PP pupils 96.1% is above the national average (94.8%)</li> <li>• Persistent absence among PP pupils 2.9% is well below national (13.8%)</li> </ul>					

## Statement of Intent

Our ambition is that every pupil—regardless of background, prior attainment, or personal challenges—achieves highly and makes sustained progress across the curriculum. Our pupil premium strategy is well thought through, is based on evidence of what works well to support the achievement of eligible pupils, and accounts for any challenges pupils face that may negatively affect their education and their readiness to engage with school. It is designed to remove barriers to learning and secure equity of opportunity, ensuring that disadvantaged pupils, including the most able, thrive academically and personally. We recognise that disadvantage can present itself in different ways and is not always defined by pupil premium eligibility. As such, our strategy also takes account of the needs of vulnerable learners, including those with a social worker and children who are looked after or previously looked after. The activities outlined in this plan are therefore intended to have a positive impact across these groups.

Our pupil premium strategy is also aligned with our wider school improvement priorities, listed on our school development plan, and staff are clear about their roles in delivering this strategy so that it has a positive impact on pupils' learning.

Our core approach is rooted in the principle that **high-quality teaching has the greatest impact on closing attainment gaps**. We prioritise investment in evidence-informed practice, staff development, and targeted academic support where disadvantaged pupils require it most. This benefits all pupils, raising outcomes across the academy while accelerating progress for those who need it most.

We will achieve this by:

- **Setting consistently high expectations** for disadvantaged pupils and challenging them through ambitious, well-structured learning.
- **Using robust diagnostic assessment** to identify precise starting points and inform targeted next steps.
- **Acting early and responsively**, intervening at the point of need rather than after gaps have widened.
- **Embedding a whole-academy culture of responsibility**, where every member of staff is accountable for the outcomes of disadvantaged pupils and plays an active role in raising attainment.

We will carefully monitor the number of pupils eligible for the pupil premium grant, track emerging trends, and adapt our strategy accordingly. Funding received for Looked After Children (LAC) and Post-Looked After Children (Post-LAC) is fully integrated into this plan, ensuring their needs are prioritised and supported.

Through this strategy, we are determined that disadvantaged pupils will not only achieve in line with their peers but also leave Mossbourne as confident, resilient, and ambitious learners prepared for the next stage of their education and beyond.

Challenge to achievement identified among our disadvantaged pupils	
<b>Oral Language and Vocabulary Development</b> Many disadvantaged pupils start with underdeveloped oral language skills and limited vocabulary. These gaps, evident from Reception through to KS2, restrict pupils' access to the wider curriculum.	
Intended outcome	Success criteria
Disadvantaged pupils develop stronger oral language skills and a broader vocabulary, enabling them to access the full curriculum with confidence.	<ul style="list-style-type: none"> <li>Assessments and teacher observations show measurable gains in oral language and vocabulary.</li> <li>Lesson engagement, book scrutiny, and formative assessment evidence improved use and understanding of subject-specific vocabulary.</li> <li>The attainment gap between disadvantaged pupils and their peers in language-based tasks narrows over time.</li> </ul>
Challenge to achievement identified among our disadvantaged pupils	
<b>Early Reading and Phonics</b> Disadvantaged pupils often experience greater difficulties with phonics, which hinders their progress as early readers and impacts their fluency and comprehension across the curriculum.	
Intended outcome	Success criteria
Disadvantaged pupils achieve strong foundations in early reading and phonics, leading to sustained improvement in reading attainment.	<ul style="list-style-type: none"> <li>The proportion of disadvantaged pupils meeting or exceeding the expected standard in phonics and reading is at least in line with national averages for all pupils.</li> <li>A growing number of disadvantaged pupils achieve greater depth in reading by the end of KS2.</li> <li>Progress measures demonstrate that disadvantaged pupils make accelerated gains, closing gaps with their peers.</li> </ul>

Challenge to achievement identified among our disadvantaged pupils	
<b>Social, Emotional, and Behavioural Needs</b> A significant number of disadvantaged pupils face challenges with emotional regulation, social interaction, and behaviours for learning. These needs can act as barriers to both academic progress and personal development	
Intended outcome	Success criteria
Disadvantaged pupils experience improved levels of wellbeing, resilience, and positive behaviour, enabling them to thrive academically and socially.	<ul style="list-style-type: none"> <li>• Pupil voice, surveys, and teacher observations reflect sustained improvements in wellbeing.</li> <li>• Disadvantaged pupils participate widely in enrichment activities, trips, workshops, and sporting events.</li> <li>• Counselling and mentoring support are well-utilised, with positive feedback from pupils and families.</li> <li>• Behaviour records show a sustained reduction in incidents involving disadvantaged pupils.</li> </ul>
Challenge to achievement identified among our disadvantaged pupils	
<b>Attendance and Persistent Absence</b> Attendance data shows that disadvantaged pupils often attend less regularly than their peers, with rates of persistent absence sometimes also higher. This limits continuity of learning and contributes to gaps in attainment.	
Intended outcome	Success criteria
Disadvantaged pupils attend school regularly, ensuring full access to the curriculum and wider opportunities.	<ul style="list-style-type: none"> <li>• Overall absence rates for disadvantaged pupils decrease year on year.</li> <li>• The attendance gap between disadvantaged and non-disadvantaged pupils continues to narrow.</li> <li>• Rates of persistent absence among disadvantaged pupils fall to at least in line with, or better than, national averages.</li> </ul>

Challenge to achievement identified among our disadvantaged pupils	
<b>Attainment at Greater Depth</b> While the majority of disadvantaged pupils achieve the expected standard in reading, writing, and mathematics combined, far fewer achieve greater depth. This highlights a need to extend opportunities for high prior attainers to excel.	
Intended outcome	Success criteria
Disadvantaged pupils, particularly those with high prior attainment, achieve at greater depth across the curriculum.	<ul style="list-style-type: none"> <li>• High prior attaining disadvantaged pupils are consistently identified through robust assessment and pupil progress meetings.</li> <li>• Teachers demonstrate secure knowledge of pupils' individual strengths and ensure lessons provide stretch and challenge.</li> <li>• Planning is informed by ongoing data, with pre-planned extension tasks, open-ended questioning, and targeted feedback embedded.</li> <li>• A greater proportion of disadvantaged pupils achieve greater depth at the end of KS2.</li> </ul>

<b>Review of Strategy</b>
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The proportion of pupils eligible for the Pupil Premium grant continues to decline over time. For example, in Year 6, 37.5% of pupils are eligible compared with only 7.1% in Year 1.

We have carefully analysed the performance of our disadvantaged pupils during the 2024-2025 academic year using a range of evidence, including the EYFSP, the phonics check, MTC check and KS2 statutory assessments, and our own internal assessments. Performance has also been compared with both disadvantaged and non-disadvantaged pupils at a national level.

Key findings include:

- PP attainment at the expected standard at KS2 is significantly above national in all areas
- RWM 83% (Nat 61%) R 96% (Nat 74%) W 96% (Nat 72%) and M 83% (Nat 73%)
- 17% achieving KS2 RWM GDS has increased from 2024 results and is significantly higher than national (8%)
- 100% PP pass rate in Y1 Phonics, significantly above national (80%)
- 50% PP GLD in EYFSP is slightly below national PP of 52%
- Attendance for PP pupils 96.1% is above the national average (94.8%)
- Persistent absence among PP pupils 2.9% is well below national (13.8%)

Following this review, we have adapted our pupil premium strategy to build on successful, evidence-informed approaches that deliver high impact, discontinue strategies that have not achieved the desired outcomes, and refine others to further accelerate progress.

PP Strategy 2024-25 Reviewed				
High Quality Teaching				
Action	Intended outcome	What was the rationale?	How will you ensure it is implemented well?	Cost & Impact (to be reviewed in Oct 2025)

Maths Mastery	Improved progress and attainment. Increase % of PP pupils working at GD.	Proven impact in 2016-2025	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 / £6000 KS2 M EXS+ 83% (Nat All 73%) KS2 GDS 26% (Nat All 24%) <b>Continue</b>
Read Write Inc. in Rec – Year 3 where needed	Continued high progress and attainment in phonics screening check and GLD	Proven impact in 2015-2025	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 Phonics Y1 PP Pass 100% (Nat 80%) KS2 R EXS+ 96% (Nat All 74%) KS2 GDS 61% (Nat All 28%) <b>Continue</b>
Daily Supported Handwriting	Improve outcomes in writing for PP children	Proven impact in 2020-2025	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 KS2 W EXS+ 96% (Nat All 72%) KS2 W GDS 30% (Nat All 13%) <b>Review approach</b>

Refined Reading Curriculum & Reading Records	Improve outcomes in comprehension for Y2-Y6 PP pupils	Proven Impact 2020-2025	<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>	<p>£2,000</p> <p>Phonics Y1 PP Pass 100% (Nat 80%)</p> <p>KS2 R EXS+ 96% (Nat All 74%)</p> <p>KS2 GDS 61% (Nat All 28%)</p> <p><b>Continue</b></p>
Accelerated Reader Programme	Improve outcomes in reading and access to books for PPG pupil	Proven impact 2020-2025	<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>	<p>£2,500</p> <p>KS2 R EXS+ 96% (Nat All 74%)</p> <p>KS2 R GDS 61% (Nat All 28%)</p> <p><b>Continue</b></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 2020-2025	<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>£1000</p> <p>KS2 W EXS+ 96% (Nat All 72%)</p> <p>KS2 W GDS 30% (Nat All 13%)</p> <p><b>Continue</b></p>



Talk Through Stories	PP children in YR-Y2 have a curriculum that extends and deepens their comprehension and vocabulary.	Proven impact 2022-2025	Early Reading Leader to provide resources, CPD and coaching to ensure this approach is delivered at high standards. Timetabled in EYFS and KS1.	£500 GLD PP 50% (Nat PP 52%) Phonics Y1 PP Pass 100% (Nat 81%) <b>Continue</b>
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 KS2 R EXS+ 96% (Nat All 74%) KS2 R GDS 61% (Nat All 28%) <b>Review approach</b>

Targeted support				
Action	Intended outcome	What is the rationale?	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 Phonics Y1 PP Pass 100% (Nat 80%) KS2 R EXS+ 96% (Nat All 74%) KS2 GDS 61% (Nat All 28%) <b>Continue</b>
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 <b>Continue</b>
Attendance Support	To support PP Pupils whose attendance drops below 97%.	Proven Impact in 2015-2025	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.	£2,848 PP Attendance 96.1%, Nat 94.8%  PP Persistent Absence 2.9% Nat 13.8%  <b>Continue</b>

Speech and Language Therapy support	To support PP Pupils who need additional support in Speech and Language.	Proven impact in 2015-2025	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.	£17,688 See individual Pupil Case Studies <b>Continue</b>
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.	£17,000 See individual Pupil Case Studies <b>Continue</b>
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 Pupil Case Studies & suspension rate 0.83 Nat 1.81, exclusion rate 0.0 Nat 0.03 <b>Continue</b>
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 KS2 M EXS+ 83% (Nat All 73%) KS2 GDS 26% (Nat All 24%) <b>Continue</b>
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.	£6,953 <b>Continue</b>

	a result the Pupil Premium Grant	Recommended service from Hackney Education		
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 specific needs of PLAC (DfE)	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  <b>Continue</b>

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 RWM 83% (Nat 61%) R 96% (Nat 74%) W 96% (Nat 72%) and M 83% (Nat 73%) <b>Review approach</b>
Enrichment 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 Aut 1 86% of PP access at least one enrichment club. Sum 2 99.2%. <b>Continue</b>
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 Good attendance of PP parents at events. <b>Continue</b>

Music Tuition	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.	£3,000 Av. 27.85% PP in all music tuition. 1 x PP awarded with Hackney Music Scholarship. <b>Continue</b>
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 Av 12.98% of PP in Breakfast Club x 5 days. <b>Continue</b>
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, Little Angel Theatre, London Zoo, Imperial War Museum, Y6 Residential <b>Continue</b>

## PP Strategy 2025 - 2026

### High Quality Teaching

Action	Intended outcome	What was the rationale?	How will you ensure it is implemented well?	Cost
Maths Mastery	Improved progress and attainment. Increase % of PP pupils working at GD.	Proven impact in 2016-2025	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.	£6000
Read Write Inc. in Rec – Year 3 where needed	Continued high progress and attainment in phonics screening check and GLD	Proven impact in 2015-2025	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.	£6,500
Daily Supported Handwriting	Improve outcomes in writing for PP children	Proven impact in 2020-2025	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	£1000

Refined Reading Curriculum & Reading Records	Improve outcomes in comprehension for Y2-Y6 PP pupils	Proven Impact 2020-2025	<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 2020-2025	<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>	Proven impact 2020-2025	<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 comprehension and vocabulary.	Proven impact 2022-2025	<p>Early Reading Leader to provide resources, CPD and coaching to ensure this approach is delivered at high standards.</p> <p>Timetabled in EYFS and KS1.</p>	£500



Cracking Comprehension	PP children in Y2-Y6 have additional support to close gap in comprehension, vocabulary and question skills	Approach based on gap identified in assessments	Cracking Comprehension to be used as an intervention for pupils who may need additional support with reading comprehension as highlighted by test data.	£300
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Targeted support				
Action	Intended outcome	What is the rationale?	How will you ensure it is implemented well?	Cost
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 2015-2025	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.	£2,848
Speech and Language Therapy support	To support PP Pupils who need additional support in Speech and Language.	Proven impact in 2015-2025	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.	£17,688
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.	£17,000

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.	£6,953
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 specific needs of PLAC (DfE)	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



<b>Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>
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. Teaching Assistants to provide additional support through interventions, playtime supervision, enrichment clubs.	£78,705
Enrichment 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