

Bedwell Primary School

Pupil Premium Grant Expenditure: Report 2016-2017

Context of school

Bedwell Primary School and Nursery is a one and a half form entry school, which has been on the same site since the early 1950s just after Stevenage had been designated a new town. This was the first area of the new town to be built.

Most pupils come from the surrounding Bedwell ward (approx 80%). This ward is designated the second most deprived area in Hertfordshire and is in the 5% most deprived urban areas in England. It is also ranked second highest for unemployment of all the wards in Hertfordshire. A recent demographic survey of pupils' postcodes revealed that the pupils live in one of the most deprived areas for income deprivation affecting children. (See Developing a better understanding of your community July 2013). Raise on Line data shows that it has a ranking below national averages. Demographic evidence also shows that Bedwell has:

- a high proportion of persons with no higher education qualifications
- a high proportion of lone parent households
- a high proportion of households with overcrowding
- a high proportion of Local Authority housing
- a low proportion of owner-occupation (See Office national statistics)
- a high proportion of anti-social behaviour and violent crime (UK crime SATs 2012)

In essence, this is an area of low socio-economic backgrounds.

Socio-economic factors of the school community

Further elements of school community context are as follows:

Large majority of pupils are White British (70%)

30% of pupils are from minority ethnic groups (below national average.) Largest minority ethnic group are white European (Albanian, Czech, Greek, Romanian, Polish, Bulgarian and Hungarian) - 41.6%

20.2% EAL, with 23 languages spoken.

46.3% have a deprivation indicator which triggers PPG (more than double the % of pupils nationally)

35.5% have identified SEN

Attainment on entry is well below age related expectations, and the school has compelling, externally moderated data to confirm this. For example: at the beginning of nursery, September 2016, there was only one child within age related expectations for literacy and 0 children were on track for maths; 39% of the cohort were performing below the 22-36 months range for literacy and 27.7% were performing below the 22-36 months range for maths.

We have high aspirations and ambitions for our children and believe that every child should be given the opportunity to learn and achieve. We believe that dedication and commitment to learning make a difference to success and are determined to ensure that our children are encouraged and adequately supported, to enable them to realise their full potential. It is therefore, essential that we identify individual barriers in order to provide personalised, targeted support so that our children develop their learning and achieve to the very best of their ability.

Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring that it is spent in the most effective way possible in order to maximise achievement and opportunity.

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Funding is to narrow the gap between pupil groups throughout the school. Our aim is to ensure that all pupils make good progress, but historically, levels of attainment have been lower for those children who are disadvantaged, reflecting the national trend. Through targeted intervention we are working to eliminate barriers to learning and progression. Many children start our school with a very low baseline of attainment and below average language skills and our aim is to ensure they make accelerated progress in order to reach at least age related expectations as they move through the school.

Our aims this year will be:

- to develop and support speech and language levels in order to improve children's access to the curriculum.
- to continue to develop literacy within the school by maintaining our emphasis on good phonics teaching across Reception and key stage 1 so that at least 80% of pupils are able to meet age related expectations in phonics in year 1.
- to develop engagement with the writing process and so increase attainment levels
- to develop greater engagement and independence with reading and so increase attainment levels
- to provide appropriate targeted support and intervention for pupils across the school
- to provide quality feedback for the children so that they are informed about the next steps within their learning
- To provide greater access to a range of first hand experiences
- to develop engagement with families and offer greater support and signposting to services
- to provide a settled start to the school day and a healthy filling breakfast which will allow children to focus and concentrate

Number of pupils and pupil premium funding received

Total number of pupils on roll	296
Total number of pupils eligible for PPG	122
Number of pupils eligible for EYPPG	26
Amount of PPG received	£
Amount of EYPPG received	£
Total amount of pupil premium funding received	£180,919

Nature of support 2016/17

Focus	Amount spent	% of pupil premium
Curriculum and learning	£62,484.50	34.5%
Access to curriculum and learning	£53,679.50	29.7%
Social, emotional and behaviour	£28,675	15.8%
Enrichment	£18,960	10.5%
Families/community	£17,700	9.8%

Record of Pupil Premium Funding spending by item/project 2016/17

Year group	Item/Project	cost	New or continued activity	Overview/summary of action	Objective	Monitoring	Impact/outcome
Whole school	Writing Project	£14,000	new	Whole school staff involved in a 2 year writing project in association with Pie Corbett	To develop writing engagement and improve levels across the school	Termly writing moderation, Pupil progress meetings, data scrutiny	Greater engagement with writing process
	Read write Inc training and resources	£4000	ongoing	Literacy initiative to be used for reception up to and including year 2 Staff training for new staff members	To raise standards in phonics, reading and writing across the school	Read write Inc lead to collect data through testing and analyse progress to feed back to SLT	Year 1 phonics screening projected results: 84% pass rate 89.5 % PPG pass rate Improved Reading age scores Improved spelling age data
	Speech and language teaching assistant	£3400	ongoing	SALT support and assessment and delivery of therapy plans	To provide targeted 1:1 intervention support for children with speech and language difficulties across the school	Wellcomm data and progression tools RAG rating for speech and language	All children on STL caseload receive at least 3 x 20 minutes speech therapy per week to work on their plan targets
	Speech and language teaching assistant	£3400	ongoing	EAL support using Racing to English programme	To provide targeted 1:1 intervention and grouped support for children with EAL across the school	Wellcomm data and progression tools and data staff feedback	New arrivals and non - speakers of English are prioritised for daily support. Younger children receive early intervention. 30 children have received support this year
	Restocking of reading scheme books for both KS1 and KS2 libraries	£5,500	new	Renewal of reading scheme books to provide greater variety of reading material at all banded levels	To encourage reading interest with engaging reading material for all abilities across the school	Pupil feedback, reading at home data collection	

	Ipads and charging station	£3500	new	Class set of IPADs	To engage students with learning through modern and familiar technology	Pupil feedback Staff feedback	
	Extended schools funded places at Breakfast club	£300 per pupil per year £8,000	ongoing	Breakfast club provision daily from 8am	To create a positive start to the school day	Informal gathering of information including engagement and readiness to learn Pupil/parent feedback	44 children regularly attend breakfast club. 64% of those who attend are in receipt of PPG. Cost between £1250 and £1700 per half term. Children have a good start to the day with a healthy breakfast. They arrive to school on time and are able to make a positive start to the day
	Breakfast club Games and activities	£ 600	Ongoing	Breakfast club provision daily from 8am		Informal gathering of information including engagement and readiness to learn Pupil/parent feedback	As above
	Breakfast club staff	£1550	ongoing	5 members of staff for breakfast club	To create a positive start to the day	Informal gathering of information including engagement and readiness to learn Pupil/parent feedback	As above
	Sensory resources	£500	new	Purchase of a range of sensory equipment and resources such as weighted blanket, wobble cushions, fiddle toys and sensory room toys	To reduce sensory related anxiety and stress and aid readiness for learning	Feedback from staff and pupils	Pupils who regularly use sensory room are able to self-regulate more easily and are more able to concentrate and focus on their learning

	Lunchtime games club	£500	ongoing	Daily social skills and games club for children with ASD or who have difficulty on the playground during unstructured times	To teach children to play together, share and take turns, developing social skills and behaviour	FSW to feed back to SLT Pupil voice Staff feedback Behaviour data	Up to 20 children attend daily or at different points within the week. Referred by class teacher if issues arise on playground. Lunchtimes have been much calmer as a result.
	Golden time equipment	£2000	ongoing	Games, and activities for golden time	Reward to consistent behaviour 1 x per week as part of behaviour policy	Pupil voice Staff feedback	Children are more focussed during golden time and playing together has increased. Increased incentive not to lose Golden time throughout the week
	Prizes	£1500	ongoing	Prizes for achievement	To promote a positive attitude towards reading and writing and to encourage a positive response to feedback and targets	Pupil voice/staff feedback PPM writing across school	Children are reading at home more regularly
	1:1 Protective Behaviours work with Bridge Builders worker	£900	ongoing	5 x PPG children	To increase self-esteem, self-regulation and understanding of emotional literacy	Pupil/staff feedback Liaison with FSW and SENCo	Talking things through has really helped the children to make the right choices regarding friends and behaviour. 3 children now discharged
	1:1 counselling /play therapy from trained counsellor	£1225 per child per year £18,375	ongoing	15 children from YR -Y6	To develop emotional resilience whilst working through traumatic events	Liaison with counsellor Monitor behaviour/anxiety	Noticeable improvement in behaviour choices and willingness to engage.
	Enrichment activity:	£500	new	Subsidy x 122 children Christmas pantomime	To increase access to first hand experiences	Pupil voice Staff feedback	Years 1-6 Increased access to first hand experiences

Enrichment activity:	£500	new	Subsidy x 122 children Theatre group visit	To increase access to first hand experiences	Pupil voice Staff feedback	Years 1-6 Increased access to first hand experiences
Enrichment activity:	£1500	ongoing	Dance club :Year 2 and year 5/6 lunchtime and after school clubs for street dance	To increase access to first hand experiences	Pupil voice Staff feedback	Increased access to first hand experiences
Enrichment activity:	£1500	ongoing	Rising stars after school activities	To increase access to first hand experiences	Pupil voice Staff feedback	Increased access to first hand experiences
Enrichment activity:	£2000	new	End of year drama production costs for KS2	To increase access to first hand experiences	Pupil voice Staff feedback	Increased access to first hand experiences
Family Support Worker	£15,700	ongoing	Targeted family work to support families in overcoming barriers to attendance and children's learning, sign posting to services and support. Engagement with Families First process and access to personalised commissioning, parenting courses	To reduce barriers to attendance and to help increase parental engagement with school	Attendance data FFA data Parental feedback	15 families now access FFA framework 10 families have accessed personalised commissioning 6 families have accessed ADDVance 7 parents have accessed parenting courses 3 pupils have accessed Breakaway - specialist holiday club for children with autism and ADHD
Uniform	£1000	ongoing	Subsidised uniform and plimsolls	To allow all children to feel a part of the school community		All children have access to school uniform and plimsolls
PE kit	£1000	ongoing	Subsidised PE kit	To allow all children to feel a part of the school community		All children have access to PE kit
Total: £91,425						

EYFS	Additional teaching assistant in EYFS to lead support team	£7200	ongoing	New experienced early years practitioner recruited to lead TA team across foundation stage and bring practice together	To individualise support at all levels and increase access to curriculum and learning and to ensure a consistent approach to support across FS	Close liaison with Early years lead with regular feedback to SLT	Significant improvement in no. of children on track in all areas: CL N baseline - 0% now 54.8% PD N baseline 0% now 66.7% PSED N baseline 0% now 52.4% Lit N Baseline 0% now 40.5% Ma N baseline 0% now 47.6%
	Wellcomm Project 1x Speech and language teaching assistants (staffing)	£3225	continued	Speech and Language programme for Nursery followed 2x per week following baseline assessment in Sept 2016 21 children assessed	To support speech and language development in Nursery so that at least 70% of cohort reaches age related expectations for speech and language	Children given baseline assessment Sept 2016. Retested termly and final data given to SENCo July 2017	21 children originally assessed
	Tracks Autism	£2,400	new	1x PPG child attending the more specialist environment of Tracks Pre-school for Autistic children for 2 x funded pm per week whilst EHCP paperwork is prepared	To familiarise child with expectations of a school environment within a very small setting which is designed and set up for children who are on the autistic spectrum	Learning journal, collaboration with Tracks staff EYFS profile data	EHCP assessment has been agreed following collection of data from both Tracks and school
	Enrichment activity:	£150	new	English School of Falconry (Reception)	To support work in the classroom and increase access to first hand experiences	Learning journals and pupil voice	Increased access to first hand experiences for 15 disadvantaged children
	Enrichment activity:	£150	new	Paradise Wildlife Park	To support work in the classroom and increase access to first hand experiences	Learning journals and pupil voice	Increased access to first hand experiences for 15 disadvantaged children
	Total: £ 13,125						
Year 1	Nurture group	£1400	New for 1x staff	Training course in London	To re-launch NG intervention in KS1 in April 2017 for the	Staff liaison with SENCo to support assignments for	1 x staff fully trained with NG accreditation which means

	training		members		afternoon session only and then full time from September 2017	accreditation	that NG can be reinstated in September for our most vulnerable children following departure of previously trained staff
	Nurture group set up costs	£1000	New	Purchase of equipment/resources	To re-launch NG intervention in KS1 in September 2017	Staff liaison with SLT	Room ready to receive children in April 2017
	Bright stars programme (family support worker)	£1000	continued	Programme designed to promote and develop self-confidence and self-esteem, good concentration and emotional regulation programme for all year 1 children over 3 terms	To support and increase class and group participation across the curriculum	Initial entry point questionnaires and SDQ completed by parents and teachers followed by exit questionnaires at end of programme	Questionnaires show some improvement in the nine areas covered by the programme. Where improvement has not been made, children have been referred to CDC as their difficulties have been more complex.
	Enrichment Activity	£400	new	Whipsnade Zoo - 2 classes 03/05/17	To support class work and increase access to first hand experiences	Class work/ pupil voice	increased access to first hand experiences for 20 disadvantaged children
	Total: £3800						
Year 2	1:1 Tuition Maths	£300 per child £300	ongoing	1 x PPG pupil receiving 1 x hour support for 1 term	To consolidate understanding of maths and push for improved levels	Use of data tracking Liaison with class teachers and SLT to monitor progress through PPM	Unfortunately this has not been a success this year and pupils have not made significant progress
	1:1 tuition writing	£300 per child £1800	ongoing	6 x PPG pupils receiving 1x 1 hour support for 1x term	To consolidate understanding of writing and push for improved levels	Use of data tracking Liaison with class teachers and SLT to monitor progress through PPM	Unfortunately this has not been a success this year and pupils have not made significant progress
	Fischer Family Trust Literacy intervention	£583.50 per child	ongoing	Wave 3 intervention with 1 x PPG children	To develop phonic, reading and writing skills for children working at level 1 and below in order to accelerate learning and progress	FFT initial/final assessment SPLD base phonics assessment PPM reading assessment NC data PPM	Unfortunately TA has been off on long term sick leave this year and so intervention has not happened with the regularity and consistency required for the positive results normally gained
	Sen support TA	£8944	new	Highly experienced 1:1 support LSA to work with a child on the Autistic spectrum throughout morning session	To promote engagement with learning and to support learning development in maths and literacy	PPM, NC data	Child has recently moved out of the area

				for literacy and maths			
	Happy to be me (pastoral support programme)	£1000	ongoing	Programme designed to promote and develop self-confidence and self-esteem, good concentration and emotional regulation programme for 18 children over 3 terms	To support and increase class and group participation across the curriculum	Initial entry point questionnaires and SDQ completed by parents and teachers followed by exit questionnaires at end of programme	Post intervention questionnaires
	Enrichment activity:	£100	new	Cinema trip 2 classes 10/11/16	To increase access to first hand experiences	Pupil voice	increased access to first hand experiences for 13 disadvantaged children
	Enrichment activity:	£250	new	RSPB trip - 2 classes	To increase access to first hand experiences	Pupil voice/class work	increased access to first hand experiences for 13 disadvantaged children
	Total: £12,977.50						
Year 3/4	1:1 tuition Reading support	£300 per pupil Total £1500	ongoing	5 PPG pupils receiving 1:1 tuition for reading for 1 term	To consolidate understanding of reading and push for improved levels	Use of data tracking Liaison with class teachers and SLT to monitor progress through PPM	Unfortunately this has not been a success this year and pupils have not made significant progress
	1:1 tuition Maths support	£300 per pupil Total £900	ongoing	3 PPG pupils receiving 1:1 tuition for reading for 1 term	To consolidate understanding of maths and push for improved levels	Use of data tracking Liaison with class teachers and SLT to monitor progress through PPM	Unfortunately this has not been a success this year and pupils have not made significant progress
	SEN support TA 4 days per week	£9,945	new	TA employed for 20 hours per week to offer support interventions in literacy and maths including Sprite (SPLD programme) and Plus one maths	To support intervention work across year 3/4	Intervention impact data	Unfortunately TA has been off on long term sick leave this year and so intervention has not happened with the regularity and consistency required for the positive results normally gained
	Additional TA	£1453	Ongoing	Additional TA to provide regular Times tables practise during maths 1 x hour spent with each year 3 and 4 class	To support learning, practise and testing of times tables in order to improve knowledge	Teacher feedback Maths data	All children tested 1x per fortnight Increased engagement with tables packs for practise

	£1937	ongoing	Spelling support using Nessy and write words programmes 3 x per week	To support spelling of high frequency words	Teacher feedback, work scrutiny, spelling data	
	Total £3390					
1:1 support TA for child with ASD	£5,963	new	1:1 support for very challenging PPG child with ASD whilst EHCP is applied for -pm	To support access to curriculum and arrangements for sensory breaks and personal timetable	Behavioural data inc ABC charts, PPM	Data collected to support application for EHCP which was granted in June 2017 Individual timetable accessed by child which supported his ASD difficulties
Happy to be me	£1000	new	Programme designed to promote and develop self-confidence and self-esteem, good concentration and emotional regulation programme for 12 children over 2 terms	To support and increase class and group participation across the curriculum	Initial entry point questionnaires and SDQ completed by parents and teachers followed by exit questionnaires at end of programme	10 x PPG Post intervention questionnaires showed all children had made some improvement (+1) in all areas and 11 out of 12 children made noticeable improvement (+2) in at least half of the 6 areas of development
Sports apprentice support	£1000	ongoing	Support for clubs in school and to provide additional support during PE lessons	To develop skill and participation in sport	Analysis of data to see uptake of club places by PPG children	85% of PPG children in KS2 taking up club places in after school clubs
Swimming year 4	£60 p/w for 36 weeks £2160	ongoing	Year 4 swimming lesson and coach travel to local pool	To provide subsidised access to swimming lessons for disadvantaged families	Feedback from pool staff Certificates at end of year	22 disadvantaged children accessed swimming lessons for the whole year
Enrichment activity	£2,000	new	Artist in residence x 2	to increase access to first hand experiences	Pupil voice Staff feedback	44 disadvantaged children were able to increase their access to first hand experiences
Enrichment activity	£120	new	Year 4 Bell boating	to increase access to first hand experiences	Pupil voice Staff feedback	14 disadvantaged children were able to increase their access to first hand experiences
Enrichment activity	£1500	ongoing	Learning a musical instrument Recorder (year 3)	to increase access to first hand experiences	Pupil voice Staff feedback	22 disadvantaged children were able to increase their access to first hand

							experiences
	Enrichment activity:	£1500	ongoing	Learning a musical instrument Clarinet Year 4	to increase access to first hand experiences	Pupil voice Staff feedback	22 disadvantaged children were able to increase their access to first hand experiences
	Enrichment activity	£884	new	Cuffley Camp residential trip	to increase access to first hand experiences	Pupil voice Staff feedback	22 disadvantaged children were able to increase their access to first hand experiences
	Enrichment activity	£376.00	new	Legoland Trip	to increase access to first hand experiences	Pupil voice Staff feedback	22 disadvantaged children were able to increase their access to first hand experiences
	Total: £32,238						
Year 5/6	1:1 tutor writing	£300 per child Total £1500	new	5x PPG children reading support for 1x hour for 1 term	To consolidate understanding of writing and push for improved levels	Use of data tracking Liaison with class teachers and SLT to monitor progress through PPM	Unfortunately this has not been a success this year and pupils have not made significant progress
	1:1 tutor reading	£300 per pupil Total: £2100	ongoing	7x PPG children writing support for 1x hour for 1 term	To consolidate understanding of reading and push for improved levels	Use of data tracking Liaison with class teachers and SLT to monitor progress through PPM	Unfortunately this has not been a success this year and pupils have not made significant progress
	1:1 tutor maths	£300 per pupil Total £2400	ongoing	8 x PPG pupils - maths support for 1x hour for 1x term	To consolidate understanding of maths and push for improved levels	Use of data tracking Liaison with class teachers and SLT to monitor progress through PPM	Unfortunately this has not been a success this year and pupils have not made significant progress
	Maths booster	£3155	ongoing	Weekly streamed maths booster sessions prior to SATs	To develop and revise maths skills	PPM data	See SATs data
	Reading booster	£3155	ongoing	Weekly streamed reading/comprehension booster sessions for y6 prior to SATs	To develop reading skills and to increase knowledge and understanding of AF3 and AF5	PPM data	See SATs data
	Word wizards	£3166	ongoing	Intervention programme provided by SPLD base for 2 x	To improve working memory and increase knowledge of	PPM data Feedback from Ta	2 x PPG children.

			child with SPLD difficulties	phonics for reading and writing	Feedback and assessment from SPLD base	
Additional TA	£1453	Ongoing	Additional TA to provide regular Times tables practise during maths 1 x hour spent with each year 5/6 class	To support learning, practise and testing of times tables in order to improve knowledge	Teacher feedback Maths data	All children tested 1x per fortnight Increased engagement with tables packs for practise
	£1937	ongoing	Spelling support using Nessy and write words programmes 3 x per week	To support spelling of high frequency words	Teacher feedback, work scrutiny, spelling data	
	Total £3390					
1:1 support TA for child with ASD	£5,963	new	1:1 support for very challenging PPG child with ASD whilst EHCP is applied for a m	To support access to curriculum and arrangements for sensory breaks and personal timetable	Behavioural data inc ABC charts, PPM	Data collected to support application for EHCP which was granted in June 2017 Individual timetable accessed by child which supported his ASD difficulties
Cognitive ability testing Y5	£734.50	ongoing	Purchase and use of CAT 4 tests with year 5	To identify preferred learning styles and to provide cognitive profile data regarding potential for learning	SENCo to collate data and ensure that cognitive profiles match pupil progress data	CAT 4 test data
Enrichment activity: Subsidy x 15 children	£1500	new	Y5/6 PGL subsidy	to increase access to first hand experiences	Pupil voice Staff feedback	28 disadvantaged children were able to increase their access to first hand experiences
Enrichment activity:	£500	new	Y 5/6 Chessington trip 16.06.2017	to increase access to first hand experiences	Pupil voice Staff feedback	45 disadvantaged children were able to increase their access to first hand experiences
Enrichment activity	£120	new	Y6 - Dragon boating	to increase access to first hand experiences	Pupil voice Staff feedback	20 disadvantaged children were able to increase their access to first hand experiences
End of term activity	£250	new	Y6 Bowling trip	to increase access to first hand experiences	Pupil voice Staff feedback	20 disadvantaged children were able to increase their access to first hand experiences
Total: £27,933.50						

Total pupil premium funding received	£180,919
Total pupil premium expenditure	£181,499
Pupil premium remaining	£ -580

Review of objectives - How well have we done?	RAG	Comments and next steps
To narrow the gap in attainment between disadvantaged and non-disadvantaged pupils	Red	1:1 tuition has not been effective this year and we have seen little or no benefit in terms of progress. Therefore we have decided to rethink the 1:1 tuition to see how/if a change to practices can make a greater difference
to develop and support speech and language levels in order to improve children's access to the curriculum.	Yellow	Wellcomm has once again proved successful in Foundation stage and is having a very positive effect on speech and language development within early years. However, further up the school the impetus regarding Speech and language development has reduced significantly with the ending of the TOTT project. Word of the Week assemblies are still working well but we need to concentrate much more on vocabulary to aid reading and writing scores. We need to reinstate Talk of the Town interventions next year as a first level of Sp& L support and must ensure that speech and language development continues to be high on the agenda through consistent use of universal strategies within all lessons. Speech and language levels continue to be an issue and impact on vocabulary in both reading and writing
to continue to develop literacy within the school by maintaining our emphasis on good phonics teaching across Reception and key stage 1 so that at least 80% of pupils are able to meet age related expectations in phonics in year 1.	Green	84% of pupils reached National Expectations Continue with RWI in order to provide quality phonics teaching input and to ensure that we can sustain success. RWI will continue within KS1 alongside 1:1 phonics input to ensure that progress is sustained. In addition we need to ensure that phonics teaching is continuing through to year 3
to develop engagement with the writing process and so increase attainment levels	Yellow	The enthusiasm of the children towards shared texts has been very noticeable in the first year of the project. Oral rehearsal of texts before writing and the shared writing opportunities which the project offers are having an impact on writing across the school

to develop greater engagement and independence with reading and so increase attainment levels		Updating the library has been popular with the children. However, we still need to ensure that children read more at home Reading age scores have been very positive this year so RWI is clearly having an impact on the children's ability to decode. However, comprehension and fluency remain a problem and must be targeted.
to provide appropriate targeted support and intervention for pupils across the school		Interventions need to be more focussed next year and teachers need to take responsibility for ensuring that time is ring fenced and that the interventions are completed within a timely manner. SLT will be closely monitoring interventions next year to ensure that they are happening regularly and that the input is of a high quality
to provide quality feedback for the children so that they are informed about the next steps within their learning		Focussed marking continues to be evident from work scrutiny so children are very aware of next steps
To provide access to a range of first hand experiences		A range of enrichment activities across the whole school has given pupils access to new experiences - It would be useful now to look at pupil voice as a means of collecting data regarding the impact that these events have on the learning of the pupils.
to develop engagement with families and offer greater support and signposting to services		Increase in families first assessments but we now need to look at offering parenting courses and making sure more families are aware of the support on offer. SLT will be looking closely at the role of the school family support worker and how we can promote her work to the families whose need is the greatest
to provide a settled start to the school day and a healthy filling breakfast which will allow children to focus and concentrate		Running of breakfast club needs to be reviewed as this is proving very costly so we need to ensure that funding is purely for those pupils in receipt of PPG