



**JACOBSTOW**

COMMUNITY ACADEMY

# **Pupil Premium Strategy Statement**

## **2022 -2024**

# Pupil premium strategy statement – Jacobstow Community Academy – Part of Learning Academy Partnership SW

This statement details our school’s use of pupil premium (and recovery premium) funding  
 This statement details our school trust use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year. The effect that last year’s spending of pupil premium had within our school trust is held on the individual websites of each of the individual schools within the Trust. 2021 was the first year we have written a one school trust pupil premium strategy statement, however as Jacobstow Community Academy did not convert until September 2022, this is the first year our academy has been part of this Pupil Premium Strategy Statement.

Detail	Data
School Trust Name	Learning Academy Partnership
Number of pupils in school	2022
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	1 <sup>st</sup> December 2022
Date on which it will be reviewed	1 <sup>st</sup> December 2023 and 1 <sup>st</sup> Dec 2024 (completed on individual websites. Next review 1 <sup>st</sup> December 2024)
Statement authorised by	Miss Tracey Cleverly
Pupil premium lead	Evie Semmens
Governor / Trustee lead	Richard Vaughton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£642,640
Recovery premium funding allocation this academic year	£75,770
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0.00
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£718,410

# Part A: Pupil premium strategy plan

## Statement of intent

Our School Trust is committed to ensuring that every disadvantaged pupil receives the best possible education and that gaps in outcomes are closed in all key outcomes. We want our disadvantaged pupils to flourish in all aspects of their education. The disruption children and young people have faced to their education during the pandemic has been extensive nationally and will likely have profound consequences. Attainment and educational progress particularly for those disadvantaged has been affected, but so too has their emotional and social development.

This pupil premium strategy plan aims to close the considerable gaps in attainment as a result of the pandemic and mitigate the impact of the pandemic on children's lives.

The key principles of this strategy plan is to build sustainable, long-term support in order to overcome the barriers of:

- Rebuilding a culture of good attendance
- Support for the increasing number of families going into crisis
- Younger pupils (Early Years and KS1) and, in particular, Early Reading

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance rates have fallen.
2	Gap has widened in all outcomes in early reading outcomes for eligible pupils
3	Gap has widened in Writing outcomes for eligible pupils
4	Significant increase in the number of eligible children and families going into crisis
5	Significant widening of gaps for younger eligible pupils (EYFS and KS1)

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
A culture of good attendance is re-established across the school trust	<b>More pupils are in school more of the time. Absence rates of eligible pupils are in line with national in all schools across the school trust and persistent absenteeism for eligible pupils is below nationals across the school trust</b>
Gaps in early reading outcomes for all eligible pupils are closed. The bottom 20% in reading are targeted in a timely way to ensure that all pupils are reading by 6.	<b>Gaps in early reading outcomes for eligible pupils are reduced to less than 10% across the school trust in the first year and in line with by the end of the third year</b>
Gaps in writing across the school trust for all eligible pupils are closed at both expected and greater depth.	<b>Gaps in Writing outcomes for eligible pupils are reduced to less than 10% across the school trust in the first year and in line with by the end of the 3rd year</b>
A full time Family Support/Safeguarding Lead works with eligible pupils and families. Pupils and families are supported in a timely way to ensure that disruption to education is minimised and barriers are overcome.	<b>Gaps that have arisen due to barriers experienced by the most disadvantaged pupils are closing and eligible pupils are in school, supported and ready to learn</b>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £568,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a whole school trust approach to the development of early reading through increased rigour and data analysis of the bottom 20% at more regular intervals and targeted external support and CPD for all teachers of reading and coaching for reading leaders. Investment	EEF guidance and reports 'further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households remains wide' The CST recommends using EEFs tiered methodology which is why we have looked at whole school approaches, targeted approaches and wider strategies. High quality teaching for all remains the single biggest priority. We know	2

in a school trust offer (external Systematic Synthetic Phonics provider to provide data around the lowest 20% and development days, coaching and precision teaching, 1:1s)	from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom (Prof Becky Francis, CEO,EEF) Previous outcomes for those disadvantaged within our school trust (pre pandemic)	
Creation of and recruitment of a fulltime family support/Designated Safeguarding Lead	Evidence based data from within details that there is an increase in pupils and their families falling into crisis mirroring what is seen nationally. Intervening early has the best chance of enabling our pupils and families to be successful.	4 but impact will be on all
Establish a whole school trust approach to the teaching of writing through investment in a central English role and writing programme	Having a consistent approach to writing will directly improve the quality of provision and thus focus on Quality First Teaching. As evidenced above the EEF clearly states that improving the quality of teaching in every classroom is essential for all pupils but more so those eligible	3
Development of a school trust wide approach to pedagogy to support all pupils but particularly those eligible through regular and iterative CPD and an incremental coaching offer.	EEF National research – Rosenshine’s principles Improving the quality of teaching in every classroom through ongoing high quality CPD	2,3,5

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed precision teaching and 1:1 coaching support in the teaching of early reading and maths through reading leader CPD/Development Days and incremental coaching with an early reading and fluency in Maths focus. Ensure that all teachers and support staff have the relevant professional development to ensure effective CPD	EEF guidance reports on effective teaching and 1:1 case studies Teacher Development Trust case studies Work as a National English Hub and PD leads in Maths Hubs EEF reports which state that all CPD must be regular and iterative	2 and 4

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-establish robust culture around good attendance through ensuring that an early approach for attendance is followed consistently which results in more children being in school more of the time.</p>	<p>EEF guidance, <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p> <p>Attendance best practice, Improving school attendance: support for schools and local authorities (DfE guidance 2021) <a href="https://Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)">https://Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p>updated information : <a href="Working together to improve school attendance - GOV.UK (www.gov.uk)">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	<p>1</p>

**Total budgeted cost: £718,410**

## Part B: Review of the previous academic year

### Pupil Premium strategy outcomes

2021-2022 was the first year of a Trust wide Pupil Premium Strategy. Evaluations for 2020/21 for all schools can be found on individual websites.

For Jacobstow Community Academy, we have also evaluated our 2021-2022 Pupil Premium strategy as we did not convert until September 2022. Moving forward, schools in our trust will each evaluate the impact of the Pupil Premium Strategy individually and publish on their own websites, based on the Trust wide Pupil Premium Strategy plan.

### Jacobstow Community Academy -Pupil Premium Strategy Evaluated Outcomes for the academic year 2021-2022

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [15,300]

Activity	Evidence that supports this approach	Evaluations September 2022
<p>CPD in language and vocabulary 3 x Staff meeting time and INSET day for all teachers and support staff training £750</p> <p>EYFS teacher to be appointed to allow for further focus on vocabulary development and for HT to be focused on the wider school. Part of remit will be to champion the development of oracy, vocabulary and s</p> <p>Monitoring time x 3 days £750</p> <p>Release time to adapt curriculum maps to include vocabulary and build into skills progression £1000</p> <p>CPD resources to support self-study and ongoing CPD £300</p> <p>Release time for support staff to work with County Speech and Language Therapist to identify class specific, as well as school wide strategies to support acquisition of language and build vocabulary.</p> <p>Release time x 3 to complete work on the I Can Communication</p>	<p>At Jacobstow School, we know that we have a significant number of children accessing speech and language across our EYFS and KS1 classes each year.</p> <p>We also know that we have previously missed early identification of children who are now at KS2 or beyond and no longer see this as acceptable.</p> <p>We are able to provide targeted support to meet the children's needs, based on advice from SALT, but we also recognise that this is a wider issue of vocabulary development than targeted intervention groups. Writing outcomes have remained low despite writing interventions and we believe that is due to low levels of vocabulary and ability to put together spoken sentences, as well as low levels of GPC awareness and confidence.</p> <p>"Put starkly, our findings raise the prospect of a worsened word gap as a result of the Covid-19 lockdown. But, from this report, what appears critical for pupils as they transition from primary to secondary school is not only the quantity of vocabulary they have at their disposal but the quality." Bridging the word gap – report from OUP.</p> <p>"The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment." EEF - Oral language interventions</p>	<p>Speech and Language activities formed a key part of activities throughout the day in EYFS. <b>91% of children achieved 'on track' for Communication Language and Speaking compared with 85%</b> the previous year showing an improvement.</p> <p>Out of 3 children with speech targets at the start of the year, <b>3 made significant progress - with one discharged by SALT.</b></p> <p>Positive and proactive engagement by all staff with the County Speech Therapist and the communication support team.</p> <p><b>Child on SEND register</b> with significant communication needs was supported with a <b>successful transition into KS1</b> using visual cues, own work station and use of spot timers, now and next and visual timetable to support independence.</p> <p>EYFS resources purchased to support vocabulary and being used to support language and interaction - for example in the outdoor area, range of bamboo channels of different lengths and children are <b>using the correct vocabulary in child initiated learning. Increase in results achieving language ELG of 91%</b></p>



<p>Commitment Action points £600</p> <p>Resources to support development of vocabulary development within high quality environment £1500</p>		
<p>CPD opportunities to be capitalised upon for Curriculum implementation and skills progressions, vocabulary, phonics and reading teaching; Maths webinars to support key skills; involvement in the NCETM Mastering Number project.</p> <p>High quality support for curriculum development and English and Maths £1500-£2000</p> <p>Staff meeting support time to raise expertise and increase confidence – valuing ongoing CPD £400</p> <p>Curriculum development meetings with MLT – according to focus on STAR SDP £750</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all EEF High quality teaching.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>CPD given to all staff as subject leaders which gave staff greater confidence as reported in interviews with LA adviser.</p> <p>Due Diligence in <b>June 2022 identified further development needs for the Curriculum</b>, so work is in progress in Autumn 2022 to move to be in line with Trust expectations to ensure progression and high expectations.</p> <p><b>Phonics results increased from 2020-2021 to 2021-2022 in Year 1 42% to 58% 100% resits at Year 2 which was an increase from 69% of resits at Year 2 in 2020-2021</b></p> <p>Mastering number programme was begun but not used consistently - a focus for support for 2022-2023 from Trust Lead</p>
<p>Contribution towards new SSP scheme from EYFS upwards, including across the school resources to support with application in writing £2500</p> <p>Online Ebooks access each year to allow for access at home for all children £175 annual fee</p> <p>Reading leader release time at the end of each assessment block to test, assimilate results and support staff with allocating to the right level. Release time to also monitor lessons in phonics and reading £1000</p> <p>Release time for parents meetings to offer support and training – including the production of support materials and online resources for those unable to access in school. £250</p> <p>Staff CPD time ongoing and for new staff, including INSET day £500</p>	<p>Despite having results which have fluctuated over time, but have generally been higher or inline with National levels in the phonics screening test, we have now performed lower than national on the phonics screening check. Our phonics scheme was used sequentially but did not provide what was expected as part of the revalidation of phonics programmes, mainly as we had very few decodable books aligned to the phonics knowledge children had. Teaching was also not helping pupils to meet the expected standard in reading and writing by the end of Year 2 and to be prepared for the demands of KS2.</p> <p>Our children in lower KS2, as we as those spread throughout KS2 do not have a secure grounding in phonics to enable them to access writing and reading at the appropriate level so therefore they need support to ensure they close these gaps.</p> <p>"The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy." EEF - Phonics</p>	<p><b>New SSP (LW) introduced in Sept 2021</b></p> <p><b>Year 1 PSC results increased from 42% to 58% in year 1 100% resits in 2022, compared with 69% in 2021.</b></p> <p>Positive comments noted from Ofsted February 2022 – but recognised still gaps in higher years and it was in its early stages. Decision taken to move to RWI from September 2022 to enable wider trust support and support from Ilsham English Hub.</p> <p><b>Decision taken to second a reading leader to support with move to RWI from September 2022.</b></p> <p>A small number of parents attended training for LW. Of those who attended, <b>100% felt that the session was informative and they knew some ways to support their child's phonics at home.</b></p>
<p>Recruitment of a separate EYFS teacher to enable the HT to return to a more strategic role and support with the input of CPD across the school, as well as</p>	<p>Smaller class sizes and CPD of staff</p>	<p><b>EYFS teacher appointed and made a positive start in January 2022.</b> Children made strong relationships with the teacher and the transition did not appear to affect progress or confidence – <b>all children met or exceeded their predicted end of year ELGS</b></p>



<p>distribute leadership and upskill the staff team Contribution to support the wider impact this will have £2500</p>		<p>HT was released to spend time focusing on more strategic overview etc – but as a result of the OFSTED report February 2022, this became a focus on the post Ofsted action plan and move to academisation.</p> <p>Having the HT focused on this <b>ensured deadlines were met and the transition was completed quickly.</b></p>
<p>Recruitment/retention of two part time members of staff to support and lead on our S.P.A.C.E provision across the school. One to focus on delivery of class wide strategies for supporting emotional literacy and positive mindset and mental health, one to lead on assessment based interventions for small groups and individuals</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>JP retained to support with TIS for targeted children. Tracking showed improvements in confidence and resilience, <b>as well as a more settled time in school for 100% of the children (4 children targeted for specific focus)</b></p> <p>SA continued to work across school with whole groups and individuals. <b>96% of parents who responded to a survey commented that they felt that SA and our Relax and Grow sessions offered a valuable aspect to our school offer, with 98% responding that their child/ren enjoyed their time with SA and 98% that their child had an adult in school they knew they could speak to if they were concerned or had a worry.</b></p>
<p>Staff CPD and release time as MLT and SLT to review use of our Learning Characteristic Animals to shape practise and teaching and learning – ensuring children have the skills to discuss how to learn and what helps them to learn £500</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: cognition – the mental process involved in knowing, understanding, and learning metacognition – often defined as 'learning to learn'; and motivation – willingness to engage our metacognitive and cognitive skills. EEF Metacognition and Self regulation</p>	<p>Curriculum review led to other areas of focus, so this aspect has not been developed during the past year.</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [8500 + additional TA costings]

Activity	Evidence that supports this approach	Evaluations September 2022
<p>Little Wandle Letters and Sounds revised 1:1 and small group keep up and catch up programme from Class teacher in initial set up phase (whilst covered by HLTA), then from HLTA / TA training to be a HLTA HLTA 4 hours per week = £2500 TA 4 hours per week= £2000</p>	<p>RWI 1:1 and small group tuition from HLTA HLTA 20 hours per week = £11700 "Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum." EEF small group tuition "It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning." EEF phonics</p>	<p>Children in <b>Year 2 and 3</b> who did not pass PSC previously were targeted and <b>100% passed resits in Summer 2022</b></p>
<p>Speech and language TA / HLTA - 4 hours per week = £2500  Training from SALT (C.S) and access from January 2022 to county training suite  **NB – following training by NELI during a time</p>	<p>"The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment." EEF – oral language interventions  (<i>"The attainment gap between disadvantaged children and their more affluent peers opens early and continues</i></p>	<p>County training offer was delayed significantly so access not available.  However, access was available to Communication and Interaction team who supported a child with SALT needs to <b>successfully transition to KS1. Approaches gained from training are now in place in all classrooms for targeted individuals.</b></p>

when a staff member was shielding and then affected by COVID, this is to be refreshed and introduced next year**	<i>throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes 1 &amp; 8 have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention." NELI evidence)</i>	
Use of TAs to offer quality and precise interventions based on GAPS analysis from assessments and in class work. All classes given 3x afternoons per week to support all children with interventions; including an additional 1.5 days of support for ELSA/TIS/SPACE. Costings still needed.  Use of TAs across the school to deliver interventions and pre-teaching (4X TAs paid from 8:45; 1 hr per week - £1500)	"The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures." EEF – Teaching assistant interventions	All TAs delivered interventions based on GAPS analysis. Most children were able to meet the small step targets identified in Maths, Writing, Reading and Phonics which was evident in children making individual progress against their starting points in assessments.  <b>Strongest progress made in Year 1 phonics target group (4 children, one absent in test window, 2 children passed and one missed by 1 mark) and in year 2 and 3 phonics group with 100% results.</b>  Development of interventions and tracking of progress is an area to develop further Autumn 2022.

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [4,500]

Activity	Evidence that supports this approach	Evaluations September 2022
<i>Uniform Support - including bookbags provided for all new starters to ensure a healthy relationship with reading begins. PE tops provided free of charge for all DAP £500 Review of school uniform expectations and demands to reduce anxiety and pressure carried out in 2021 summer term to release ahead of time for staff to be able to purchase uniform and make use of our Nearly New uniform swap shop. (Name chosen after feedback from a child about our Second Hand uniform stall)</i>	Parental Survey 2019-2020 Parental feedback about child's anxieties surrounding PE kit, lack of kit, Pupil voice re: uniform choices and PE kit, changing etc School Standards Minister Nick Gibb said: ' School uniforms are important in establishing the right ethos in a school. They also help to improve behaviour and a sense of belonging and identity. But we want to be sure they are affordable for parents. This new law will help to save families money and ensure the cost of a blazer or shirt is never a barrier to accessing the best possible education.' The new law, introduced as a Private Members' Bill by Mike Amesbury MP and given Government backing, enables the Government to set statutory guidance for schools to consider about costs for uniforms.	<b>All new starters were provided with a bookbag, with PE tops also provided FOC for all DAP children, or those identified by staff as being likely to benefit.</b>  <b>Uniform swap shop in place and supported well with donations</b> and people perusing the items available. This is always offered and shared as a positive when new parents look around or new families start our school.  <b>All DAP families had correct school uniform during Spring and Summer 2022.</b>
<i>Attendance, punctuality and support plan meeting and time to liaise with families who are in need of additional support due to their own or children's anxieties around school attendance or family needs Release time for TIS/ELSA member of staff and SLT £500</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	Attendance for those anxious about attending school increased, on the whole, throughout the year – <b>with 6/7 families reporting that their child was more positive about attending school and the 'soft start' we had in place supported this.</b>  All families of children with identified anxieties were supported with a plan for their child.  However, <b>significant periods of covid, chicken pox and other cold like illnesses meant that attendance data across the school fluctuated heavily. Worst affected year groups were year 6, 4, ½ and Reception.</b>

<p>Free Breakfast Club spaces offered to all PP children who have expressed a need, through difficulties getting to school on time or difficulties with settling in school. Free spaces offered to after school clubs, based on need. Club fees kept deliberately low due to staff running in a reorganisation of times etc. (500)</p>	<p>Parental feedback and requests 2020 2021 Googleforms to ascertain need and barriers – Summer 2021</p>	<p><b>All PP children offered a free Breakfast Club space if attending</b> and costs kept to a minimum for all other families. <b>Free spaces offered to 3 families in need due to mental health issues, school anxiety or family circumstance changes.</b></p> <p>After School Club offer of free teacher run clubs each day and low cost for extended services supported those families who had identified a need in the Summer 2021 questionnaire.</p>
<p>Funding for children to experience residential trips – costed per year depending on experience and number of children in relevant year groups</p>		<p><b>100% PP children who attended the residential (1 chose not to due to personal family reasons) were able to do so at a reduced costing.</b></p> <p>3 of the 5 families said they would not have been able to go if the subsidised offer hadn't been in place.</p>
<p>Curriculum enhancement and enrichment funding for all classes to ensure that each class has a wide variety of experiences to enhance experiences and learning as well as to help widen opportunities Funding allowed per year £2000-£3000</p>	<p>Feedback from parents and children about experiences provided in school. Monitoring and pupil voice discussions about impact on learning and retention</p>	<p><b>All classes experienced a range of externally provided visits, visitors or trips.</b> Costs were kept to a minimum as far as possible, due to subsidised costs.</p> <p>Positive feedback about trips and the costings – following 2 years of restrictions.</p>
<p>use of PE premium to access high quality training and free after school clubs run by teachers to allow for a small charge for quality clubs. Clubs for DAP children and those determined as in need to be supported through PE premium access. Meeting target of all being able to swim by end of KS2 – some funding allocated from PE premium for this.</p>	<p>Parental Feedback Pupil voice PE leader discussions</p>	<p><b>Successful introduction of high quality coaching ensured a range and breadth of experiences:</b> Tennis Association Jason Thomas Dance Coaching Kwik Cricket Exeter Chiefs Rugby Plymouth Argyle Football Community Outreach Circus Skills Surf Life Saving sessions</p> <p>And continued access to: Relax and Grow Forest School Bikeability</p> <p>Improved access to swimming by moving to a nearby pool – reducing costs but increasing time spent in the pool for all children. <b>93 %Year 6 children reached the expected standard of swimming, with 80% year 5 also reaching the standard by July 2022.</b></p>

**Total budgeted cost: £ [28,300]**

*NB: this total, also includes money allocated from staffing but apportioned to raising standards for children with PP, it also draws a contribution from the SEN Line due to the number of children who are also on our SEN register with PP. PE Sports Premium will also allocated an amount to provide wide ranges of experiences and boost activity – such as swimming.*

