



Ashford Park Primary School

Pupil Premium Strategy Statement

1. Summary information					
School	Ashford Park Primary School				
Three-year Strategy	2019-22	Total PP budget (forecast)	£153,412	Date of most recent PP Review (Internal)	Sept 2019
Total number of pupils	573	Number of pupils eligible for PP	95 (17%)	Date for next internal review of this strategy Impact on data Sept 2020 Strategy review Sept 2022	

	School pupils eligible for PP (15 pupils 28%)	School pupils not eligible for PP (54 pupils 72%)	National pupils not eligible for PP
% achieving expected standard in reading, writing and maths	60%	55% (all pupils)	71%
Overall progress score: Reading	0.57 (14)	-0.08	+0.32
Overall progress score: Writing	-1.82 (15)	-1.90	+0.27
Overall progress score: Maths	1.65 (14)	-0.28	+0.37

2. Barriers to future attainment (for pupils eligible for PP, including high attainers)	
In-school barriers	
A.	<p>Impact on outcomes: approximately 50% of our PP eligible pupils also have SEN. In July 2019, 50 out of 96 PP children across the school were also PP eligible.</p> <p>Pupils with LAN who attend the Acorn Centre are now included in the EYFS, Phonics, KS1 and KS2 progress and attainment scores. In 2019: 46% (6) of Y6 PP children were also SEND. 15% (2) of Y6 PP pupils attended our Learning and Additional Needs (LAN) Special Provision.</p> <p>Of the 7 non-SEN, PP pupils, 4 pupils (57%) met expected in reading, writing and maths combined.</p>
External barriers	

B.	Increasingly low-levels of vocabulary and language acquisition on entry to EYFS (and continues to be evident throughout the year groups)	
C.	Absence of FSM pupils and persistent absence of key FSM children.	
D.	Parental Engagement	
3. Desired outcomes		
	<p><i>Desired outcomes and how they will be measured</i></p> <p><i>Success criteria</i></p>	
A.	<p>High quality teaching staff share good practice. New teaching staff are on board with the APPS vision and with support, continue to improve pupil outcomes.</p> <p>All teachers and LSAs are highly-skilled and equipped to identify and provide for a variety of SEN.</p> <p>Whole staff Makaton training to improve inclusion, access to learning and the building of strong relationships between staff, carers and pupils.</p>	<p>Pupil outcomes continue to improve. The attainment gap between disadvantaged and SEND pupils with non-disadvantaged pupils continues to diminish.</p>
	<p>Children who are educated in the Acorn Centre (LAN) make strong progress and many make substantial progress in relation to the difficulties they face: this progress is not comparable to mainstream measures of progress due to the nature of each pupil's learning and additional needs.</p> <p>All pupils' attainment, progress and welfare is monitored carefully. PP achievement is a focus of Pupil Progress Meetings so that they are high priority for provision, be it Quality First Teaching or further intervention.</p> <p>The more able PP are closely monitored as part of this ongoing process with a school-wide focus on 'challenge for all'.</p>	<p>Disadvantaged pupils make better than expected progress so that the attainment gap is diminished between them and non-PP pupils at Ashford Park and nationally in Reading, Writing and Mathematics.</p> <p>A diminished gap in progress so that PP and non-PP children are in-line with or better than national.</p> <p>PP children with high prior attainment achieve the higher standard and make better than expected progress.</p>
B.	<p>By closing the 'vocabulary gap' between our 'word poor' and 'word rich' pupils, all will have an improved chance of success in the new more challenging curriculum.</p> <p>New EYFS Lead is leading in early reading and maths with a renewed focus on language acquisition and breadth of vocabulary.</p> <p>Percentages of EAL pupils is increasing due to a changing demographic. Three lots of EAL training is booked in for the academic year – focused on different areas: EYFS games, songs, rhymes and actions; KS2 and 10 top strategies for all teachers.</p>	<p>Teachers understand the vital role of vocabulary in all learning and have strategies to improve word acquisition for all pupils.</p> <p>Pupils have a much broader and ever-growing bank of words which affords them much improved success with comprehension and learning across the broad and challenging curriculum.</p>
C.	<p>Attendance of FSM6 children to improve. Attendance of all children is monitored daily by the school's Welfare Lead. A robust system is in place to follow up on low attendance / persistent absence. PP Lead monitors this monthly and liaises closely with WL and HT. An incentive for 100% attendance is the termly reward of a Kindle for a child in KS1 and a child in KS2.</p>	<p><u>Attendance:</u> Levels of attendance in-line or better than national figures for FSM6 pupils. <u>Persistent Absence:</u> A decrease in % of persistent absences so that FSM6 children are in-line with school and national non-FSM children.</p>

D.	<p>Improved parental engagement will support better working partnerships with parents and the joint aim for academic success for our pupils.</p> <p>Marvellous Me Insights will show greater parental uptake, hence engagement. This positive-only communication will encourage improved working relationships between school and home leading to joint aspirations for pupil success.</p>	<p>Parents are more engaged in their children's learning and therefore more supportive with home learning and school aspirations for their children to be successful.</p> <p>With the raised profile of 'success' within the wider Ashford Park community, DA pupils make better progress and attain more highly and in-line with non-PP pupils at Ashford Park and nationally.</p> <p>Strong working partnerships between the school and parents will help drive aspirations for all learners including DA pupils.</p>
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4. Planned expenditure

Three-Year Plan	2019-22
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i. Quality of teaching, learning and assessment for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Consistently effective teaching enables every child to achieve their full potential regardless of background, socio economic group.</p>	<p>An established, teaching team with joint vision for 'achievement for all'.</p> <p>High quality CPD for all staff to maintain very high standards of teaching including identification of and provision for SEN.</p> <p>Dissemination of new ideas and training feedback to all staff, by all staff.</p>	<p>EEF Teacher's Toolkit: Quality First Teaching is most effective at improving performance of pupils in the classroom.</p>	<p>SLT to recruit and retain high quality teaching staff to provide consistency and continuity of provision.</p> <p>SLT to effectively monitor the quality of teaching and learning through regular learning walks, book scrutinies and appraisal.</p>	SLT	Half termly
<p>Consistent school-wide approach to assessment.</p>	<p>Continued confidence in using Target Tracker to inform planning (identification of gaps).</p>	<p>With a heightened focus on assessment-informed planning, teachers' subject knowledge and curriculum expectations will be more robust. Planning will be reflective and gaps will be plugged, improving pupil progress rates and therefore attainment.</p> <p>With less time spent on 'testing' pupils will have more time to practise, consolidate and apply new learning.</p>	<p>SLT will monitor progress during Pupil progress meetings.</p> <p>Appraisal has been adapted to have a clear focus on pupil outcomes derived from Target Tracker, raising accountability.</p>	SLT	

			SLT will monitor appropriate, AfL informed learning through learning walks, lesson observations and book looks.		
Improved progress and attainment of PP pupils due to vastly improved bank of vocabulary and language acquisition skills.	Close the vocabulary gap	<p>Collaboration with Marc Rowland (Pupil Premium Review) and Alex Quigley (Closing the Vocabulary Gap) has informed an inter-school project to close the vocabulary gap for our pupils.</p> <p>Pobble has been introduced by AHT as a vehicle to provide the children with a clear purpose for writing. Pobble offers children the opportunity to become part of a global community of peers, families and teachers and to become a published author. Children have access to high-quality, child-generated WAGOLLS, teachers have access to a huge bank of inspiring resources.</p>	SLT monitoring of implementation and impact on writing.	HT SLT English Lead	Termly progress and attainment data
All disadvantaged pupils will be more engaged in maths learning and will become more independent in finding solutions and applying learnt strategies and methods to abstract problems. They will be more mathematically articulate in reasoning.	<p>Maths Lead to regularly train colleagues on effective teaching and learning strategies; effective use of resources and effective questioning.</p> <p>White Rose Maths mastery approach to be embedded throughout the school.</p>	<p>Use of manipulatives and visuals so that children can explore, find patterns and reason. 'We know if we do'. More effective questioning to drill into pupils' understanding and to support phrasing of answers in order to show mathematical reasoning.</p> <p>Teacher ownership of curriculum and coverage with a focus on embedding mathematical knowledge; application of skill and 'achievement for all'.</p>	<p>Effective dissemination of CPD.</p> <p>Maths Lead to conduct regular 'drip-feed' training to colleagues on effective strategies learnt from WRMH.</p> <p>Regular monitoring of QFT through book scrutinies and lesson observations to monitor the implementation of these strategies and their impact on learning.</p> <p>Whole school knowledge of progress and attainment to identify and address any areas of need.</p>	SLT	Termly progress and attainment data
Total budgeted cost					£49,735
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					implemen tation?
All disadvantaged children's individual needs are identified and support is in place to ensure each pupil meets age related expectations and makes expected / better than expected progress.	Pupil Progress Meetings Pupil Mentor Meetings.	Quality First Wave teaching has the greatest impact on pupil progress (EEF). During Pupil Progress Meetings the individual needs of disadvantaged pupils is discussed with SLT and the SENDCo in order to provide the most effective strategies to be implemented within lessons and if required – in addition to lessons. Pupil Mentor meetings enable class teachers to work with pupils on individual targets, next steps and how to meet them.	PP Meetings happen half-termly. Impact of provision is reviewed half termly. Impact is monitored at PP meetings with SLT including SENCo. HLTAs cover classes so that class teachers can spend time 1:1 with pupils in mentor meetings.	SLT	Half-termly
Disadvantaged children will meet or exceed age related expectations and make better than expected progress therefore diminishing the gap between them and their non-disadvantaged peers.	Teaching and Learning Interventions / Booster Groups Y5 and Y6 identified focus groups taught by AHT.	Smaller groups will allow for more focussed teaching and learning and increased opportunities to address individual needs with 1:1 pupil conferencing. With increased confidence, disadvantaged pupils will be able to access the curriculum at a higher level and will be in line with other learners. Assembly slots are used for children who have been identified in the previous lesson as needing some extra support to 'keep-up' with the learning rather than having to 'catch up' later. In EY and KS1 these sessions are used to pre-teach children vocabulary and strategies so that they can access the learning in the following session. The children involved in these session changes daily in response to AfL during the previous lesson so that the same children do not miss assembly every day.	Trained, skilled staff (often class teachers or specifically trained HLTAs) will deliver the sessions and will monitor the impact on progress half termly to ensure effectiveness. AHT will support in identifying focus groups and with the planning and delivery of lessons for two afternoons per week.	Class teachers SLT	Half Termly
Disadvantaged children will be given 1:1 teaching interventions	Third Space 1:1 interventions from maths specialists.	Disadvantaged children in years 5 and 6 will receive 1:1 teaching interventions from maths specialists. They will be individually assessed, from which gaps will be identified and taught.	Pupils will be allocated sessions on laptops to complete the intervention. Class teachers will monitor progress and attainment.	Class teachers SLT	Half termly

<p>Resilience and self-esteem in some disadvantaged children improves.</p>	<p>Emotional Literacy / Nurture Sessions</p> <p>The Cove</p>	<p>If a pupil has high resilience and high self-esteem they will make more progress. They will be happier, independent and more confident learners.</p> <p>The Cove provides a safe place for pupils to reflect and gather their thoughts, enabling them to return to the learning environment in a positive more confident manner – therefore accessing the learning.</p>	<p>ELSA trained member of staff to support children's wellbeing. Class teachers will have regular dialogue with the ELSA and SENDCo regarding individual pupils' progress emotionally.</p>	<p>HLTA and SENCo</p>	<p>Half termly</p>
<p>Year 6 disadvantaged pupils have increased self-esteem and resilience.</p>	<p>Bridge Builders Programme</p>	<p>Disadvantaged pupils receive 1:1 mentoring from inspirational role models who have been successful in business.</p> <p>Pupils become inspired to achieve and see the importance of a good education.</p> <p>Pupils are better prepared for the next stage in their academic career.</p>	<p>SLT monitor the impact on participants' behaviour in lessons and at play.</p> <p>Communication with secondary schools follows up on pupils' success.</p>	<p>SLT</p>	
<p>Children who have experienced difficult life events will be supported through a targeted, research-based approach to improve their resilience and to re-engage in life and learning.</p>	<p>Thrive Approach</p>	<p>The Thrive Approach draws on recent advances in neuroscience, attachment theory and child development to provide a powerful way of working with young people on optimal social and emotional development. In particular, the approach works in a targeted way with children who have experienced life events to help them to re-engage with life and learning.</p>	<p>Trained members of staff will monitor the impact of the approach on the individuals involved.</p>	<p>Trained members of staff: AHT HLTA 2 x Class teachers</p>	<p>Half termly</p>

Disadvantaged pupils with Learning and Additional Needs (LAN) are given personalised support and opportunities to immerse them in their learning and to engage with new experiences.	Specialised, individual support for PP children attending the Acorn Centre (LAN).	The disadvantaged children who attend the Acorn Centre have very specific individual, additional needs. By addressing these and by providing exciting, learning experiences, these children will engage with their learning and make more progress towards their individual targets.	Acorn Centre Lead identifies individual needs and provides for them using the PP children's PPG funding. Progress and attainment is assessed and monitored half termly by the teachers and SLT.	Acorn Centre Lead Teachers SLT	Half termly
Total budgeted cost					£166,127
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance of FSM children to improve.	Support for Welfare and Attendance	There is statistical evidence that low attendance / persistent absence directly impacts on levels of attainment. Being away from school can also affect self-esteem and confidence for pupils on their return- therefore impacting on their ability to learn.	Attendance of all PP children is monitored monthly by SLT and the school's welfare lead. A robust system is in place to follow up on low attendance / persistent absence. An action plan is in place to address low attendance and persistent absence of PP children.	Welfare SLT HSLW	Monthly
Improved relationships with families leading to improved attendance and working partnerships with the joint aim of the child's successful engagement with school.	Home School Link Worker	The HSLW is the link between school and home: breaking down historic barriers towards education. Support to improve families' lives; place school families in better positions to engage with the school and better their children's educational experiences.	HT will monitor and evaluate the effectiveness of the HSLW role through appraisal.	HSLW HT	Termly
Instant, positive feedback personal to their child is sent directly from the teacher to the parent / carer. This	Marvellous Me Parental Engagement app	"At the age of 7, parental influence on learning is 6 times that of the school." Professor Charles Desforges, 'The impact of parental involvement, Parental Support and Family Education on Pupil Achievements and Adjustments.'	DHT will continue to monitor the consistent use of Marvellous Me half-termly using the in-app cohort and group monitoring systems.	DHT SC	Half termly

promotes a more positive working relationship between school and home and instigates conversations about learning between child and parent / carer, thus improving parental involvement in their child's learning.					
Disadvantaged pupils are able to benefit from a range of enrichment opportunities.	Extra-Curricular Activities and Trips	When a child enjoys a club or trip this can be a hook for them wanting to come to school. Attending clubs and trips gives the pupils experiences on which they can draw upon and increases their cultural capital.	Liaise with SBM to ensure that all DA children are able to attend school trips and to support financially where needed. Liaise with club leaders and the Administration Team to monitor the attendance of DA pupils to extra-curricular activities and take action if needed.	DHT SBM	As required
Total budgeted cost					£40,919
Total					£256,781
5. Review of expenditure					
Previous Academic Year		2018-19			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned		
Consistently effective teaching enables every child to achieve their full potential regardless of background, socio economic group.	High quality CPD for all staff to maintain very high standards of teaching. Dissemination of new ideas and training feedback to all staff, by all staff.	Established teachers have gained further skills which they have implemented into the classroom. The whole school ethos 'Inspiring a love for lifelong learning' is demonstrated by staff who continue to seek further CPD opportunities in order to improve their own and others' performance – hence pupil outcomes.	Continue to empower teachers with the tools and knowledge to positively impact on pupils' learning and preparation for life in modern Britain. A need for a more 'usable', informative assessment tracking system to inform planning.		

<p>All disadvantaged pupils will be more engaged in maths learning and will become more independent in finding solutions and applying learnt strategies and methods to abstract problems. They will be more mathematically articulate in reasoning.</p>	<p>Maths teaching and learning; resources and effective questioning.</p>	<p>Much more frequent and effective use of manipulatives by children, teachers and LSAs.</p> <p>More modelling of resources observed. When spoken to, the children say that they refer to displays and are more confident in selecting and using concrete resources to support their learning.</p> <p>Maths in-year progress across the school is looking strong. It was the lowest attaining subject in KS2 SATs but the in-year progress was excellent – closing a gap which we were very aware of at the beginning of the academic year.</p>	<p>LH Maths Lead now a member of SLT and upper KS2 lead. LH is to continue to monitor effective use of resources and to drip-feed examples of good practice during PDMs.</p> <p>An audit of resources to take place so that classrooms are fully stocked with appropriate resources.</p>	
<p>All disadvantaged children have gained and developed skills in deduction and inference. Therefore they are all meeting or exceeding End of Year expectations and making expected or better than expected progress.</p>	<p>Improved Guided Reading sessions</p>	<p>English leads have established a successful whole class guided reading system to ensure that all learners are engaged and learning from the teacher and each other. High quality texts are used as models and are ‘picked apart’ with adult support and independently.</p>	<p>Continue to teach whole class guided reading.</p> <p>Produce timetables with non-negotiable slots for independent reading, story and rhyme time – enjoyment of being read to.</p> <p>Encourage more parents to volunteer to listen to readers.</p> <p>Hold workshops for parents ‘shared learning’ sessions where the children show their parents strategies for reading (and maths).</p>	

Total cost: £34,183

ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned	
<p>All disadvantaged children’s individual needs are identified and support is in place to ensure each pupil meets age related expectations and makes expected / better than expected progress.</p>	<p>Pupil Progress Meetings</p> <p>Pupil mentor meetings</p>	<p>CTs and LSAs are more aware of who their PP children are so that they become a focus for first wave support in lessons.</p> <p>1:1 Pupil mentor meetings have ensured that children know their individual targets and how to meet them.</p> <p>Teachers and LSAs focus on PP children in lessons: 1:1 pupil support, reinforcement and reassurance, provision of scaffolding or resources to further enable the children are successful.</p>	<p>Teachers will continue with 1:1 pupil conferencing as PP children continue to be a focus for QFT strategies and additional, personalised support.</p> <p>PP Focus Reports to be used effectively across the school to focus CT and LSA first wave support on PP children – to support and challenge in every lesson.</p>	
<p>Disadvantaged children will meet or exceed age related expectations and</p>	<p>Teaching and Learning</p>	<p>Smaller teaching groups in year 6 allowed teachers to better focus the learning informed through thorough gap analysis.</p>	<p>Continue with booster groups to continue to improve pupil self-confidence.</p>	

<p>expected progress therefore diminishing the gap between them and their non-disadvantaged peers.</p>	<p>Interventions / Booster Groups</p>	<p>Booster groups enabled Y6 teachers to work more closely with individuals in addressing misconceptions and by providing more targeted support – again through thorough gap analysis.</p> <p>In-year progress for PP children is strong.</p>	<p>The success of these targeted groups has further informed the phase action plan to include the AHT and Phase Lead to assist in planning and teaching further identified groups of individuals.</p>	
<p>Disadvantaged children will be given 1:1 teaching interventions</p>	<p>Third Space 1:1 interventions from maths specialists.</p>	<p>Disadvantaged children in years 5 and 6 who received 1:1 teaching interventions from maths specialists showed better than expected progress:</p>	<p>Third Space will continue – initially for Y6 and then for Y5 PP children in the summer term.</p>	
<p>Resilience and self-esteem in some disadvantaged children improves.</p>	<p>Emotional Literacy / Nurture Sessions</p> <p>The Cove</p>	<p>Improved emotional literacy and a separate working space has proven valuable for many pupils in enabling them to concentrate better. Strong relationships built between pupils and HLTAs in The Cove mean that the individual is better understood and their needs better catered for.</p> <p>The Cove has been moved to a larger space and is now manned all day by a Thrive and ELSA trained HLTA.</p>	<p>Continue use of The Cove as an area for emotional and learning support.</p>	
<p>Year 6 disadvantaged pupils have increased self-esteem and resilience.</p>	<p>Bridge Builders Programme</p>	<p>Y6 pupils who have taken part in the Bridge Builders programme have built strong relationships of trust with their mentors.</p> <p>They have shown improved confidence and self-esteem: they enthusiastically presented to mentors and parents all about their experiences and talked about what they aspire to do in the future.</p> <p>Aspirations have undoubtedly been raised.</p> <p>Feedback from secondary school sis extremely positive about these children.</p>	<p>Continue with Bridge Builders in order to further share opportunities available to our children. To inspire them and prepare them towards a life in modern Britain.</p> <p>Re-engaging them with the value of a good education.</p>	
<p>Children who have experienced difficult life events will be supported through a targeted, research-based approach to improve their resilience and to re-engage in life and learning.</p>	<p>Thrive Approach</p>	<p>We now have four licensed Thrive practitioners and have rolled it out across the school.</p> <p>Individual programmes (both in school and at home) have already had impact on pupil wellbeing and readiness to learn.</p>	<p>Continue to identify, assess and work with groups and individuals to improve their emotional well-being and therefore readiness to learn.</p> <p>Due to one licensed practitioner leaving the school and the growth of the school, a further two colleagues will be trained this year to continue the good practice.</p>	
<p>Disadvantaged pupils with Learning and Additional Needs (LAN)</p>	<p>Specialised, individual support for PP children</p>	<p>The PP children who attend the Acorn Centre make excellent progress from their own individual starting points.</p>	<p>Acorn Centre colleagues to continue ongoing CPD to further inform existing excellent practice.</p>	

are given personalised support and opportunities to immerse them in their learning and to engage with new experiences.	attending the Acorn Centre (LAN).		Acorn and mainstream colleagues to work more closely on planning and SEN provision to further support Acorn children and mainstream children with Acorn expertise.																					
Total cost: £65,549																								
iii. Other approaches																								
Desired outcome	Chosen action/approach	Impact:	Lessons learned																					
Attendance of FSM children to improve.	Support for Welfare and Attendance	<p>Attendance of pupil premium children is monitored rigorously and with input and support from the HSLW, EWO and school incentives it has remained at a similar level despite the number of PP children increasing.</p> <table border="1"> <thead> <tr> <th></th> <th>No. Pupils</th> <th>PP</th> <th>Non-PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>67</td> <td>94%</td> <td>96%</td> <td>2%</td> </tr> <tr> <td>2017 -18</td> <td>99</td> <td>93%</td> <td>96%</td> <td>3%</td> </tr> <tr> <td>2018-19</td> <td>114</td> <td>93%</td> <td>96%</td> <td>3%</td> </tr> </tbody> </table> <p><i>Gap has increased over the three years with the growth of the school and increase of number of PP children although, proportion has not changed significantly.</i></p>		No. Pupils	PP	Non-PP	Difference	2016-17	67	94%	96%	2%	2017 -18	99	93%	96%	3%	2018-19	114	93%	96%	3%	Continue to monitor and improve.	
	No. Pupils	PP	Non-PP	Difference																				
2016-17	67	94%	96%	2%																				
2017 -18	99	93%	96%	3%																				
2018-19	114	93%	96%	3%																				
Improved relationships with families leading to improved attendance and working partnerships with the joint aim of the child's successful engagement with school.	Home School Link Worker	The HSLW has been vital in supporting PP children and families. She has offered both emotional and material support. Families have been directed to appropriate agencies and support providers including housing.	<p>Continue HSLW support for families.</p> <p>Increased days from 1.5 to 3 to further support vulnerable families.</p>																					

<p>Instant, positive feedback personal to their child is sent directly from the teacher to the parent / carer. This promotes a more positive working relationship between school and home and instigates conversations about learning between child and parent / carer, thus improving parental involvement in their child's learning.</p>	<p>Marvellous Me Parental Engagement app</p>	<p>88% of parents of pupils in the school are signed up for the Marvellous Me app. This is 3% increase on last year and is an upward trend.</p> <p>EYFS families are also now invited to use the app so that it is a school-wide approach to improving positive parental relationships.</p> <p>All feedback from parents has been positive and children see it as an incentive and reward for good behaviour, kind deeds and academic successes.</p> <p>'Parental engagement' so no longer a stand-alone priority on the SIP. It is now the 'golden thread' which runs through the three main priorities.</p>	<p>Continue use of Marvellous Me and further engage families who are not yet signed up.</p>	
<p>Disadvantaged pupils are able to benefit from a range of enrichment opportunities.</p>	<p>Extra-Curricular Activities and Trips</p>	<p>No pupil is at a disadvantage when it comes to extra-curricular and enrichment activities. All pupils are included and involved in the rich and diverse array of opportunities provided by the school to engage, enthuse and encourage a love of life and learning.</p>	<p>Continue to monitor and enable all pupils to be open to opportunities.</p>	
<p style="text-align: right;">Total cost: £34,454 Overall total cost: £134,186</p>				