

Eastway Primary School

Pupil Premium Strategy 2020/21



At Eastway we believe that no child should be disadvantaged. We are ambitious for all our pupils. We are satisfied that our pupils make good progress from their starting points and the gap between our own disadvantaged and non-disadvantaged pupils is narrowing and in some year groups/ subjects, the difference has diminished. We regularly review our spending allocation and how we would ensure it has impact on outcomes. Last year we made a number of important changes to the way in which PP funding will be administered in order to maximize impact and increase accountability, we adopted a number of tracking systems and this has supported and informed the focus areas. The onus of accountability in measuring the impact of spending plans against external research (such as the EEF toolkit) and in monitoring the impact of spending on outcomes, lies with the headteacher. Our strategy is matched to the needs and barriers for the children and community of Eastway. We identify barriers to learning and ensure that the funding is allocated specifically to address the needs of our disadvantaged pupils.

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school, linked with any other vulnerabilities, and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate timescales,
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium.
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Ultimately that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils in our school and in relation to pupils Locally and Nationally
- That we are seen to live our Mission Statement tagline by providing the very best opportunities for all our pupils

Bringing Learning to Life

So that ALL our children thrive and achieve their full potential.

CONTEXTUAL					
Number of pupils and pupil premium grant (PPG) received 2020/21					
Total number of pupils on roll	211 FTE	Total number of Pupil Premium pupils	115 (increase from 2019)		
Total number of pupils eligible for PPG £1345	94 x £1345 = £126430	Amount of PPG received per pupil Service children PPG x 4 (£310 per pupil)	£310 x 4 = £1240		
Amount of PPG received per pupil LA children PPG x 1 (£1345 per pupil, additional £1000 can be applied for PEA)	£1345 x 9 = £12105 £9000 PP+ awarded for Attachment and Trauma Lead TAs	Amount of Early Years Pupil Premium received per pupil 53p per hour Average £313 per child	8 pupils x 53p p/h = £2504		
Amount of PPG received per pupil Post LA children PPG x 1 (£2345 per pupil)	£2345 x 8 = £12105	Total amount of PPG received	£174405 £132755 (2019)		
Strategy written and Internal PP Review	Jan 2021	To be reviewed	March 2021	External Review (SIA)	June 2021

School Pupil Premium Lead	Mrs. Emily Morris- Headteacher	Pupil Premium Link Governor	Mrs Lyn Eaton
Designated Lead Teacher CLA	Miss Nicola Cinelioglu	Wirral LA Virtual Headteacher CLA	Mrs Trish Lewis

Priorities for 2020/21		
Desired Outcomes and how they will be measured	Success Criteria	Actions
<p>Priority 1:</p> <p>Raising Parental Engagement in Curriculum and improving Home Learning Environment for our Early Years Pupils</p>	<ul style="list-style-type: none"> - Parents aware of AREs for each year group - Parents aware of what is taught and how at Eastway - Parents aware of how best to support pupils with their learning at home - Parents trained to support with homework - Successful Reading Partners trained - PEEP programme run - FYT to train school staff in delivering EYFS HLE parenting classes - Little Explorers run - Family Works run - Triple P Programme run - Parent Class Reps focus on curriculum and share with other parents 	<ul style="list-style-type: none"> - Meet the Teacher sessions - Classroom engagements planned- reading events, stay and play, workshops, learning with your child days etc - Curriculum Sharing events led by all subject leads - Newsletter Curriculum special editions - Twitter feed - Updated content on school website - Curriculum booklets for parents - Maths & English course run for parents to enable them to support homework - Parent Reading Group - Aspirations Week to raise the profile of education and employment - ADHD Foundation parenting programmes - Parent Class Reps to complete curriculum learning walks
<p>Priority 2:</p> <p>Developing an attachment friendly and trauma informed school</p>	<ul style="list-style-type: none"> - All staff aware of attachment theory - All training on attachment, trauma and ACEs - Clear process for identifying children who need support - All staff trained on sensory profiling - All children have their additional needs met - Sensory circuits available for regulation <ul style="list-style-type: none"> - Children have strategies for grounding and are able to self-regulate develop the school ethos and culture - develop classroom teaching and behaviour management strategies to enable vulnerable or disengaged pupils to make progress - build effective relationships with parents, carers and other agencies - support effective transitions for vulnerable pupils or those at risk of becoming disengaged 	<ul style="list-style-type: none"> - HT training and PG Cert - LA Pilot School for Attachment & Trauma - Set up sensory circuits in hall - Purchase sensory equipment - Set up sensory rooms - Bank of resources for sensory, grounding and regulation in each class - SEMH needs identified - SEMH team established - AFiT Tool introduced access school for our vulnerable pupils
<p>Priority 3:</p> <p>A genuine love of Reading is embraced by all children, staff, parents and community</p>	<ul style="list-style-type: none"> - All children enjoy reading - Staff promote a genuine love of reading - Children have free access to high quality books - Children's reading has an impact on their writing - Children have access to a range of authors and text 	<ul style="list-style-type: none"> - High quality reading books in school - Wide range of reading materials available to children- magazines, information books, topical reading materials, engaging children's interests. - Engaging displays and reading areas in classrooms

	<p>types</p> <ul style="list-style-type: none"> - Children meet positive role models for reading - Parents are engaged with reading - Children are exposed to a wide range of vocabulary - Children access both the school and local library regularly - Children chose to read and enjoy sharing books with their friends - Children are motivated to improve their reading ability - Children make links with other schools - Raised outcomes in reading directly impact writing outcomes 	<p>and throughout school</p> <ul style="list-style-type: none"> - High level vocabulary displayed in classrooms and around school - Class Reader pitched above ARE - All adults promoting a love and interest in books - Literacy Counts Training for all staff - Parent readers in school- Secret Reader - Theme days and weeks and fun events- breakfast with a book, Campfire Stories, stories by moonlight, - Author Twitter Videos - Visiting authors - Positive Reading Role Models - Book Nooks across school and baskets of books - Revamped library in school - Each class planned visit to Moreton library - Book Week and affordable book fair in school - Book Swap Sheds on each playground to encourage children and families to take books - Books and cosy spaces to read at playtime and lunchtime - Mystery Books- books gifted to each class throughout the year
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BARRIERS

In School	External
Speech, Communication and Language Acquisition, particularly in Early Years	Parental Engagement with school, quality of Home Learning Environment and Pupil's Readiness for School and Parents promoting the importance of learning and prioritising attainment
Specific Social, Emotional and Mental Health needs that affect the ability to access learning	Poor access to enriching experiences, extra-curricular activities and participation in clubs (37% of households without access to a vehicle)
The number of Pupil Premium Children who also have additional vulnerabilities such as SEND, Social Care involvement, ACEs, Families in Crisis, medical needs, mobility	Inconsistency in Attendance and Punctuality
Gaps in prior attainment and previous poor teaching in Upper Key Stage Two	Readiness to Learn- Being In, On Time and Ready to Learn (uniform, attendance, punctuality, homework, slept well, had breakfast, returns reading books etc)
Children not transferring their skills to their writing	Lack of access to high quality texts and language outside of school
Lost learning time and inconsistencies for those at home and in school sessions due to COVID pandemic	Change in family circumstances or pressures at home caused by lockdown

Continued Focus						
Highlighted Enhancements & Additional for 2020/21						
Area of Spend Chosen Action/ Approach	Desirable Outcomes	Evidence/ Rationale	Cost	Monitoring	Staff lead	Impact Review
Pupils to have aspiration led extended services to the aspirations of PP to allow children to transform social mobility and have pathways. Pupils will partake in cultural visits. Eg: to Liverpool, local worship etc	<ul style="list-style-type: none"> For pupils to access a range of social / cultural /sporting experiences, visits and activities. Educational visits and visits planned for every half term <p>Visits, visitors and curriculum enhancement activities subsidized by school so no child is disadvantaged</p> <p>Wider range of visits and visitors planned throughout the year and in each year group. Further enhancements needed for EYFS.</p> <ul style="list-style-type: none"> Additional visits, visitors, WOW days and enhancements planned for Summer Term 2021 	<p>Pupils benefit from working with others and being introduced to a variety of experiences</p> <p>Pupils' horizons will be broadened and they will learn more about museums, zoos, places of culture, history and geography.</p> <p>Our youngest pupils have limited experience outside school</p> <p>COVID has limited life experiences for all children</p>	<p>£3500 allocated to enhancements again in 2020/21</p> <p>Additional £2000 in budget for extra summer enhancements inc Now Press Play</p>	<p>Pupil feedback</p> <p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p> <p>EYFS Impact Report</p> <p>Hi Impact staff feedback reports</p>	<p>EM</p> <p>NC-Curriculum</p> <p>RMc-EVC & IT Lead</p> <p>KW-EYFS Lead</p>	<p>Plan September launch with Hi Impact for Creative Curriculum</p>
Wide range of extra-curricular sporting clubs in school, subsidized for PP children	<ul style="list-style-type: none"> For pupils to access a range of social / cultural /sporting experiences, visits and activities. Educational visits and visits planned for every half term Additional clubs/ sporting opportunities subsidized by school so no child is disadvantaged Easter and Summer HAF Bid Holiday Club free for all PP children 	<p>37% of our households do not have access to a vehicle</p> <p>73% of our pupils do not access sporting clubs outside of school</p> <p>Sport Participation (+2 months - EEF Toolkit)</p> <p>Impact of COVID lockdown on physical fitness, stamina and resilience</p>	<p>Subsidised Clubs (school additional input)</p> <p>Premier Sports £1200</p> <p>Judo £150</p> <p>Jumping Beans £150</p> <p>Tennis £89</p> <p>Rugby</p> <p>Cricket</p> <p>Dance Club £80</p> <p>Clubs not used due to COVID- extra clubs planned for Summer term and Family Fitness Packs extended £1000</p>	<p>Pupil feedback</p> <p>Subject Leader Impact Report</p> <p>Individual Pupil case studies</p>	<p>NB/MR-PE & Sport</p>	
Music Opportunities	<ul style="list-style-type: none"> For pupils to access a range of musical enhancements and specialist provision Appointment of a new music lead and performing arts lead Choir to be set up and musical instrument lessons 	<p>91% of our pupils have not had a music, singing or instrument lesson outside of school</p> <p>Arts Participation (+2 months - EEF Toolkit)</p>	<p>Edsential Churanga subscription £90</p> <p>Purchase of musical instruments £100</p> <p>Extended musical experiences £200</p>	<p>Pupil feedback</p> <p>Subject Leader Impact Report</p> <p>Individual</p>	<p>CH-Music Lead</p> <p>RP-Perfo</p>	

	Additional music sessions and investment in lost opportunities due to COVID	Subject limitations for those working remotely		Pupil case studies	rmg Arts Lead	
Residential experience of our Year 6 pupils	<ul style="list-style-type: none"> - All Year 6 pupils to attend outdoor education residential - Residential subsidized by school so no child is disadvantaged <p>Experience days planned for Summer 2021 to make up for the cancelled residential</p> <p>Further investment in our own Forest Schools provision</p>	<p>Outdoor Adventure Learning (+4 months - EEF Toolkit)</p> <p>COVID has limited these experiences</p>	<p>School subsidized residential contribution £2000</p> <p>£1500 for forest schools</p>	<p>Pupil feedback</p> <p>CT Impact Report</p> <p>Individual Pupil case studies</p>	<p>NC</p> <p>NB</p> <p>KW</p>	
Wide range of extra-curricular clubs in school, before, after and lunchtime clubs run by school staff	<ul style="list-style-type: none"> - For pupils to access a range of social / cultural /sporting experiences, visits and activities. - Wide range of clubs planned for every half term - Clubs provided through the staff additional hours - Design Technology club run by specialists, training for all staff, equipment- aspirations for engineering careers - Easter and Summer HAF Bid Holiday Club free for all PP children 	<p>37% of our households do not have access to a vehicle</p> <p>67% of our pupils do not attend clubs outside of school</p> <p>Digital Technology (+4 months - EEF Toolkit)</p> <p>Lost opportunities due to COVID</p>	<p>Club equipment e.g Hama Beads, cooking ingredients, craft equipment £1000 added to Curriculum Budget</p>	<p>Pupil feedback</p> <p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p> <p>Analysis of Club Participation Emma Toolan, Annual HT report to govs</p>	<p>EM</p> <p>ET</p>	
<p>Additional Support for vulnerable families and pupils</p> <p>Learning & Behaviour Mentor</p> <p>Family Support & Wellbeing Lead</p>	<ul style="list-style-type: none"> - Range of Support for Parents and carers • The Hub • Drop in sessions for parents and carers • Courses for parents/ carers - Lunchtime Nurture Club set up for vulnerable pupils <p>Need to further extend as the need increases. Currently 19 CLA and Post LAC pupils across school in September 2019</p> <p>Pastoral Team to be supported further</p>	<p>Social and Emotional learning +4 months (EEF Toolkit) Behaviour interventions +3 months (EEF Toolkit)</p> <p>Parental engagement +3 months (EEF Toolkit)</p> <p>Sensory profiling of vulnerable pupils</p> <p>Attachment and Trauma and self-regulation need to be explicitly taught</p>	<p>SD & DC salary £30876</p> <p>£19857</p> <p>Cost for Pastoral Team staffing 2020/21 £51857</p> <p>Top Table Incentive £80</p> <p>Set up self-regulation boxes in each class £800</p> <p>Set up safe spaces around school £200</p>	<p>Pupil feedback</p> <p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p>	<p>CB</p> <p>SD & SB</p> <p>DC</p> <p>NC</p> <p>EM</p>	

	<p>in 2019/20 by SENCO being released from class to focus on CLA and update PEPs and review provision and progress</p> <ul style="list-style-type: none"> - ELSA daily support <p>Attachment and Trauma reading books for staff library</p> <p>Additional EP & SALT time</p> <p>ADHD Foundation CPD</p>	No of PP exclusions and logged behavior incidents in school	<p>Sensory resources £500</p> <p>Hall set up for sensory circuits £250</p> <p>Outdoor gross motor resources and those that focus on proprioceptive feedback £1000</p>			
School Equipment & Milk provided for all pupils	<ul style="list-style-type: none"> - every children provided with a PE kit so that no child is disadvantaged - homework packs provided for all children - Book Bags provided for all children - Milk provided every day for all children - Stationery packs provided for all children <p>Snuggle with a Book Pack for every child</p> <p>Learning resources for those PP chn at home</p>	<p>All children have everything they need to be part of Eastway, no child looks or feels any different</p> <p>Limited resources at home for many children</p>	<p>PE Kits £200 (ad hoc replacements throughout the year)</p> <p>£250 milk and snack</p> <p>£150 Stationery Packs</p>	<p>Pupil feedback</p> <p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p>	<p>EM</p> <p>SBM</p>	DONATION OF £1078
<p>Toast Club</p> <p>Eastway Early Risers & Swashbucklers After School Club</p>	<ul style="list-style-type: none"> - Toast club run every morning from 8am - Nonprofit making so affordable for all - Opportunities for breakfast and developing social skills with Eastway Staff - Daily morning homework support available - 	Extending school time +2 months (EEF Toolkit)	<p>Additional staffing hours £3282</p> <p>Resources</p> <p>Food</p>	<p>Pupil feedback</p> <p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p> <p>Registers from Toast Clubs- no of vulnerable pupils taking places</p>	EM	<p>Toast club successful and expanded rapidly. Positive impact</p> <p>£1000 secured from Kellogg's to run in 2019/20</p>
Direct support for pupils with additional vulnerabilities (inc SEMH & SEN interventions)	<ul style="list-style-type: none"> - Staff well trained and informed on SEMH - Additional SENCO time - Family Support & Wellbeing lead run Thrive to address 	Research (Jensen, 2009) states that certain emotions are hardwired in our DNA but many need to be taught. Research shows	<p>£3000 ADHD Foundation SLA</p> <p>Thrive Subscription £358</p> <p>ELSA Resources</p>	<p>Pupil feedback</p> <p>Parent/ Carer feedback</p>	<p>SD & SB</p> <p>CB</p>	

	<p>SEMH and provide additional support and intervention</p> <ul style="list-style-type: none"> - SENCO and SEN support staff trained in SCERTs and able to offer support and interventions for vulnerable pupils emotional regulation - Children and families and well supported with additional needs - ADHD Foundation provide support for pupils, training for parents and staff and workshops - Daily ELSA sessions 	<p>that sometimes PP pupils need more explicit teaching of these emotions than other pupils. Such emotions will help all pupils to attain more in school.</p> <p>Tuition (+5 months - EEF Toolkit) Individualised Instruction (+3 months - EEF Toolkit)</p> <p>Social and Emotional learning +4 months (EEF Toolkit)</p>	£200	<p>Individual Pupil case studies</p> <p>CPD & Workshop feedback</p> <p>Boxhall Profile & Thrive monitored by SLT</p>		
Parent Engagement Lead Foundation Years Trust Family Works	<ul style="list-style-type: none"> • FYT setting up one Peep Learning Together group at the school • Peep Learning Together training for two members of staff • Ongoing support from FYT for staff to deliver the groups • Partnerships with Parents training for the early years team - Participation in Wirral's new Partnerships with Parents Quality Mark - Little Explorers to be set up for Autumn 2019 • • Youth Connect 5 Programme is available to support families • ADHD Foundation & CAMHS run workshops and training and support for our families 	<p>Parental engagement +3 months (EEF Toolkit)</p> <p>Early Years Intervention Parental engagement +3 months (EEF Toolkit)</p> <p>Lack of parental workshops due to COVID lockdown and more families requesting support.</p>	<p>FYT £240 (reduced from £1600)</p> <p>Family Works Resources £175</p> <p>Little Explorers Resources £90</p> <p>Resources set up for 1001 days project and continuation of resourcing Family Packs and early years resources £800</p> <p>Additional release time for Parental Lead teacher during summer term £400</p>	<p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p> <p>Termly Family Report to Headteacher</p> <p>FYT Impact Report & Results of Assessment</p>	JC CC NG	
Early Years Speech & Language Mentor WELCOMM Screening Additional Speech & Language Support	<ul style="list-style-type: none"> - All EYs pupils make expected progress on WELCOMM Screening - The gap between the NDA/ DA pupils will remain closed at the end of F2 - Early Speech and Language Intervention will ensure that is not a barrier for future 	<p>Early Years interventions (+5 months - EEF Toolkit) Oral language interventions (+5 months - EEF Toolkit) Phonics (+4 months - EEF Toolkit)</p> <p>Impact of the March lockdown on development</p>	<p>£13500 additional hours for EYFS Speech & Language Mentor</p> <p>SALT £4125</p> <p>Forest Schools £1800</p>	<p>Half termly Pupil Progress Meetings</p> <p>EYFS Pupil Tracker</p> <p>EYFS Lead priority on</p>	<p>KW</p> <p>CB</p> <p>LW</p>	

	<ul style="list-style-type: none"> earning Forest Schools set up in YR Sounds Listening Training for all EYFS Staff ELKAN training for TA to lead NTP NELI Programme for YR 	of speech and language	ELKLAN training LW £500 Release time for EYFS HLTA to lead NELI £300	Subject Leader Action Plan SALT/ SENCO Reports SALT Lead Project Plan & Impact Report		
For Y6 PP pupils to be taught in smaller ratios to have impact on outcomes for pupils For Y5 PP pupils to be taught in smaller ratios to have impact on outcomes for pupils	<ul style="list-style-type: none"> Smaller Group Teaching for key high % PP Year Groups Teaching is more focused and pupils tracked more accurately in smaller groups Immediate feedback and response time more manageable in smaller group so progress is greater Pupils make accelerated progress 	Small group tuition (+4 months - EEF Toolkit) Collaborative Learning (+5 months - EEF Tkit) Feedback (+8 months - EEF Toolkit) Smaller class sizes mean disadvantaged pupils can access more of teachers' time through Quality First Teaching Challenge and innovation will increase pupils self -motivation to reach higher standards.	Additional Teacher salary (1 NQT am only & one experienced 0.7 teacher) £30464	Half termly Pupil Progress Meetings	NC & SH CW & EJ	

Total Planned Expenditure 2020/21 ongoing provision (A) = £130, 266

2020/21 Focus Areas						
Area of Spend	Desirable Outcomes	Evidence/ Rationale	Cost	Monitoring	Staff lead	Impact Review
Priority 1: Raising Parental Engagement in Curriculum and improving Home Learning	<ul style="list-style-type: none"> Parents aware of AREs for each year group Parents aware of what is taught and how at Eastway Parents aware of how best to support pupils with their learning at home Parents trained to support with 	Feedback from Parental Engagement study in school last year Data analysis of HLE with FYT 2018 Parental Engagement	Resources for Family Support Groups £400 FYT Training Session and staff release time £2879	FYT Data Parental Engagement Lead Impact reports Questionnaire outcomes Subject Leader action	JC KW All subject leads as part of their	

Environment for our Early Years Pupils	<ul style="list-style-type: none"> homework Successful Reading Partners trained PEEP programme run FYT to train school staff in delivering EYFS HLE parenting classes Little Explorers run Family Works run Triple P Programme run Parent Class Reps focus on curriculum and share with other parents 	(+4 months - EEF Tkit) Early Years Intervention (+5months - EEF Toolkit)	Advertising & Information Booklets for Parents £150 Developing EYFS outdoor areas to create communication friendly spaces £2000	plans and impact reports Staff feedback on CPD and confidence in delivering training Tracking of case study pupils EYFS outcomes Parent Class Rep Meeting Minutes	objectives 2020/21	
Priority 2: Developing an attachment friendly and trauma informed school	<ul style="list-style-type: none"> HT training and PG Cert LA Pilot School for Attachment & Trauma Set up sensory circuits in hall Purchase sensory equipment Set up sensory rooms Bank of resources for sensory, grounding and regulation in each class SEMH needs identified SEMH team established AFiT Tool introduced access school for our vulnerable pupils 	Research (Jensen, 2009) states that certain emotions are hardwired in our DNA but many need to be taught. Research shows that sometimes PP pupils need more explicit teaching of these emotions than other pupils. Such emotions will help all pupils to attain more in school. Tuition (+5 months - EEF Toolkit) Individualised Instruction (+3 months - EEF Toolkit) Social and Emotional learning +4 months (EEF Toolkit)	Set up self-regulation boxes in each class £800 Boxhall Profile £200 Set up safe spaces around school £200 Sensory resources £500 Staff training and research wider reading books £800 Hall set up for sensory circuits £250 Outdoor gross motor resources and those that focus on proprioceptive feedback £1000 A&T Support Assistant £13785	Thrive Profiles AFiT Tools Behaviour Logs Pupil Voice Staff feedback from Training A&T University of Chester Audit Boxhall Profile Observations	EM GD- TLR3 Oracy Lead KW- Forest School TLR3 Project Lead	
Priority 3: A genuine love of Reading is embraced by all children, staff,	<ul style="list-style-type: none"> All children enjoy reading Staff promote a genuine love of reading Children have free access to high quality books Children's reading has an impact on 	Impact of Reading Project last year had a positive impact and data shows that we have seen improvements in Reading outcomes and progress	Subsidized by Magenta Housing Community Grant (£2000) Book Swap Sheds	Subject Leader action plans and impact reports Tracking of case study	EM GD	

parents and community	<ul style="list-style-type: none"> - their writing - Children have access to a range of authors and text types - Children meet positive role models for reading - Parents are engaged with reading - Children are exposed to a wide range of vocabulary - Children access both the school and local library regularly - Children chose to read and enjoy sharing books with their friends - Children are motivated to improve their reading ability - Children make links with other schools - Improvement in % reaching GD in Reading - Improvement in progress score for disadvantaged pupils end of KS2 	<p>across school- specifically for our disadvantaged pupils</p> <p>These skills are not transferring to writing and we still have very low numbers of children working above expectations</p> <p>Reading Comprehension Strategies (+6months - EEF Toolkit)</p>	<p>£890 Book Boats £350 Cushions and soft furnishings for book nooks £175</p> <p>Books for prizes and incentives £800</p> <p>Promotional Materials £1500</p> <p>Refit of the two libraries £8000</p>	<p>pupils</p> <p>Pupil outcomes</p> <p>Pupil Interviews</p>		
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Total Planned Expenditure 2020/21 focused priorities (B)= £33,969

Total Amount of external funding (C)= £11, 078 (£1000 Help a Child to Learn Fund + £9000 Pupil Premium Plus LA Funding, £1078 Donation)

Overall Total Planned Expenditure 2020/21 (A+B- C) = £153,157

£21,248 Carry forward for additional 1 to 1 tuition in summer term following assessments and outcomes of current interventions