

Friday Bridge Primary School

Pupil Premium Strategy 2021-2022

<b>2021-2022</b>		
PP Budget for academic year: <b>£46,640</b>	Number of pupils on roll- <b>97</b>	Dates of most recent external review: April 2018 (LA) July 2018 (Ofsted) March 2020 (LA)
PP Lead- Sophie Foston Governor Lead- Geena Hird	Number of pupils eligible for PP funding – <b>35</b> % of school population- 36.1%	Dates of planned internal reviews: <b>Autumn term 2021</b> <b>Spring Term 2022</b> Summer Term 2022

2021-2022 Year Group	Number of pupils eligible for PP funding	PP % of cohort
Reception	1	14.3%
Year 1	5	29.4%
Year 2	5	33.3%
Year 3	6	46.2%
Year 4	4	33.3%
Year 5	8	53.3%
Year 6	7	38.9%
Whole School	35	36.1%

## **2021-2022 Summary**

**In school there have been significant staff changes. An interim headteacher has been in place between January 2022 and March 2022. A newly appointed Headteacher will start post in April 2022. The SENCO and Pupil Premium lead started post in January 2022. Class teacher of Robins class (Y1 and Y2) has been in post since October 2021 (though has been absent for a number of weeks during the Spring term 2022).**

**Data for end of academic year July 2021 is available (see Assessment master sheet 2021-2022 - year entry data column.**

**Focused assessment and planning has enabled gaps in children's learning to be identified and addressed through guided group work or intervention . Quality first teaching has facilitated progression towards end of year targets and to close the attainment gap.**

**Entry data for 2021-2022**

	Phonics	Reading	Writing	Maths
EYFS	Awaiting data			
Year 1	44%	14/16 88%	14/16 88%	14/16 88%
Year 2 (15)	33%	7/15 47%	9/15 60%	7/15 47%
Year 3 (13)	X	1/13 8%	1/13 8%	0/13 0%
Year 4 (11)	X	2/11 18%	0/11 0%	2/11 18%
Year 5 (15)	X	7/15 67%	8/15 53%	7/15 47%
Year 6 (18)	X	9/18 50%	8/18 44%	9/18 50%

% of children at Age Related Expectations (unmoderated data)

	Phonics	Reading	Writing	Maths
EYFS	Awaiting data			
Year 1		16/16 100%	16/16 100%	16/16 100%
Year 2 (15)		14/15 93%	14/15 93%	14/15 93%
Year 3 (13)	X	9/13 69 %	8/13 62%	8/13 62%
Year 4 (11)	X	7/11 64 %	7/11 64%	8/11 73%
Year 5 (15)	X	12/15 80 %	13/15 87%	14/15 93 %
Year 6 (18)	X	12/18 67 %	12/18 67%	12/18 67 %

% of children working within current year group and 1 year group below (unmoderated data)

% <sup>{OBJ}</sup>	Reading <sup>{OBJ}</sup>	Writing <sup>{OBJ}</sup>	Maths <sup>{OBJ}</sup>
Year 1 <sup>{OBJ}</sup>	Non Pupil Premium (PP) 91.6% <sup>{OBJ}</sup> PP 60% <sup>{OBJ}</sup>	Non PP 100% <sup>{OBJ}</sup> PP 60% <sup>{OBJ}</sup>	Non PP 91.6% <sup>{OBJ}</sup> PP 60% <sup>{OBJ}</sup>

Year 2	Non PP 54.5% PP 33.3%	Non PP 81.8% PP 33.3%	Non PP 63.6% PP 33.3%
Year 3	Non PP 14.3% PP 0%	Non PP 14.3% PP 0%	Non PP 0% PP 0%
Year 4	Non PP 14.3% PP 25%	Non PP 0% PP 0%	Non PP 28.6% PP 25%
Year 5	Non PP 50% PP 42.9%	Non PP 50% PP 57.1%	Non PP 50% PP 42.9%
Year 6	Non PP 70% PP 25%	Non PP 70% PP 12.5%	Non PP 70% PP 25%

In December 2021, 9/15 of Year 2 children met the standard for the phonics screening assessment. This includes 25% of pupils who are eligible for Pupil Premium. The year 2 cohort have had the most disrupted schooling life to date, with teaching staff and Covid.

Support staff have accessed appropriate training in speech and language and in-house training provided on training days or TA meetings. They are effectively deployed to deliver interventions and to support and scaffold learning within the classroom across the school.

There have been 0 Fixed term exclusions in the past academic year.

The Pupil Premium lead has undertaken monitoring activities including book looks, discussions with pupils. A review was held (March 2022) between governors and two members of the senior leadership team to analyse the strategy and the progress towards targets set.

#### **2019 attainment (Last published data due to COVID 19)**

	Achieved GLD
Reception 13 children (3 disadvantaged)	85% (67%)

Phonics Screening Check	Attained 32 or above
Year 1 14 children (5 disadvantaged)	46% (20%)
Year 2 1 child	100%

KS1 14 children (7 Disadvantaged)	Achieving expected standard or above	Achieving a higher standard
Reading	79% (86%)	21% (14%)
Writing	79% (86%)	21% (14%)
Maths	79% (71%)	14% (14%)
Combined	71% (71%)	14% (14 %)

KS2 14 children (5 Disadvantage)	Achieving expected standard	Achieving a higher standard	Average Progress Scores	Average 'Scaled Scores'
Reading	50% (33%)	7% (20%)	-5	98
Writing	71% (50%)	21% (20%)	-0.2	
Maths	64% (17%)	7% (20%)	-2.2	102
R+W+M Combined	43% (20%)	7% (20%)		
Spelling Punctuation and Grammar	57%	7%		

**Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2020-2023**

2020-2021	2021-2022	2022-2023
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<ul style="list-style-type: none"> <li>• Funding is used to support pupils in making accelerated progress in Maths and English</li> <li>• Disadvantaged pupils make accelerated progress in core subjects so attainment gaps are narrowed</li> <li>• ADPR processes are implemented to monitor and evaluate progress of PP pupils</li> <li>• Parents are fully informed about the purpose of the Pupil Premium Funding in respect of additional support to boost their child's progress, and attainment, in English and Maths.</li> <li>• Provision for Disadvantaged Pupils is a priority and on everyone's agenda (staff, parents, governors)</li> <li>• The school website provides clear, helpful information for parents</li> <li>• Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues)</li> <li>• Monitor first aid logs and take actions to ensure disadvantaged pupils are safe</li> </ul> <p><i>EYFS</i></p> <ul style="list-style-type: none"> <li>• All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils</li> <li>• There is no gap in progress measures between PP and Non PP pupils</li> <li>• Planning reflects upon how PP pupils can be supported to make accelerated progress</li> </ul>	<ul style="list-style-type: none"> <li>• Funding is used to support pupils in making accelerated progress in Maths and English</li> <li>• Disadvantaged pupils access a wide and interesting curriculum and make accelerated progress in all subjects so attainment gaps are closed.</li> <li>• Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues)</li> <li>• ADPR processes are embedded and utilised to monitor and evaluate progress of PP pupils</li> <li>• Core Subject leaders are able to confidently discuss and evaluate how PP is being used to support pupils in their curriculum area.</li> </ul> <ul style="list-style-type: none"> <li>• All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils</li> <li>• PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD</li> </ul>	<ul style="list-style-type: none"> <li>• There is a narrowed gap in attainment between PP and Non PP in all core curriculum areas where there is no identified SEN.</li> <li>• Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences</li> </ul> <ul style="list-style-type: none"> <li>• There is no gap between PP and Non- PP achieving GLD (unless SEN)</li> </ul>
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**Barriers to future attainment for pupils eligible for PP**

**Internal Barriers**

Low attainment upon entry to school across all areas
Learning behaviours- including resilience and readiness to learn
Literacy development and skills- including communication, language, reading and writing.
Challenges affecting mental health and well-being of pupils
<b>External Barriers</b>
High Level of additional needs of PP pupils- SEND
Significant gaps in learning as a result of school closures
Low aspirations
Community Cohesion

Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2021-2022	Spring 2021-2022	Summer 2021-2022

**Teaching**

<p><b>To ensure high standards of teaching and learning across the school- teaching is consistently evaluated as at least good.</b></p>	<p>Teachers are highly, developed and skilful in identifying pupil needs and building upon what pupils know, can do and understand</p> <p>Investment in CPD for Teachers and subject leads to ensure high quality provision across the curriculum</p>	<ul style="list-style-type: none"> <li>• <i>Professional development of staff and subject leadership is prioritised to ensure HQT and provision.</i></li> <li>• <i>Training and development needs are rapidly identified through appraisal to lead to improvement.</i></li> <li>• <i>Learning gaps are quickly identified and adaptations made to teaching to target learners- scaffolding yet providing stretch and challenge.</i></li> <li>• <i>Pupils make good or better progress and a higher % attain ARE + in RWM</i></li> </ul>	<p>Teachers and subject leaders new to school need to be supported by the SLT to develop professionally in their roles.</p> <p>Appraisals identified CPD needs and this is being actively addressed by staff, supported by the SLT.</p> <p>Pupil targets are in place and assessment actively informs planning- this is an ongoing focus to ensure that impact is measurable by the end of the summer term.</p>	<p>New members of staff inducted.</p> <p>Monitoring of teaching and learning has taken place and feedback has been given to teaching staff.</p> <p>Appraisal – all teachers have discussed with Interim Head and gone through targets, progress towards targets and priorities for training opportunities e.g. NPQH and SENCO award.</p> <p>Pupil targets have been implemented e.g. focus children in year 6 are aware of writing targets for each piece of work.</p> <p>Literacy monitoring feedback, along with an English specialist worked with NF and DS to ensure our writing collections reflect broad variety and appropriate depth.</p> <p>Pupil progress meetings used to discuss pupil premium and to identify gaps in learning and to organise effective provision.</p>	
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<p><b>To develop pupil aspiration and readiness to learn.</b></p>	<p>Pupils are resilient and self-motivated. There is a strong sense of aspiration throughout the school.</p>	<ul style="list-style-type: none"> <li>• <i>Effective feedback is used skilfully to scaffold learning- building upon what pupils know can do and understand.</i></li> <li>• <i>Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.</i></li> <li>• <i>Pupils can confidently talk about themselves as learners.</i></li> <li>• <i>Pupils are eager to learn and are able to discuss their aspirations and achievements.</i></li> </ul>	<p>Strong steps have been made in supporting pupils in developing independence and resilience in their learning- this is captured through monitoring of provision and in particular pupil voice. Ongoing development is needed.</p>	<p>Feedback to pupils on behaviour.</p> <p>Emotional wellbeing survey completed with Hawks to identify need and to identify who needs more specialised support. Secret survey weekly to identify behavioural issues and to measure progress towards pro-social behaviours of all children. Self-regulation boxes used for those children who are unable to regulate yet. Calming corner established along with worry box for children to communicate issues. Groupings have been planned for summer term. Introduction of SLANT in certain classes and groups: Sit up Listen Ask and answer questions Nod Track the speaker</p>	
<p><b>To support disadvantaged pupils to make rapid accelerated progress from baseline entry</b></p>	<p>High quality teaching in early years and KS1 leads to accelerated progress and narrowing of the gap</p> <p>Pupils make accelerated progress in R, W, M</p>	<ul style="list-style-type: none"> <li>• <i>Early years and KS1 staff training and development is prioritised to ensure that pupils have the best possible start.</i></li> <li>• <i>There is a strong focus upon early language and vocabulary and this is effectively modelled and explicitly taught</i></li> </ul>	<p>Training and support for EYFS and KS1 pupils has been effective, particularly in relation to the teaching of phonics- staff have been upskilled and proactively access materials to</p>	<p>In year progress tracking sheets implemented which track progress from Key Stage, year entry and termly throughout the year.</p>	

	<p>Increased attainment- higher % achieving ARE+</p> <p>Effective phonics teaching leads to better outcomes</p>	<ul style="list-style-type: none"> <li>Regular assessment shows that PP pupils are making accelerated progress in core areas</li> <li>PP pupils make good progress through a systematic early reading programme (RWInc)</li> <li>APDR processes are embedded and are effectively used to track and support progression of PP pupils</li> </ul>	<p>support their knowledge and understanding of pedagogy in this area. Regular assessment of phonics and review of grouping and pupil targets ensures that good progress is made. APDRs are in place across all classes and are monitored by the PP Lead to ensure that individualised targets are prioritised.</p>	<p>APDRs for those children with SEN are in place. For those children entitled to the Pupil Premium, specific children will be discussed individually as part of the pupil progress meetings. Nuffield Early Language Programme (NELI) Interventions to be implemented in the Summer term with EYFS.</p>	
<b>Targeted Academic Support</b>					
<p><b>To utilise additional adults effectively in order to provide targeted academic support</b></p>	<p>Pupils benefit from phonics teaching within small groups- leading to accelerated progress</p> <p>Pupils are supported effectively within the classroom and benefit from smaller groups and adult support within core subjects</p>	<ul style="list-style-type: none"> <li>All staff delivering RWInc have accessed training to ensure high quality teaching</li> <li>RWInc is taught systematically within small groups which are reviewed half termly to ensure progress</li> <li>Adults are deployed effectively within the classroom to support teaching and learning</li> <li>The gap between PP and Non PP pupils is closed</li> <li>Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.</li> </ul>	<p>RWinc is working effectively across EYFS/ KS1 and as an intervention in KS2. This is evidenced through monitoring and regular assessment. A thorough training programme is in place to ensure skilful delivery. All adults contribute effectively to teaching and learning both within the classroom and through leading focused interventions. All support staff have appraisal targets linked to their area of responsibility and have training opportunities have been provided to ensure</p>	<p>During the initial part of the spring term, absence was an issue (Covid 19). Adults in school were utilised so the school and classes could remain open where safe to do so. Adults run a range of interventions for individuals and groups, some working alongside outside agencies or implementing the recommendations from specialists. Literacy advisor has discussed planning for those children working below, towards and at (or</p>	

			expertise in programmes delivered.	<p>exceeding) age related expectations.</p> <p>Training records have been started for TAs and need to be implemented for teaching staff (teachers responsible for keeping a record of training attended and impact).</p> <p>EEF – Use of TAs is an area of interest (going forwards)</p> <p>Read Write Inc – evaluated and decided that whole class guided reading would take place in summer term.</p> <p>CPD needs of teachers – outlined on appraisal documents and reviewed as part of appraisal process.</p>	
<p><b>Specific interventions are in place to address early language and communication difficulties.</b></p>	<p>Specific speaking and listening intervention is in place for pupils to address emerging SLCN - ELKAN</p> <p>Targeted support focuses upon communication and social skills.</p>	<ul style="list-style-type: none"> <li>• <i>Emerging SLCN are identified quickly and are proactively addressed.</i></li> <li>• <i>Trained ELKAN support assistants deliver high quality Speech and Language support.</i></li> <li>• <i>Pupil social communication needs are identified and appropriate and timely interventions are used to address these.</i></li> </ul>	<p>The SENDCo works effectively with SALT to ensure that identified pupils are referred in a timely and appropriate manner.</p> <p>Within school Elkan strategies and interventions are being embedded by our 2 trained Elkan support assistants.</p>	<p>SALT training – TAs have signed up for training if they required it.</p> <p>EKLAN TA – Tina Matless</p> <p>ELSA TA – Sam Riley</p> <p>NELI – Summer term and Autumn term – current EYFS, 2022 EYFS – January – Juli NELI.</p>	

<p><b>Interventions are effective in addressing gaps in learning and accelerating progress</b></p>	<p>Interventions demonstrate measurable impact</p> <p>Gaps in learning are identified and addressed in a timely and effective manner</p>	<ul style="list-style-type: none"> <li>• <i>Provision maps effectively identify pupil learning needs and ensure a robust cycle of evaluation and review.</i></li> <li>• <i>Teaching assistants are skilful in the delivery of all interventions</i></li> <li>• <i>Effective interventions in R, W, M address individual learning needs and supports pupil progress.</i></li> </ul>	<p>Time needs to be given to allow measurable impact to be identified.</p> <p>Robust systems are in place and these need to be embedded in the forthcoming terms to secure success.</p>	<p>Pupil progress meetings driven by data (as a baseline), then we consider the provision in place that we can offer to meet needs of individuals with the aim to reduce gaps in learning.</p> <p>Gap analysis conducted on test papers to summarise strengths and areas to develop further.</p> <p>Whole school provision map implemented so we can track interventions each child has had during the course of their school life.</p>	
<b>Wider Strategies</b>					
<p><b>To improve mental health and well-being of pupils</b></p>	<p>Pupils mental health and well-being is prioritised</p> <p>ELSA trained assistants utilise strategies effectively to support pupils.</p> <p>Pupils feel safe, valued and reassured.</p>	<ul style="list-style-type: none"> <li>• <i>Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils</i></li> <li>• <i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i></li> <li>• <i>Pupils are confident and happy- they can all name a trusted adult they can go to</i></li> <li>• <i>Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation</i></li> <li>• <i>Fixed term exclusions are rare.</i></li> </ul>	<p>Presently attendance of PP pupils is below that of non pp pupils- this has been impacted by COVID related illnesses and the SLT need to continue to monitor and work with families to ensure an improving picture.</p> <p>ELSA support is proving to be impacting upon the wellbeing of our most vulnerable pupils, however impact of staff absence due to COVID and seasonal</p>	<p>Attendance 93.7% (91.6% locally) Pupil Premium 88.6% (85.9% locally )</p> <p>Self-regulation strategies implemented across the school to help manage emotions, emotional literacy, maximising the amount of time children are able to focus on their learning.</p> <p>Wellbeing survey used to identify need and suitably</p>	

			<p>illness has affected this provision. More capacity is needed to ensure this is successful and the need for a further ELSA TA should be explored.</p> <p>Enrichment activities including whole school music performance, roots to food, gymnastics club and church visits have been provided this term and have proved to be highly motivating.</p> <p>0 fixed term exclusions.</p>	<p>focus provision and deployment of adults.</p> <p>ELSA trained TA – emotional check ins with individual children.</p> <p>Consider whether there is opportunity for an additional member of support staff to access ELSA training.</p> <p>Parent – teacher check ins to monitor emotions of certain pupils.</p> <p>Secret survey – to ensure and monitor children feel safe in school, that they know they belong and are valued and reassured that adults are here to help and listen.</p> <p>Playground zoning, monitoring, supervision boosted to ensure all children feel safe and supported.</p> <p>Visits to Thomas Clarkson Academy – Y5/6</p> <p>Dance workshop for EYFS and KS1</p> <p>Indian dance session and learning day – Y3/4</p>	
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<p><b>PSHE is prioritised and is taught with consistency.</b></p>	<p>Pupils receive high quality PSHE provision which ensures that they develop the knowledge and awareness of key concepts and citizenship.</p>	<ul style="list-style-type: none"> <li>• <b>There is consistent programme for PSHE in place.</b></li> <li>• <b>PSHE is prioritised through assemblies, displays and in lessons.</b></li> <li>• <b>Pupils talk confidently about their learning and understanding of areas of the PSHE curriculum which they have been taught.</b></li> <li>• <b>Pupils are able to use and apply their knowledge to wider areas of the curriculum.</b></li> </ul>	<p>Jigsaw has been implemented since Sept 2021 and is being used consistency across the school. The programme will continue to be embedded as impact measured as the year progresses.</p>	<p>When we discussed the impact of Jigsaw, staff felt that the programme was not motivating and engaging enough. We will look for alternatives for our school. Cambridgeshire PSHE service is one possibility.</p>	
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Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx./proposed spending)	Review Date
Teaching	<p>Ensure that teaching and support staff have access to high quality training and development opportunities</p> <p><i>(EEF- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium)</i></p>	<p>Staff knowledge and skills should be developed to improve the quality of teaching and learning benefitting all learners leading to accelerated progress.</p>	<p>Learning walks Lesson observation Work scrutiny External visits Pupil Progress meetings Governor monitoring</p>	<p>Headteacher to identify training needs of staff through appraisal and monitoring</p>	£ 12,000	Annually
Teaching	<p>Maintain smaller class size in KS1 and EYFS through deployment of additional support staff to provide enhanced support within core subjects (EEF+3)</p>	<p>Baseline assessments often low and there are significant gaps in pupil development upon entry to early years. Additional support within the classroom and smaller groups of children will provide greater opportunity for focused support.</p>	<p>Assessment Monitoring of teaching and learning LA Visits SEF</p>	<p>Class teachers Assessment lead Headteacher</p>	£8,000	Termly review of progress to identify impact
Teaching	<p>All Support Staff to attend inset days and relevant training</p>	<p>All staff are upskilled and developed to support teaching and learning in the classroom thereby improving Quality of Teaching and Learning.</p>	<p>Lesson observations- focus upon support staff role Staff feedback</p>	<p>Appraisal Leads for TAs</p>	£2,000	5 inset days per year + additional training to meet CPD needs

<b>Targeted Academic support</b>	Additional staff appointed to lead phonics across EYFS and KS1 Including a member of staff assigned to deliver 1:1 tuition for PP pupils to target individual gaps in learning (EEF +4)	Pupils benefit from small groups and this will allow for pupils to be grouped appropriately according to programme assessments thereby addressing learning needs and accelerating progress.	Phonics monitoring and coaching RWInc leader visits Phonics tracker	English Lead SLT Class teachers	£8,000	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
<b>Targeted Academic support</b>	Additional adult in KS2 classes to provide small group tuition/ intervention across RWM- Including Fresh Start, RWInc comprehension, Get Writing, Attack Spelling and First Class at Number/ Arithmetic (EEF +4)	Where there are specific gaps in learning additional intervention will be used to target these and support pupil progress across all core areas.	Provision mapping Intervention evaluations and observations Pupil progress meetings Annual report to governors	SEF English and Maths Leads Class Teachers	£8,000	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly
<b>Targeted Academic support</b>	Targeted support for emerging SLCN through ELKAN and NELI. (EEF +5)	Teachers quickly identify emerging SLCN and ensure that there is targeted intervention and support in place to address these.	Provision mapping CLL assessments Observations Pupil discussion Assessment	SENCo English Lead Class Teachers SLT	£2,000	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly
<b>Wider strategies</b>	Enhanced Music and Drama provision through Act II Theatre Group to promote inclusion and widen experiences for all pupils (EEF +4)	Access to a wide and varied music curriculum develops pupil knowledge, skills and appreciation of music. Involvement in the whole school production is important in developing language and communication skills and increasing confidence. As a whole school, parental event this is also important in developing community cohesion and parental engagement.	Pupil interview Parental questionnaires Governor visits	KG (Music Lead)	£4,000	Annually
<b>Wider strategies</b>	Pupils will access a range of off-site visits to enhance learning and personal development- subsidised to ensure accessibility to all. (EEF +4)	All children are able to be involved in visits, including outdoor adventure experiences, which support their learning and provide enrichment opportunities and develop cultural capital	Pupils feedback Teacher evaluation of visits Topic discussions	Class Teachers	£2,000	Enrichment visits to enhance topics across a range of subjects. KS2- 1 residential per year

<b>Wider strategies</b>	Implement and embed a cohesive and progressive PSHE curriculum- Jigsaw- Year R-6 (EEF +5)	There is a consistent approach to PSHE. Pupils develop knowledge and understanding of areas of personal, social, health and economic development and this in turn supports their wellbeing and understanding of citizenship.	Assemblies Pupil voice Teacher evaluation Learning walks	Class teacher PSHE Lead	£1,000	Review impact half termly
		Total			£ 47,000	

Going forwards we would like funding to buy modern version of PM benchmarking so children can be accurately assessed in their reading. We would also like to purchase a starter kit of Barrington Stoke texts for high interest level and low reading level.