

Pupil premium strategy statement 2020 to 2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cavalry Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	27.1% (113 children on Oct census 2020)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 to 2023
Date this statement was published	September 2020; updated September 2021 and December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Fiona McCallum, Headteacher
Pupil premium lead	Sarah Edwards
Governor / Trustee lead	Jem Shuttleworth

Funding overview

Detail for 2021 to 2022	Amount
Pupil premium funding allocation this academic year	£151,985
Recovery premium funding allocation this academic year	£16,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,805

Part A: Pupil premium strategy plan

Statement of intent

At Cavalry Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We are committed to ensuring that all pupils, including those who are disadvantaged in any way, receive high quality teaching, show improving attainment sustained over time and receive targeted support where necessary.

Our approach is rooted in robust diagnostic assessments. We aim to act early to intervene where children begin to fall behind the expected outcomes for their age group. This is a whole school approach with high expectations and challenge for those who are disadvantaged. In addition to this, we aim to provide all children with access to a variety of exciting opportunities and a rich and varied curriculum.

Our goal is to ensure that our disadvantaged pupils gain as much from education as their peers and that they and their families value and understand the impact of education on life chances. The success of our strategy will be measured by:

- High attendance and punctuality for all*
- Progress and outcomes for all children compares favourable to local and national data*
- All children take advantage of the extra-curricular/ wider opportunities that the school offers to support cultural capital and interest in the world, and a love of learning.*
- The strong relationships the school has with parents, including parents of our disadvantaged pupils.*

Challenges

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

Challenge number	Detail of challenge
1	In EYFS, Baseline levels for many areas for development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PP. Gaps in children's tier 2 and tier 3 vocabulary remain significant throughout the school.
2	For some children, having SEND as well as eligibility for PP means that they face multiple barriers to learning
3	Our school serves a ward with significant social deprivation - 25% of children are in lowest quintile for social deprivation and 44% in second lowest quintile (IDACI)
4	Attendance for children eligible for PP is lower than for their non-disadvantaged peers
5	Year 6 cohort in 20/21 are a group with particular additional needs - 46% PP and 30% SEND with some complex medical/SEMH conditions
6	Safeguarding and welfare issues impact on children's well-being and capacity to learn and there are limited external resources and agencies to support families.
7	We are located in a rural town with limited facilities and poor transport links, making it hard for children and families to access wider opportunities and life enriching experiences.
8	Impact of Covid 19 pandemic has disproportionately affected disadvantaged pupils

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
Disadvantaged children make accelerated progress in reading & phonics	Gap between attainment of disadvantaged pupils at Cavalry and non-disadvantaged pupils nationally narrows in each of: Year 1 phonics screening check KS1 reading assessment KS2 reading SAT
Disadvantaged children make accelerated progress in writing	Gap between attainment of disadvantaged pupils at Cavalry and non-disadvantaged pupils nationally narrows in each of: KS1 writing assessment KS2 writing assessment
Disadvantaged children make accelerated progress in mathematics	Gap between attainment of disadvantaged pupils at Cavalry and non-disadvantaged pupils nationally narrows in each of: Year 4 MSC (times tables check) KS1 Maths assessment KS2 Maths SAT
Attendance improves and persistent absence rates decrease.	Gap between attendance of disadvantaged pupils at Cavalry and all pupils nationally narrows
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: - student voice, student and parent surveys and teacher observations - continued and increasing participation in enrichment activities

Activity in this academic year 2021 to 2022

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: £66,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce 'Maths No Problem' (mastery based approach to all year groups from Y1 to Y6, building on successful pilot in Y5 in 2020/21; Maths Mastery – resources and training for KS2 (£10,000); release time for maths leader to coach, support and monitor (£5,000)	EEF toolkit - Mastery learning approaches give high impact on pupil outcomes. Teaching approach promoted by DfE and supported by Maths Hub	2, 3, 5 & 8.
Embed 'Read, Write, Inc' as approach to teaching of phonics and early reading/writing in EYFS and KS1; access to training website and developmental support from trainer (£1,500), release time for Reading Leader to coach and support, and also her time for assessment and grouping of children (£3,700)	EEF Improving Literacy in KS1 - Recommendation 3 - Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils RWI has a proven track record of positive outcomes especially for disadvantaged pupils and after 1 year has had a significant impact on outcomes in this school.	1, 3 & 8.

Introduce 'Talk through Stories' as an approach for extending vocabulary in Y1/2 and engage in 'Reading for Pleasure' project with Open University and English Hub; Accelerated Reader subscription (£2,500); release time for English subject leader (£1,000); costs of TAs attending CPD £4560	See Teresa Cremin et al, Open University - strong evidence that reading for pleasure is linked to accelerated progress in reading and across the curriculum. Evidence4Impact (E4I) rates Accelerated Reader as having a 'strong' impact on pupil outcomes.	1, 3 & 8.
Continue to use PiXL resources to run to support high quality first teaching in all year groups and to carry out assessment with associated gap analysis and follow up teaching; PiXL membership (£2500)	EEF - Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction EEF - guidance report primary maths - Recommendation 1 - importance of accurate assessment which inform future planning and teaching	2, 3, 5, & 8.
Accelerate progress in Year 6 through deployment of a third teacher to enable 3 smaller teaching groups every morning; additional teacher in Y6 for 15 hours per week (£20,000)	EEF - evidence suggests that smaller class sizes have a low impact on pupil outcomes. However in the context of this particular cohort, the smaller teaching groups are enabling us to use other evidence based approaches more effectively such as maths mastery, individualised learning and timely feedback.	5.
Developing self-assessment and peer assessment as tools to increase quality and accuracy of writing across school through 'proof reading' and 'editing' activities (purple pen), supported by effective verbal feedback from teachers (£1000 for CPD delivered by English subject lead)	EEF Toolkit - Collaborative learning approaches have a high impact on pupil outcomes EEF Toolkit - effective feedback has a very high impact on pupil outcomes. EEF Guidance	2, 3, 5, & 8.

	report - 'Teacher Feedback to Improve Pupil Learning'	
Increase accuracy of writing assessments through regular moderation meetings internally and with other schools, phase leader input to ensure moderation leads to appropriate adjustments to teaching; Phase Leaders release time to coach, monitor and support staff with summative assessment and focus on children's writing (£15,000)	EEF Toolkit - effective feedback has a very high impact on pupil outcomes. EEF Guidance report - 'Teacher Feedback to Improve Pupil Learning'	2, 3, 5, & 8.

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

Budgeted cost: £16,820 recovery premium + £47,225 pupil premium grant

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide evidence based interventions for target groups of children to accelerate progress; Range of support and intervention groups delivered by TAs (£47,225)	EEF Toolkit- Making best use of Teaching Assistants- TAs to deliver high quality one-to-one or small group support using structured interventions.	1, 3 & 8.
- Early Talk Boost; Talking Tennis	EEF Toolkit- Oral language interventions- Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	
- ELKLAN trained speech therapy sessions		
- One to one phonics tutoring	EEF Toolkit- One to one tuition- High impact on pupil outcomes.	

- phonics catch up in Y3	EEF Toolkit- Phonics. High impact systematic approach to the relationship between sounds and the written spelling patterns, or graphemes, which represent them.	
- Project X Code	EEF Toolkit- Reading Comprehension Strategies- High impact where reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.	
- Daily individualised reading support	Evidence 4 Impact- EEF project investigating the effectiveness of Accelerated Reader, concluded strong intervention at a primary level. Studies show it to be effective for weaker readers as a catch-up intervention at the end of KS1/ start of secondary school.	
Employ additional teaching assistant for 10 hours per week to provide additional small group teaching for phonics in Year 1 and to deliver one to one tutoring in phonics (includes additional £6,000 from Recovery Premium)	EEF Toolkit - one to one tuition gives high impact on pupil outcomes	1, 3 & 8.
Provide 15 hours of 1:3 face to face tutoring in English for 96 children in Y3/4/5/6 (30% school contribution from Recovery premium (£2410) and general funds matched by School Led tutoring funding)	EEF Toolkit - Individualised instruction gives moderate impact on pupil outcomes	2, 3, 5 & 8.
Provide 15 hours of 1:1 online tutoring for 92 children in Y4,5,6 in maths using Tuition Partners scheme (25% school contribution from Recovery premium (£8410))	EEF Toolkit - one to one tuition gives high impact on pupil outcomes	2, 3, 5, & 8.

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
When possible (due to Covid 10 considerations) offer a wide range of extra curricular activities, educational visits and visitors into school to support pupil enjoyment and engagement. (£2000)	EEF Toolkit- Arts Participation- This approach can have a moderate, positive impact on academic outcomes with 'positive attitudes to learning and increased well-being'.	3, 4, 7 & 8.
Offer play therapy to children with emotional needs (£5500)	In a literature review in Journal of Social Work Practice (June 2019) play therapy was affirmed as an empirically supported therapy.	6.
Employ a family worker/attendance officer to offer additional support to families in need (including opening EHAs and signposting to other services) and administer a robust attendance monitoring and tracking system (£15,000)	Institute of Education (DERA) 'Strategies for schools to improve attendance' lists a range of effective strategies which are used by our family worker. See also www.gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully .	2, 4 & 6.
Deliver interventions to support children with social, emotional and mental health needs (lego therapy, Emotional Literacy 7 to 11, sensory circuits, time to talk) (£5000)	Sensory circuits: recommended by occupational therapists. https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers---april-2018.pdf?sfvrsn=8 Lego Therapy: Early research has identified several behavioral and social benefits flowing	2, 6 & 7.

	from Lego Therapy with children (Positive Psychology research review) Emotional Literacy 7 to 11: recommended by Cambs Educational Psychology service	
Offer a free place in Breakfast club to all PP children so that they have a calm, settled start to the day and are fed before school (£3000)	DfE Research Report 'Evaluation of Breakfast Clubs in schools with high levels of Deprivation' (2017) and Evidence4Impact EEF report investigating the effectiveness of 'Magic Breakfast', which found that it had a positive impact on maths, reading and writing in KS1, and moderate impact in KS2.	3.
Subsidise take up of brass and woodwind lessons for PP children (£2500)	EEF Toolkit - arts participation has a moderate impact on pupil outcomes	3 & 7.
Subsidy for pupil premium children to take part in educational visits including residential trips (£5000)	Council for Learning Outside the Classroom https://www.lotc.org.uk/ references research about impact day and residential visits	3, 4 & 7.

Total budgeted cost: £168,805

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021 to 2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Review of attainment:

Statutory assessments at end of KS2 for 2021 to 22 show:

Pupil Premium at Cavalry in Year 6:

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (26)	30.77%	30.77%	34.62%	3.85%
Reading — (26)	26.92%	38.46%	23.08%	11.54%
Writing — (26)	38.46%	30.77%	30.77%	0
Combined — (26)	42.31%	30.77%	26.92%	0

Not pupil premium at Cavalry in Year 6:

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (35)	0	31.43%	51.43%	17.14%
Reading — (35)	5.71%	25.71%	48.57%	20%
Writing — (35)	22.86%	25.71%	45.71%	5.71%
Combined — (35)	22.86%	25.71%	51.43%	0

External comparisons to be added once published by DFE

Statutory teacher assessments at the end of KS1 for 2021 to 2022 show:

Pupil Premium at Cavalry in Year 2:

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (18)	11.11%	5.56%	77.78%	5.56%
Reading — (18)	11.11%	22.22%	50%	16.67%
Writing — (18)	5.56%	33.33%	61.11%	0
Combined — (18)	11.11%	33.33%	55.56%	0

Not pupil premium at Cavalry in Year 2:

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (41)	4.88%	26.83%	58.54%	9.76%
Reading — (41)	4.88%	26.83%	58.54%	9.76%
Writing — (41)	4.88%	29.27%	63.41%	2.44%
Combined — (41)	4.88%	36.59%	56.1%	2.44%

Phonics screening check for Y1 in June 2022:

Pupil Premium	85.71	Not Pupil Premium	91.3
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Other year groups:

Pupil Premium:

Year 5

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (19)	15.79%	21.05%	42.11%	21.05%
Reading — (19)	15.79%	42.11%	21.05%	21.05%
Writing — (19)	21.05%	47.37%	31.58%	0
Combined — (19)	21.05%	47.37%	31.58%	0

Not Pupil Premium:

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (39)	7.69%	23.08%	53.85%	15.38%
Reading — (39)	10.26%	15.38%	58.97%	15.38%
Writing — (39)	12.82%	28.21%	58.97%	0
Combined — (39)	12.82%	33.33%	53.85%	0

Year 4:

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (15)	20%	33.33%	40%	6.67%
Reading — (15)	26.67%	20%	46.67%	6.67%
Writing — (15)	33.33%	46.67%	13.33%	6.67%
Combined — (15)	33.33%	46.67%	13.33%	6.67%

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (42)	4.76%	45.24%	40.48%	9.52%
Reading — (42)	11.9%	33.33%	30.95%	23.81%
Writing — (42)	21.43%	38.1%	35.71%	4.76%
Combined — (42)	21.43%	40.48%	33.33%	4.76%

Year 3:

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (41)	12.2%	26.83%	51.22%	9.76%
Reading — (41)	14.63%	26.83%	51.22%	7.32%
Writing — (41)	21.95%	31.71%	46.34%	0
Combined — (41)	21.95%	31.71%	46.34%	0

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (41)	12.2%	26.83%	51.22%	9.76%
Reading — (41)	14.63%	26.83%	51.22%	7.32%
Writing — (41)	21.95%	31.71%	46.34%	0
Combined — (41)	21.95%	31.71%	46.34%	0

Year 1:

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (14)	14.29%	35.71%	35.71%	14.29%
Reading — (14)	14.29%	42.86%	28.57%	14.29%
Writing — (14)	21.43%	35.71%	42.86%	0
Combined — (14)	21.43%	35.71%	42.86%	0

Subject	Working Below	Working Towards	At Expected	Greater Depth
Mathematics — (46)	8.7%	15.22%	56.52%	19.57%
Reading — (46)	6.52%	15.22%	52.17%	26.09%
Writing — (46)	8.7%	26.09%	58.7%	6.52%
Combined — (46)	8.7%	26.09%	58.7%	6.52%

GLD for Reception:

PP at Cavalry - 45% (5 out of 11 children, two of those not achieving GLD have significant SEND)

Not PP at Cavalry - 78%

Attendance review:

Year	Group	Present	Authorised Absence	Unauthorised Absence	Lates	Holidays Agreed	Holidays Not Agreed	Persistent Absence 85%	Persistent Absence 90%
2021	Pupil Premium	90.49	6.70	2.82	1.15	-	0.16	14.52	31.45
2020	Pupil Premium	91.71	4.92	3.37	0.52	-	0.26	18.30	26.14
2019	Pupil Premium	89.45	9.13	1.42	1.18	-	0.15	24.18	39.22
2021	Not Pupil Premium	92.76	5.26	1.99	0.27	-	0.36	13.56	26.27
2020	Not Pupil Premium	95.78	2.23	1.99	0.09	-	0.19	9.22	12.97
2019	Not Pupil Premium	93.49	5.95	0.55	0.33	-	0.33	11.26	25.17

Review of actions:

- 'Maths No Problem' mastery approach rolled out from Y1 to Y6 - has been completed and impact on pupil outcomes can already be seen.
- Embed 'Read, Write, Inc' as new approach to teaching of phonics and early reading/writing in EYFS and KS1 – has been completed and impact on pupil outcomes can already be seen.
- Introduce 'Talk though Stories' - completed successfully, positive impact on reading outcomes in KS1
- Use of Accelerated Reader - continued as planned as has positive impact on reading outcomes in KS2
- Continue to use PiXL resources to support high quality first teaching in all year groups and to carry out assessment with associated gap analysis and follow up teaching – completed and continues to have positive impact
- accelerate progress in Y6 through deployment of third teacher - Y6 combined score increased from 28% in Spt 21 to 42% in July 22
- Developing self-assessment and peer assessment as tools to increase quality and accuracy of writing across school through 'correct' and 'improve' activities (purple pen) – has been an area of high focus this year and impact can be seen in quality of children's writing in book scrutinies
- increase accuracy of writing assessments - all internal and external moderation activities completed as planned - LA moderation of KS2 resulted in all school's judgements being validated

- Provide evidence based interventions for target groups of children to accelerate progress (Early Talk Boost; Talking Tennis; ELKLAN trained speech therapy sessions; phonics catch up in Y3; Project X Code; daily individualised reading support;) – implemented as far as possible but some impact of high levels of staff sickness absence
- additional TA for 10 hours of phonics support - completed and has been very helpful in reaching 90% of Year 1 at expected level
- school led tutoring - completed, has had a positive impact for many of the individuals working in groups of three
- tuition partners - online maths - difficult to analyse impact in detail but many children feel more confident
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- When possible (due to Covid 10 considerations) offer a wide range of extra curricular activities, educational visits and visitors into school to support pupil enjoyment and engagement – completed, see HT report to community council in July 2022
- Offer play therapy to children with emotional needs – 5 or 6 sessions per week have been provided
- Deliver interventions to support children with social, emotional and mental health needs (lego therapy, Emotional Literacy 7 to 11, sensory circuits, time to talk) – completed
- Subsidise take up of brass and woodwind lessons for PP children - completed
- Subsidy for pupil premium children to take part in educational visits including residential trips – completed for residential visits in Y3 and Y5
- Employ a family worker/attendance officer to offer additional support to families in need and administer a robust attendance monitoring and tracking system – family worker role is very valuable in supporting vulnerable families and driving up attendance
- Offer a free place in Breakfast club to all PP children so that they have a calm, settled start to the day and are fed before school - completed

Pupil premium strategy outcomes 2020 to 2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review of attainment:

Internal teacher assessments at end of KS2 for 2020 to 2021 show:

Reading: PP at Cavalry: 38% meeting age related expectations

Not PP at Cavalry: 78%

Writing: PP at Cavalry: 5%

Not PP at Cavalry: 49%

Maths: PP at Cavalry: 29%

Not PP at Cavalry: 65%

Internal teacher assessments at the end of KS1 for 2020 to 2021 show:

Reading: PP at Cavalry: 56% meeting age related expectations

Not PP at Cavalry: 63%

Writing: PP at Cavalry: 38%

Not PP at Cavalry: 60%

Maths: PP at Cavalry: 63%

Not PP at Cavalry: 63%

Internal **phonics screening check** for Y1 in June 2021

PP at Cavalry: 61%

Not PP at Cavalry: 81%

Attendance review:

Autumn term 2020

PP = 91.5%

Not PP = 96.19%

Summer term 2021

PP = 92.33%

Not PP = 96.14% Gap remains but has narrowed slightly

For comparison, summer term of 2019

PP= 92.56%

Not PP = 95.98%

81 out of 416 children had attendance below 90% in the summer term – mixture of illness, term time holidays, kept at home due to parental anxiety about school re-opening after lockdown.

Review of actions:

- Pilot 'Maths No Problem' mastery approach in Y5 then roll out across KS2 – successfully completed pilot, not able to roll out as planned due to Covid 19 but extended to whole school in Sept 2021
- Introduce 'Read, Write, Inc' as new approach to teaching of phonics and early reading/writing in EYFS and KS1 – completed, significant positive impact on progress despite lockdowns
- Embed 'blue book marking' into quality first teaching in all year groups so teachers are highly attuned to systematically assessing and addressing gaps in children's knowledge, skills and understanding – completed, but will be phased out as marking approaches change in Maths No Problem and English lessons
- Embed the Powerful Words Project approaches to extending children's vocabulary across KS2 – completed with positive impact
- Continue to use PiXL resources to run intervention groups in Y6, to support high quality first teaching in all year groups and to carry out assessment with associated gap analysis and follow up teaching – completed where possible but timing of spring term lockdown had significant impact on effectiveness of booster provision in Y6

- Developing self-assessment and peer assessment as tools to increase quality and accuracy of writing across school through 'correct' and 'improve' activities (purple pen) – underway but needs further input in next year
- Provide evidence based interventions for target groups of children to accelerate progress (Early Talk Boost; Talking Tennis; ELKLAN trained speech therapy sessions; First Class @ number (1 and 2); Success@ Arithmetic; Lexonik; phonics catch up in Y3; Project X Code; daily individualised reading support;) – implemented as far as possible but made considerably more difficult by needing to keep classes in separate bubbles and being unable to deploy staff to work closely with children outside their own class.
- Provide individual mentoring support for key children in Y5 and Y6 to overcome disengagement with learning – not delivered
- Continue to review and update our curriculum, ensuring there is a breadth of engaging activities – curriculum working groups met and focused on History, Computing and Music
- Introduce knowledge organisers in some foundation subjects to promote learning of key facts – completed, impact yet to be assessed
- When possible (due to Covid 10 considerations) offer a wide range of extra curricular activities, educational visits and visitors into school to support pupil enjoyment and engagement – clubs offered in bubbles in summer 2021; residential visit offered for Y3 but not for Y5; Y6 camping experience introduced on site
- Offer play therapy to children with emotional needs – 5 sessions per week provided as planned when open, additional play therapy purchased from Blue Smile to allow more children to have support
- Deliver interventions to support children with social, emotional and mental health needs (lego therapy, Emotional Literacy 7 to 11, sensory circuits, time to talk) – additional staff trained in Lego Therapy during lockdowns, sensory circuits did not run due to inability to mix bubbles and lack of ventilation in the hall
- Subsidise take up of brass and woodwind lessons for PP children - completed
- Subsidy for pupil premium children to take part in educational visits including residential trips (£5000) – completed for residential visit in Y3
- Employ a family worker/attendance officer to offer additional support to families in need and administer a robust attendance monitoring and tracking system – family worker role was very valuable in supporting vulnerable families during lockdowns and throughout each term
- Offer a free place in Breakfast club to all PP children so that they have a calm, settled start to the day and are fed before school - completed

- Magic Breakfast Covid response scheme also on offer – bagels provided for all children (free to school) - [completed](#)