

# Pupil premium strategy statement 2019/20



1. Summary information					
School	Carr Hill Community Primary				
Academic Year	2019/20	Total PP budget	£249,320	Date of most recent PP Review	October 2019
Total number of pupils (exc nursery)	292	Number of current pupils eligible for PP (Ever 6 + Post LAC) % of current pupils eligible for PP (Ever 6 + Post LAC)	166 57%	Date for next internal review of this strategy	October 2020

2. Current attainment			
	All pupils (Carr Hill)	Pupils eligible for PP (Carr Hill - 30)	All Pupils (national average)
% achieving in reading, writing and maths	61%	62%	65%
Attainment at expected + standard % making progress in reading	70% (+4.9)	67% (+5.4)	73% (0.0)
Attainment at expected + standard % making progress in writing	78% (+2.4)	75% (+2.9)	78% (0.0)
Attainment at expected + standard % making progress in maths	76.1% (+3.1)	69% (+2.7)	79% (0.0)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Extremely low baseline on entry into school.
B.	Lack of parental involvement with their pupils' education, including homework not being supported, lack of time spent reading etc.
C.	Emotional needs/wellbeing of pupils.
D.	Lack of communication/early language skills due to limited access to speaking and reading opportunities.
E.	Proportion of boys attaining expected standards for their age is variable across school.
F.	High levels of SEN pupils.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
A.	Support required for families, including social services and early help around our pupils emotional and mental health.
B.	Lack of parental involvement with their pupils' education, including homework not being supported, lack of time spent reading, and parents lack of support to school with pupils' developing the basics in learning.
C.	Lower attendance within our Early Years and KS1 pupils eligible for PP.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils to make strong progress from low starting points in Early Years, through Quality First Teaching, well timed and matched interventions, resourcing and offering educational visits that link tightly to the curriculum to give pupils experiences of the wider world.	<ul style="list-style-type: none"> <li>• Pupils will be involved in high quality 1-2-1 and small groups interventions which will focus upon specific gaps in learning</li> <li>• Pupils will make rapid progress in basic skills and apply this in their everyday lessons</li> <li>• Pupils with significant gaps in their learning will be prioritised to allow them to catch up.</li> <li>• Planned educational visits are planned every half term to enrich the curriculum work in the classroom.</li> </ul>
B.	Pupils develop their basic skills, including: phonological awareness, speaking/listening, reading and mathematics, both within and outside of school.	<ul style="list-style-type: none"> <li>• Pupils will have greater understanding of core basic skills.</li> <li>• Pupils will be able to apply basic skills in a variety of contexts following a mastery approach.</li> <li>• Assessments will show that pupils are making progress with basic skills.</li> </ul>
C.	Pupils develop emotional resilience to challenges they face on a daily basis, which will lead to higher quality focused learning opportunities.	<ul style="list-style-type: none"> <li>• Pupils' self-esteem and confidence is raised, and their well-being is enhanced in order that learning improves.</li> <li>• Pupils will be taught and develop Mindfulness strategies to help them cope with challenges.</li> <li>• PSHE/Citizenship curriculum</li> </ul>
D.	Accelerated progress in Maths of pupils eligible for Pupil Premium.	<ul style="list-style-type: none"> <li>• Pupils will be involved in high quality 1-2-1 and small group interventions which will focus on specific gaps in learning.</li> <li>• Pupils will be involved in daily reactionary intervention with Teachers and Teaching Assistants to address misconceptions at their earliest point.</li> <li>• Pupils with significant gaps in their learning will be prioritised for specific intervention: Becoming First Class, First Class @ Number, Success @ Arithmetic.</li> </ul>
E.	Improve the attendance of pupil premium pupils in Early Years and KS1.	<ul style="list-style-type: none"> <li>• Pupils in Early Years and KS1 to reach an attendance rate of at least 96%.</li> </ul>

## 5. Planned expenditure 2019/20

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the rationale and evidence for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils to make quicker progress from low starting points in Early Years/KS1, through Quality First Teaching, well timed and matched interventions, resourcing and offering educational visits that link tightly to the curriculum to give pupils experiences of the wider world.</p>	<p>Teachers to work closely with TAs and HLTAs to identify and deliver appropriate interventions.</p> <p>Target pupils making least progress/lower starting points.</p> <p>An extra TA has been deployed in Reception 5 afternoons a week (BE) to work closely with individual pupils/small groups, focusing on basic skills and reading.</p> <p>A TA has been deployed in Year 2 three afternoons a week to focus on the needs of specific PP/SEN/IEP pupils (AH). Key Stage 1 to have two mixed ability Year 1 classes (as opposed to ability classes.)</p> <p>JC to deliver specific phonics and reading training to staff.</p>	<p>Identifying individual needs of pupils through regular assessment opportunities.</p> <p>Delivering appropriate interventions to pupils (including Gifted and Talented) at the earliest opportunity.</p> <p>Research and evidence highlight small group interventions and 1:1 work accelerates progress; intervention at the earliest opportunity is proven to be more successful in diminishing the difference between disadvantaged/advantaged pupils.</p> <p>Ability classes in year 1 led to some unwanted behaviour. Having mixed ability classes will help to provide good role models for pupils; give them consistent peer support; and raise the expectations of pupils.</p>	<p>Regular monitoring within school in the form of:</p> <ul style="list-style-type: none"> <li>• lesson observations</li> <li>• pupil discussions</li> <li>• book moderations</li> <li>• timely assessments</li> <li>• detailed tracking of pupil progress</li> <li>• professional discussions with staff</li> <li>• continue to audit the provision and quality of intervention programmes that are being used in school.</li> </ul> <p>JC to monitor interventions and facilitate training to staff in Early Reading and Early number teaching.</p> <p>Ensure training is being implemented within lessons/1:1/small group work.</p>	<p>SLT</p>	<p>On a termly basis throughout the year, linked in with assessment cycle.</p> <p>AT/JC to observe intervention sessions following staff CPD ongoing throughout the year and through informal conversations.</p>
<b>Total budgeted cost</b>				<b>£112,584</b>	

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 implementation?
<p>Pupils develop appropriate basic skills, including: phonological awareness, speaking/listening, reading and mathematics, both within and outside of school.</p>	<p>Teachers to work closely with TAs and HLTAs to target intervention accordingly to ensure that all pupils make good progress.</p> <p>Relevant staff to have training where necessary to deliver highly effective interventions and share good practice with all colleagues.</p> <p>SMcG/JC to deliver phonics and reading intervention throughout Key Stage 1.</p> <p>SMcG/ JC to deliver phonics and reading CPD with staff, as well as parent workshops (Phonics Café Autumn 2019).</p> <p>Phonics Curriculum to be developed (SMcG). Phonics APPs to be shared with parents and carers during parent consultation meetings, phonics café, school website and on social media.</p> <p>CPA approach to Maths to be embedded within the curriculum.</p> <p>CMc to attend Maths Mastery training through the Great North Maths Hub.</p> <p>Continue peer tutoring in school and have allocated time in staff meetings to feedback to staff.</p> <p>Teaching staff to monitor all PP</p>	<p>Identifying individual needs of pupils through regular assessment opportunities. Delivering appropriate interventions to pupils (including Gifted and Talented) at the earliest opportunity.</p> <p>Developed focus required to support the acquisition of phonics amongst our disadvantaged pupils and EAL pupils.</p> <p>Our school-based evidence highlights the successful implementation of intervention programmes such as: Becoming First Class and First Class @ Number, Success @ Arithmetic, small group phonics training in EYFS and KS1.</p> <p>Research on CPA and evidence suggest that building or drawing a model makes it easier for pupils to grasp Mathematical concepts they traditionally find more difficult, such as fractions, as it helps them visualise the problem and make it more accessible.</p> <p>Maths subject leaders and selected class teachers to develop a mastery approach across school in Maths. This will be done working alongside Maths Hub Consultant leads.</p> <p>School based evidence shows that small group interventions and 1:1</p>	<p>Regular monitoring within school in the form of:</p> <ul style="list-style-type: none"> <li>• lesson observations</li> <li>• pupil discussions</li> <li>• book moderations</li> <li>• timely assessments</li> <li>• detailed tracking of pupil progress</li> <li>• professional discussions with staff</li> </ul> <ul style="list-style-type: none"> <li>• Leadership presence at phonics Café</li> <li>• Teachers to inform parents/ carers of expectations through regular parent meetings, letters and formal/informal discussions.</li> <li>• Termly meetings with parents of PP/IEP pupils to share expectations and review progress regularly.</li> <li>• Staff to monitor homework</li> <li>• Parent workshops to allow parents to support their pupils at home in the appropriate way.</li> <li>• Designated staff meetings for Maths CPD following CPA approach and Maths Mastery training.</li> </ul>	<p>SLT</p> <p>English Lead</p> <p>Maths Lead</p>	<p>Ongoing throughout the year as training courses are attended and theory put into practice.</p>

	<p>pupils – assessment and tracking during pupil progress meetings.</p> <p>Feedback for pupils verbally, and in books, is highly effective.</p> <p>Homework is to continue to focus on the basic skills across the school. Pupils practice basic skills on a regular basis developing confidence in their application.</p>	<p>work accelerates progress and suits the needs of our pupils emotionally as well as academically.</p> <p>There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment. Overall the general benefits are likely to be modest if homework is more routinely set.</p>			
<b>Total budgeted cost</b>					<b>£88,166</b>

**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?
<p>Pupils develop emotional resilience to challenges they face on a daily basis, which will lead to higher quality focused learning opportunities.</p>	<p>Support pupils with emotional needs through a range of support groups to improve resilience.</p> <p>Pupils will continue to be identified and supported through nurture programmes appropriate for their needs so that barriers to learning can be overcome.</p> <p>All staff to work closely with Family Support Worker (SC). Family Support Worker (SC) to undergo counselling training to enable her to support our most vulnerable pupils – ‘Care Counselling for Children’.</p> <p>SENCo to continue to work closely with Educational Psychologist to identify and provide CPD for staff, including:</p> <ul style="list-style-type: none"> <li>• attachment</li> <li>• bereavement</li> <li>• social inclusion/play therapy</li> <li>• cognitive behaviour therapy</li> <li>• ACES</li> </ul> <p>EP 1:1 sessions have been increased to support PP pupils.</p> <p>TOP UP funding to allow more time with Educational Psychologist in school.</p> <p>Whole staff Mindfulness and Wellbeing CPD.</p>	<p>Knowing pupils and their families and the difficulties which they face. We felt that Kalmer Counselling support that was used last year did not have a significant positive impact on the emotional wellbeing of our pupils. It was felt that the cost of the new SLA £4,500 could not be justified. We feel that our FSW has such a knowledge of our pupils and the community that she will have a greater impact on supporting the emotional needs of our PP children.</p> <p>Building resilience and self-esteem will aid progress.</p> <p>Feelings of wellbeing are fundamental to the overall health of an individual, enabling them to successfully overcome difficulties and achieve what they want out of life.</p> <p>Endeavour to provide a rich and interesting curriculum to develop the whole child.</p> <p>TOP UP Funding will allow our Educational Psychologist to work with an additional two</p>	<ul style="list-style-type: none"> <li>• All staff to attend Mindfulness/Wellbeing training.</li> <li>• Relevant training is attended by staff and fed back during timetabled staff meetings.</li> <li>• Pupils become more confident and independent in school.</li> <li>• Improved behaviour as pupils become more able to cope with different/changing/challenging situations</li> <li>• Discussion/close liaison with Family Support Worker/outside agencies who work with PP pupils.</li> <li>• Monitoring of sessions and feedback from pupils is viewed as important.</li> <li>• Feedback surveys from parents and carers.</li> <li>• Feedback both formally and informally from pupils</li> </ul>	<p>SLT</p>	<p>Termly</p>

	<p>Mindfulness activities to be implemented across the school. New PSHCE curriculum to have a greater focus on pupils' mental health and well-being.</p> <p>Heavily subsidised or free places for PP pupils so they can enjoy a range of experiences linked to SMSC, e.g. residential visit to Whithaugh Park, after school opportunities in school curriculum engagement and visits.</p>	SEN/PP pupils.			
<p>Pupils in Early Years and KS1 to reach an attendance rate of at least 96%.</p>	<p>Pupils with low attendance will continue to be monitored.</p> <p>SLT and Family Support Worker to work closely with families to address issues surrounding attendance.</p> <p>Link governor and HT to meet with parents where attendance is an issue.</p>	<p>Improved attendance will support pupils' early development, particularly in key areas, such as speech/language and communication.</p> <p>Improved punctuality will allow pupils an opportunity to attend morning interventions run by JC in KS1.</p>	<p>SLT and Family Support Worker to monitor attendance of PP pupils. Any issues to be addressed at the earliest opportunity.</p>	SLT	<p>Weekly basis with HT discussing ongoing cases where concerns are raised.</p>
<b>Total budgeted cost</b>					<b>£48,570</b>

**6. Review of expenditure – Previous academic year - 2018/19**

**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	Estimated impact (did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate).	Lessons learned
<p>Children to make rapid progress from low starting points in Early Years, through Quality First Teaching, well timed and matched interventions, resourcing and offering educational visits that link tightly to the curriculum to give children experiences of the wider world.</p>	<p>Teachers to work closely with TAs and HLTAs to deliver interventions.</p> <p>Target pupils making least progress from lower starting points.</p>	<p>Good progress has been made by the vast majority of pupils in Early Years from their relative starting points but are still significantly behind national averages in terms of those attaining GLD.</p> <p>Reception classrooms were split into two different areas of learning rather than one unit. This gave opportunities for staff to really get to know their children and develop key relationships which support communication and language skills essential for developing future reading and writing skills. This will be continued in 2019-20.</p> <p>Educational visits are highly valued by staff and pupils as our children are able to develop key skills that develop on their early life experiences. These experiences are then used to motivate and engage pupils in learning that has context in real life. Communication skills in EYFS are much higher with our disadvantaged pupils as a result of quality first teaching, expectations on pupils to talk about their experiences and offering pupils experiences that they are excited and interested in so they can and will speak.</p>	<p>Monitoring evidence shows that children enjoy their interventions with TAs and understand how it helps them to improve. Data shows that the vast majority of children are demonstrating progress on the specific skill/area of focus. The small steps being tackled are identified carefully and the importance is shared with TAs so that there is a clear understanding of why the intervention is necessary. Between the TA and the pupil there is a purposefulness and aim to achieve.</p> <p>The main areas that our disadvantaged pupils need further support and intervention in at EYFS is in Reading (38%) and Writing (31%), Number (44%) and Shape Space and Measure (50%). These figures are significantly behind LA averages. However, the issue is that the interventions can only impact upon a specified area which may not have a significant impact upon the overall EYFS outcome which is assessing wider aspects of the EYFS curriculum. Nevertheless, the approach is having a positive impact and supports the closing of gaps over time.</p> <p>Visits to continue to be heavily or completely subsidised by the school to continue to give pupils these experiences of farms, woods, coastal areas etc that adds to their understanding of the wider world and develops motivation and cultural capital.</p> <p>We need to continue the rigour of pupil premium intervention alongside quality first phonics teaching.</p> <p>We are reviewing the teaching of systematic synthetic phonics so that reading books are aligned with the teaching sequence.</p> <p>Termly analysis to ensure that any pupils who are falling behind receive individualised intervention in a timely manner.</p>

**Total expenditure: £161,733**



ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact (did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate).	Lessons learned
Children develop their basic skills, including: phonological awareness, speaking/listening, reading and mathematics, both within and outside of school.	<p>Teachers to work closely with TAs and HLTAs to target intervention accordingly to ensure that all children make good progress.</p> <p>Relevant staff to have training where necessary to deliver highly effective interventions and share good practice with all colleagues. Introduce peer tutoring in school.</p> <p>Teaching staff to monitor all PP pupils.</p> <p>Feedback for pupils verbally, and in books, is highly effective.</p> <p>Homework to focus on the basic skills across the school.</p> <p>Children practice basic skills on a regular basis developing confidence in their application.</p>	<p><b>Phonics</b> intervention work has been successful over the course of the academic year. In Year 1 - 77% of pupils achieved the expected standard in the phonics screening check. 72% of our pupil premium pupils achieved the expected standard in the phonics check (16% of pupils did not complete the test and 12% were PPM who had EAL). This was higher than the national disadvantaged pass rate of 71%.</p> <p>In year 2 all PPM pupils have passed the phonics screening check. Interventions in place have supported these children well.</p> <p>Targeting on PP children at pupil progress meetings has really focussed key support and interventions. Reactive interventions guide pupils within learning well.</p> <p>Basic skills homework has helped parents/carers supporting pupils at home – straightforward acquisition of key skills.</p> <p><b>End of Key Stage 1</b> data is in line with national averages for PPM pupils in reading, writing and mathematics.</p> <p>At Carr Hill 62% of disadvantaged children reached the expected standard or above in reading. This was in line with the national disadvantaged figure of 62%</p> <p>At Carr Hill 62% of disadvantaged children reached the expected standard or above in writing. This was above the national disadvantaged figure of 55%</p> <p>At Carr Hill 62% of disadvantaged children reached the expected standard or above in maths. This was in line with national disadvantaged figure of 62 %</p> <p>At Carr Hill 61% of disadvantaged children reached the expected standard or above in combined subjects (R, W &amp; M). This was above the national disadvantaged figure of 50%.</p>	<p>Consistent and well-timed interventions are crucial to offering support for this group of disadvantaged pupils. Pupils arriving late into the year group and with very little or no English struggled, understandably, on the Phonics Screening Check or were disapplied. This had a knock-on effect for our data.</p> <p>Teachers really understanding the needs of pupils to support learning and having time to implement phonics interventions that will make a difference.</p> <p>Further need to make smaller class sizes where possible in Year 1 and Year 2 as this has a marked impact on the progress pupils make through the year.</p> <p>In 2019-20 Year 1 and 2 will be taught in four classes with pupils supported by TAs in each class. Look at pre-teaching activities to support confidence and understanding.</p> <p>PPA teacher post will now be covered by HLTA and teacher used to support interventions across KS1 and LKS2. This is a member of staff with significant experience of delivering interventions and with the remit to support and train TAs whilst they are completing interventions across school.</p> <p>Interventions throughout Key Stage 2 are well planned and allow our disadvantaged pupils the opportunities to close the gap and to make very strong progress in reading, writing and Mathematics.</p> <p>TAs supporting in all classes throughout the day</p>

		<p><b>End of Key Stage 2</b></p> <p>At Carr Hill 67% of disadvantaged children reached the expected standard or above in reading. This was above the national disadvantaged figure of 62%.</p> <p>The progress of disadvantaged pupils at Carr Hill (5.4) in reading from KS1 to KS2 was significantly above the national figure.</p> <p>At Carr Hill 75% of disadvantaged children reached the expected standard or above in writing. This was above the national disadvantaged figure of 68%.</p> <p>The progress of disadvantaged pupils at Carr Hill (2.9) in writing from KS1 to KS2 was significantly above the national figure.</p> <p>At Carr Hill 69% of disadvantaged children reached the expected standard or above in maths. This was slightly above the national disadvantaged of 67%.</p> <p>The progress of disadvantaged pupils at Carr Hill (2.7) in maths from KS1 to KS2 was significantly above the national figure.</p> <p>At Carr Hill 56% of disadvantaged children reached the expected standard or above in combined subjects (R, W &amp; M). This was above the national disadvantaged figure of 51%.</p>	<p>and the interventions in place are relevant to the learning of the pupils. The acquisition of key basic skills is heavily pushed throughout school and Tas support PPM to develop these skills daily.</p> <p>New structure to Pupil Progress Meetings supports the tracking of all pupils and gives us opportunities to develop awareness of vulnerable pupils.</p> <p>Tracking of assessment is much tighter and again a more efficient system allows us to highlight pupils at risk of not reaching age related expectations quickly.</p> <p>Clear understanding that there has been a focus on supporting TAs to provide guidance rather than 'helping' in order that children do not develop learned helplessness.</p> <p>We now need to look at updating reading books and that these are matched to the age of the children (Year Groups) but are also differentiated. This has meant that children and staff have enjoyed the 'real' books more than previous texts used.</p> <p>Key vocab walls used in English, Mathematics and non-core curriculum subjects. These are to be pre-taught to support future learning and help vulnerable pupils acquire key skills.</p>
--	--	--	--

	<p><b>Total expenditure: £34,290</b></p>
--	--

iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact (did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate).	Lessons learned
<p>Children develop emotional resilience to challenges they face daily, which will lead to higher quality focused learning opportunities.</p>	<p>Support pupils with emotional needs through a range of support groups to improve resilience.</p> <p>All staff to work closely with Family Support Worker.</p> <p>Sessions will take place in school to support a range of pupils, including:</p> <ul style="list-style-type: none"> <li>• 'Feeling is Thinking' sessions with Family Support Worker</li> <li>• Mindfulness activities</li> <li>• Subsidised places for PP pupils during educational visits so they can enjoy a range of experiences, linked to SMSC, e.g. residential visit to Whithaugh Park, after school opportunities.</li> <li>• Pupils will be identified and supported through nurture programmes appropriate for their needs so that barriers to learning can be overcome.</li> <li>• Implement a counselling service through 'Kalmer Counselling' for vulnerable children.</li> <li>• CPD Training for SENDCO – Mental Well-Being Course – October 18</li> </ul>	<p>Feeling is Thinking project was led by the schools FSW and has allowed a constant member of staff to be able to support children within the school environment around emotional needs.</p> <p>FSW has developed much tighter links in the classroom with teaching staff to really understand the impact that the emotional well-being of our pupils affects learning opportunities. This knowledge has then been used to support pupils and parents both inside and outside of the school.</p> <p>Kalmer Counselling impact was limited. Informal conversations and surveys with teaching staff, non-teaching staff failed to show clear impact on the emotional well-being of pupils involved in support from counsellor. These key children still showed high levels of emotional insecurity despite reports from counsellors indicating that the children were showing improvements during counselling sessions. 125 sessions were offered to pupils and 107 were taken up.</p> <p>Heavily subsidised or free educational visits give our pupils opportunities to connect in a deeper way with their curriculum. This leads to a clear drive and improvement in focus on linked learning. These visits, alongside residential visits, support the development of the whole child. Experiences are offered that ensure our</p>	<p>Thinking is feeling group was run with five/six pupils and evaluating of the support and impact shows that we feel that this programme would have been better driven in smaller groups – 3 or 4 where the group is made up with children with significant emotional needs.</p> <p>Continue to offer class-based experiences for our FSW to support the work she completes with families and the pupils themselves.</p> <p>Look into opportunities we have to look at counselling services outside of 'Kalmer Counselling'. There is a possibility that our FSW could complete a 'Care Counselling for Children Level 2' course.</p> <p>Educational visits and residential visits that are heavily subsidised or free support the emotional wellbeing of our pupils, their academic achievement and develop social and communication skills. They clearly add to the engagement in the 'Carr Hill' curriculum and are well valued by staff, parents, carers and pupils themselves. Governors agree that these visits, which are integral to life in Carr Hill are to continue and to be subsidised to support the curriculum engagement and communication skills of our disadvantaged pupils.</p> <p>Restructuring of break/lunch times across school has led to key times where mindfulness and well-being activities can be used across school. These activities including peer-massage and mindfulness and thinking activities help to settle pupils before they start their learning. These have led to a decline in the number of behaviour incidents, across the school, that senior leadership have been dealing with after break and lunch times.</p>

		<p>pupils can communicate about life experiences with their peers and adults. Pupils are then able to draw upon these experiences to add to support improvements they make across the curriculum. There is significant development around SMSC from the different experiences pupils are offered. Pupils, staff, governors, parents and carers value.</p>	
			<p style="text-align: right;"><b>Total expenditure</b>    <b>£27,356</b></p>

## 7. Additional detail

Lessons learned in 2018/19, highlighted in yellow, will go forward as desired outcomes for the academic year 2019/20 Pupil Premium Strategy.