

Oakthorpe Primary School – Pupil Premium Strategy Statement (2019-2020)

1. Summary information				
Academic Year	2019- 20	Total PP Budget £196,680	Date of Most recent review	September 2019
Total number of pupils	540 Sept 2019	Number of PP pupils 149	Date for next internal review of this strategy	January 2020

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) pupils and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium, allocated to schools per pupil eligible for free school meals (FSM), is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they use the additional funding to support pupils from low income families. From September 2016, schools were required to publish a Pupil Premium Strategy. This ensures that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. Also included is how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

At Oakthorpe School we have high aspirations for all our pupils. We are committed to the development of the whole child and believe a key function of the school is to create and maintain an environment where every pupil is able to succeed. In order to work towards this we will track the progress of pupils and monitor how we are spending the allocated funds in order to ensure that they are having an impact on pupil premium pupil's achievement.

Autumn Term 2019

Current Pupil Premium

Numbers (not percentages)

Year	Total	PP	PP+SEN	Not PP
R	78	11	1	67
1	78	9	1	69
2	76	20	2	56
3	77	31	5	46
4	78	19	6	59
5	78	23	8	55
6	75	21	4	54
Totals	540	134	27	406

Data Summary 2019

End of Foundation Stage											
Good Level of Development			Reading			Writing			Maths - Number		
	2018	2019		2018	2019		2018	2019		2018	2019
All	72	68	All	79	68	All	74	68	All	81	72
PP (9/78)	67	33	PP	78	33	PP	67	33	PP	72	33
Non PP	73	73	Non PP	80	73	Non PP	77	73	Non PP	83	77

Year 1 Phonics		
	2018	2019
All Pupils	80	85
PP	82	85
Non PP	79	85

Year 2 Phonics		
	2018	2019
All Pupils	85	56
PP (2/5)	75	40
Non PP	90	58

End of K1 Results									
Reading				Writing			Maths		
% Expected		2018	2019		2018	2019		2018	2019
	All	75	81	All	69	69	All	74	79
	PP	67	90	PP	56	74	PP	61	87
	Non PP	78	75	Non PP	73	67	Non PP	78	76
% Greater Depth		2018	2019		2018	2019		2018	2019
	All	25	26	All	17	13	All	18	26
	PP	22	23	PP	6	12	PP	11	23
	Non PP	25	29	Non PP	20	13	Non PP	20	31

End of KS 2 Results									
Reading				Writing			Maths		
% Expected		2018	2019		2018	2019		2018	2019
	All	60	77	All	74	81	All	53	83
	PP	55	77	PP	69	81	PP	48	85
	Non PP	63	77	Non PP	78	81	Non PP	59	83
% Greater Depth		2018	2019		2018	2019		2018	2019
	All	9	36	All	26	26	All	13	36
	PP	3	19	PP	10	12	PP	3	27
	Non PP	17	48	Non PP	37	29	Non PP	20	38

Combined ARE: PP 54%, Non PP 77%

Combined GD: PP 12%, Non PP 21%

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A	Low levels of language and literacy skills impact on the progress all children make across many curriculum areas. There are barriers in language and literacy skills and understanding key vocabulary	
B	Low levels of language and literacy skills impact on the progress some children make across many curriculum areas. For example they do not understand key vocabulary. SEN Pupil Premium children are not making the expected progress and are attaining significantly less than their peers. Approx. 25% of our current PP children are currently on the SEN register. We need to closely evaluate the progress that these children are making and adjust provision where necessary.	
C	Social and Emotional barriers prevent some children from fully accessing the curriculum. Some of our children have limited access to ‘cultural capital’ experiences which enrich and consolidate learning and deepen understanding.	
External barriers		
D	Attendance of PP pupils is below 96% and below other children. 2018-2019 All pupils = 96.02%, PP = 95.11%, Non PP = 96.38%	
E	There is a high level of social care needs amongst families who are children are eligible for Pupil Premium, resulting in emotional needs, reduced ability to support children at home and limited access to enrichment activities. Aspirations are low and this impacts on their child’s academic achievement. Parental engagement for some of these pupils is low.	
3. Desired outcomes/targets		Success criteria
A.	Continue to improve the language skills of pupils eligible for PP in order to support their reading skills.	Higher percentage of PP pupils achieving age related expectations or higher in reading Progress of PP pupils will be good across all subjects. The percentage of PP achieving expected progress will be in line or above non-PP pupils.
B.	Children in all year groups (and particularly year 6) make good progress from September and from the previous key stage and achieve their individual end of year targets.	Data analysis reports will show that PP children make comparable progress and attainment with their peers and often outperform the non PP cohort. More PP pupils achieve greater depth

C.	Accelerated progress of SEN PP pupils across the school.	Progress and developmental needs are reviewed regularly. Progress tracking is fully in place for SEN pupils. Screening tools such as The Boxhall Profile are used and reviewed and provide evidence of individual learner needs and progress
D.	To build on pupils personal, social and emotional development, Increasing self-esteem, self-control and positive attitudes.	Pupils are ready to learn in class without the need for intervention. Pupils display positive attitudes to learning including resilience and independence
E.	To continue to raise the profile of good attendance in order to improve the attendance of PP pupils.	<p>The attendance of PP pupils will be consistently in line with other pupils and above 96%. The gap between PP and non-PP will reduce to less than 0.8%. Less PP pupils are persistent absentees. Increased attendance and punctuality of key identified children</p> <p>The number of PAs will be reduced. Target = less than 35</p> <p>Target: to increase the attendance of PP pupils by 1%</p>
F.	Increase parental engagement through workshops and home learning.	High attendance at parent workshops. 100% attendance at parents/teacher consultations. Focus groups and 1:1 meetings for parents who have been identified as harder to reach

4. Planned expenditure					
Academic year		2019-20			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review impact?
A Continue to improve the language skills of pupils eligible for PP in order to support their reading skills.	<p>Introduce Destination Reader from Year 2 – 6</p> <p>AHT's meet termly with teachers for Pupil Progress Meetings to ensure that provision is in place</p> <p>Action plans are put in place for years 2 and 6 and half termly meetings are held to ensure the provision is in place and regularly evaluated.</p> <p>Daily Supported Reading (DSR) programme in year 1 and Reception</p>	<p>We fully recognise the importance of Quality First Teaching in supporting all children in making progress and achieving at expected levels (Sutton Trust). To secure good teaching and full implementation of School Improvement Plan actions we will invest in the professional development of staff.</p> <p>The SLT and literacy team carefully evaluated a range of whole class reading schemes. Following evaluation Destination Reader was chosen because it focuses on developing learning behaviours that uplevel children's discussions. It uses 'real books' and not scheme books.</p> <p>Feedback from over 100 schools currently using Destination Reader has shown dramatic improvement in the quality of reading lessons at KS2. Children read with greater understanding, independence and, above all, enjoy reading. (Source Hackney Learning Trust)</p>	<p>SIP priorities for 2019 -2020 are to continue to improve outcomes in maths and reading.</p> <p>Data will be provided for all teachers with target pupils identified.</p> <p>Pupil Progress meetings form part of the school monitoring cycle and action plans in place for Year 2 and 6</p> <p>Pupils identified as not on track to meet their end of year targets will receive support from interventions</p> <p>Targets are set using FFT data</p>	<p>Headteacher SLT Literacy and Maths Teams</p> <p>AHTs responsible for year 2 and 6</p>	<p>January 2020 March 2020 July 2020</p>

<p>Children in all year groups (and particularly year 6) make good progress from September and from the previous key stage and achieve their individual end of year targets. A greater number of PP children achieve at greater depth</p>	<p>Additional teachers across the school for maths and English lessons</p>	<p>Additional teaching staff in Y6, 5, 3 & 2 allows for smaller group focussed teaching</p> <p>‘Tackling disadvantage is not only about supporting low attainers’ : EEF guide to the Pupil Premium. Therefore focus of teaching is on all pupils.</p> <p>Evidence: EEFs Attainment Gap report</p>	<p>As above</p>	<p>Class teachers AHTs Non class based teachers</p>	<p>January 2020 March 2020 July 2020</p>
<p>Children have a good understanding of phonics and are able to apply this to their reading and writing.</p>	<p>Additional adults are deployed in RWInc sessions to allow smaller group phonic teaching, closely tailored to the children’s current knowledge.</p>	<p>Phonics results will continue to be in line with national showing impact of additional and targeted support. This impact will also extend to progress in writing in KS1 as this is an area for development.</p>	<p>Track progress in phonics, midyear check and screening,</p> <p>Monitoring of phonics teaching to ensure a consistent approach</p>	<p>class teachers AHT in KS1</p>	<p>January 2020 March 2020 July 2020</p>

To provide a wide range of experiences for pupils to develop their vocabulary	<p>AHTs to ensure that PP children access school trips.</p> <p>Breakfast and after school clubs attendance is analysed to ensure PP children are represented</p>	<p>There is a widening vocabulary gap. The school has completed gap analysis and have evidence that PP children scored lower in reading tests where the breadth of vocabulary needed to answer some questions was wide and demanding.</p>	<p>DHT to maintain and overview of after school clubs</p> <p>AHTs to monitor trip attendance and participation in sport for PP children.</p> <p>AHTs to arrange opportunities for Children and give priority to some enrichment activities e.g. Glee club, choir,</p>	DHT SLT	<p>January 2020</p> <p>March 2020</p> <p>July 2020</p>
Accelerate progress of SEN PP pupils across the school.	<p>Audit SEN pupil premium children to and identify barriers to learning</p> <p>Create and profile of these children and their specific needs,</p> <p>Plan interventions to match the profile</p> <p>Work towards transitional outcomes as identified in individual EHCPs</p> <p>Focus on in class provision. Inset and training using Enfield LA document Ordinarily Available Provision</p>	<p>The SENCO has considered the LA document Ordinarily Available Provision in all Enfield Schools and Colleges which summarises the expectations of schools to meet the obligations set out in the SEND Code of Practice. This is a summary of strategies to promote high quality teaching and learning strategies within the classroom. We know that good teaching and learning is inclusive and that strategies should be in place to foster engagement and challenge for all learners.</p>	<p>SLT will use the OAP document to action plan. SENCo will lead on delivering staff training and INSET</p> <p>Staff inset us used to refresh pedagogy and provide practical advice relating to supporting specific needs within the classroom</p>	SENCO and assistant SENCo Class teachers	<p>Jan 2020</p> <p>July 2020</p>
Total budgeted cost					£90, 000

ii.Targeted support					
<p>B</p> <p>Accelerate progress of PP pupils across the school through targeted intervention groups.</p>	<p>Additional teaching staff in Year 2 and across KS2 provide targeted support and interventions, where needed, in reading, writing and maths.</p> <p>TAs and graduate TAs to provide intervention programmes and teach targeted groups in reading, writing, phonics and maths including :1stClass@number, Catch-up Numeracy, Toe-by- Toe, Artis etc.</p>	<p>Some pupils need targeted support to close the gap and to have individual support matched to their needs</p> <p>PP children have priority to access some interventions.</p> <p>'Evidence consistently shows the positive impact that targeted academic support can have' EEF Case studies</p> <p>The DSR programme has shown positive outcomes across 2 local authorities in KS1 reading.</p>	<p>Action plans in place for improvement in maths and reading across the whole school.</p> <p>All intervention groups will be tracked termly and reported and evaluated during SLT meetings.</p> <p>The PP strategy will be reviewed each term.</p> <p>Interventions will be timetabled and monitored by AHTs</p> <p>Groups will be tracked termly (and in line with programmes used) & assessment information analysed to ensure interventions are well structured and PP pupils are making good progress.</p> <p>Termly monitoring timetable in place include: observations of teaching, book scrutiny and pupil conferencing</p>	<p>AHTs</p>	<p>January 2020 March 2020 July 2020</p>
<p>C</p> <p>Improve the language skills of pupils eligible for PP in order to support their reading skills</p>	<p>R</p> <p>Provide Speech and Language intervention for targeted pupils: Talk Boost, ELKLAN, Talking Technologies, Artis, Sunshine (Social Skills and Language Group)</p>	<p>Early intervention will help these children to catch up and be able to access the rest of the curriculum. Programmes and interventions are recommended by our SaLT</p> <p>Talk Boost is rated as highly effective by EEF. Evidence based interventions target support for PP children</p> <p>Research Report Nov 2015: Supporting the attainment of disadvantaged pupils: articulating success and good practice.</p>	<p>Out of class interventions support and complement with in class provision.</p> <p>Speech and Language Lead and SLT to ensure interventions are happening regularly. Intervention analysis each half term by AHTs. Use of assessment tools and scores.</p> <p>Referrals to SALT if required</p>	<p>SLT SENCO review of early interventions</p>	<p>January 2020 March 2020 July 2020</p>

			SLT to look at data and to highlight the needs of pupils during pupil progress meetings.		
D. To improve the attendance of PP pupils and PAs	<p>Headteacher and Parent Support Officer to focus on PP pupil's attendance</p> <p>PP attendance to be a focus for the termly PP report</p> <p>PSA to alert SLT of any concerns</p> <p>Headteacher/SLT/PSA EWO to meet with parents of pupils whose attendance is below 90%</p> <p>To work with the EWO in reaching families with the lowest levels of attendance, particularly PP pupils</p> <p>A range of celebrations in place to commend those with good and improved attendance</p>	<p>All pupils attendance for 2018-2019 was above 96%, however for PP pupils it was 95.11%</p> <p>We know that attainment for all children can be improved by good attendance. Targeting families and improving attendance is vital in improving outcomes.</p> <p>NFeR research show that attendance is a key factor in student achievement.</p> <p>Approaches to improve attendance will be drawn from best practice sharing sessions within Enfield (PSA attends termly attendance forum with local schools)</p> <p>Nov 2015 report : What are the most effective ways to support disadvantaged pupils' highlighted the impact of improved pupil attendance in improving outcomes</p>	<p>Parent Support Officer implements school policies and procedures for monitoring attendance. Regular meetings are held with EWO</p> <p>Attendance data is reported to SLT and Governing body</p> <p>HT meets with families following unauthorised absences.</p> <p>Attendance data tracking</p>	<p>Headteacher PSA Governors AHTs EWO</p>	<p>January 2020 March 2020 July 2020</p>
Total budgeted cost					£ 87,680

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?
E Increase parental support through workshops	To hold regular information meetings and workshops planned throughout the year	Evidence shows that parents are key in supporting effective learning (e.g. Sutton Trust research projects)	<p>Ensure that a range of workshops are carried out during the school year. e.g. SEN coffee mornings Phonics meetings SATs meetings EYFS focus groups Online safety</p> <p>Invitations are sent out well in advance and some families are targeted through personal invitation</p> <p>Weekly reception drop ins continue (organised by AHT)</p> <p>Logs of attendance kept and monitored</p>	<p>All staff</p> <p>Class teachers</p> <p>EYFS AHT</p>	<p>January 2020 March 2020 July 2020</p>
All pupils to participate in wider opportunities	Provide children with the opportunity to attend residential trips, school visits, after school clubs. Edmonton Community Partnership subscription enables wider access to a range of enrichment opportunities.	A number of children do not have access to a range of opportunities after school. Activities within school provide children with a variety of rich variety of extracurricular activities	<p>Monitor club attendance and uptake. Report to Governing Body</p> <p>AHTs/PSA target/select PP children to access enrichment activities.</p> <p>Monitor attendance of SEN/PP children at clubs</p>	AHTs PSA	
Total budgeted cost					£19,000

6. Review of Expenditure				
Academic year 2018-2019				
i. Quality Teaching for All				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lessons Learned	Cost
<p>A</p> <p>Improve attainment in core subjects including an increase in the number of PP pupils working at greater depth</p>	<p>Maths consultant support for the introduction of White Rose Maths (including mixed ability teaching in maths)</p> <p>Maths team focus support on Year 1 Maths as part of Teacher Research Group Maths Hub</p> <p>AHT's meet termly with teachers for Pupil Progress Meetings to ensure that provision is in place</p> <p>Action plans are put in place for years 2 and 6 and half termly meetings are held to ensure the provision is in place and regularly evaluated.</p>	<p>During 2018-2019 the school launched mastery teaching in maths. Staff INSET during 2018-2019 focussed on White Rose Maths and teaching for mastering including mixed ability class teaching for maths. Impact is shown in increased staff confidence in teaching mixed ability maths. Progress data highlights the progress of middle/low attainers as</p> <p>White Rose led a whole school maths training session and staff meeting time was allocated to planning. Two staff were part of a Maths Hub and received support and advice from the local leader.</p> <p>See evidence in OFSTED report and Maths Hub visit notes</p> <p>In year 1 the focus began with improving planning and plans are now in place. At the end of Year 1 60% of PP children were ARE for maths and 55% of non PP children were ARE.</p> <p>KS2 data for maths showed PP children outperforming non P children PP= 90% non PP = 75%</p> <p>Regular Pupil Progress meeting regularly reviewed groups and identified individuals in need of extra support and focus.</p>	<p>CPD was an important element in supporting staff with mastery teaching. Quality first teaching is at the heart of raising pupil attainment and progress. There is value in investing in staff development.</p> <p>The school will continue to work with the regional Maths Hub to embed mastery teaching in maths.</p> <p>Staff adapted and adjusted to mastery teaching in maths as implementation included a clear explanation of the pedagogy and was based on research..</p> <p>During the year the school looked to supplement White Rose materials with Power Maths however; following evaluation a decision was made to move forward with White Rose only. This has now been enhanced with additional resources which have been added by the White Rose team</p>	£98,000

	Daily Supported Reading (DSR) programme in year 1	In year 1 DSR: All PP children progressed through more than 7 levels across the year except for 2 x SEND children. 4 children made accelerated progress (by 14 levels).		
Children in all year groups (and particularly year 6) make good progress from September and from the previous key stage and achieve their individual end of year targets.	Additional teachers across the school for maths and English lessons	Additional teaching staff in Y6, 5, 3 & 2 allows for smaller group focussed teaching See data above. Data analysis of Year 6 performance data shows that some PP children achieved well in 2 areas. Progress data shows progress to be average in all areas	Although the gap between the attainment of PP pupils and non PP pupils was not significant at the end of KS2 it is noted that of the 11 pupils who were ARE in two areas (Maths and Reading or Reading and Writing or Maths and Writing) 8 of these were PP children. This impacted on the overall combined results Non PP 77% PP 54% Future action: more closely track combined for PP children at end of KS2	
Children have a good understanding of phonics and are able to apply this to their reading and writing.	Additional adults are RWInc sessions to allow smaller group phonics closely tailored to the children's current knowledge.	At the end of year 1 the pass rate for both PP and non PP children was 80% An external phonics review (Jo Childs) was positive and staff responded to feedback by ensuring there was a consistent approach to the teaching of phonics. The retake pass rate for Year 2 was 40% for PP children (although this is only 2 children not passing)	Analysis of data for PP SEN children is needed as those not passing Phonics test include a high level of SEN children. Future action: Track phonics progress for SEN children and ensure group work provides opportunities to move children on at a quicker rate	

<p>To provide a wide range of experiences for pupils to develop their vocabulary</p>	<p>AHTs to ensure that PP children access school trips.</p> <p>Breakfast and after school clubs attendance is analysed to ensure PP children are represented</p>	<p>Some Pupil Premium pupils were part -funded to attend residential trips and day visits.</p> <p>Some PP pupils were funded to attend attend breakfast club at no cost.</p> <p>Figures show that percentage of PP children attending after school clubs is slightly below that of non-PP pupils.</p> <p>Edmonton Community Partnership funded Glee – (course of lessons and competition at theatre). All year 3 pupils participated in Kinder Kitchen</p> <p>PP children receive funded instrumental group lessons</p>	<p>Continue to ensure that in class learning provides frequent opportunity for creative starting points such as camping on the field, model building and burning for The Great Fire of London</p>	
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ii. Targeted Support				
B Accelerate progress of PP pupils across the school through targeted intervention groups.	<p>Additional teaching staff in Year 2 and across KS2 provide targeted support and interventions, where needed, in reading, writing and maths.</p> <p>TAs and graduate TAs to provide intervention programmes and teach targeted groups in reading, writing, phonics and maths including :1stClass@number, Catch-up Numeracy, Toe-by- Toe, Artis etc.</p>	<p>See impact data in first section of the report.</p> <p>Summary: at KS 1 PP children outperformed non PP children for ARE but not greater depth</p> <p>Catch up literacy - 2years progress over the course of the programme for 2 x year 3 pupils</p> <p>SALT - Year 4 - 2x pupils with improved behaviour for learning and the same children making good progress in reading.</p>	<p>Intervention groups do not consist of PP only pupils. This allows access to all children to intervention groups focused on accelerating progress.</p> <p>At KS1 the increase in pupils working at greater depth increased to a lesser extent for PP children</p> <p>Progress of some SEN PP children was less marked. (Y5 - 2x slow progress)</p>	£1116,000
C Improve the language skills of pupils eligible for PP in order to support their reading skills	<p>Provide Speech and Language intervention for targeted pupils: Talk Boost, ELKLAN, Talking Technologies, Artis, Sunshine (Social Skills and Language Group)</p>	<p>Articulation (Speech and Language) 100% achieved targets 3/3 pupils (frontal and lateral lips and articulation difficulties of sounds)</p> <p>Examples of numbers of pupils in specific interventions and number of PP children in each group:</p> <p>Talkboost 1/4 PP</p> <p>Sunshine 0/ 8 PP</p> <p>EAL 3/13 PP</p> <p>Learning mentor 8/19 PP</p> <p>Catch up numeracy 2/3 PP</p> <p>ELKLAN 9/14 PP, ELKLAN group 2 3/9 PP</p> <p>Catch up literacy first group, 1/2 PP</p> <p>Examples of EYFS progress in specific areas from baseline to end of EYFS:</p> <p>Listening and Attention from 39%- 71%</p> <p>Speaking 30% - 70%</p> <p>Reading 29% - 68%</p>	<p>SEN children</p> <p>Of 15 children with Education Health Care Plans 7 of these are Pupil Premium children</p>	

<p>D. To improve the attendance of PP pupils and PAs</p>	<p>Headteacher and Parent Support Officer to focus on PP pupil's attendance</p> <p>PP attendance to be a focus for the termly PP report</p> <p>PSA to alert SLT of any concerns</p> <p>Headteacher/SLT/PSA EWO to meet with parents of pupils whose attendance is below 90%</p>	<p>All pupils attendance for 2018-2019 was above 96%, however for PP pupils it was 95.11%</p> <p>Currently out of 33 Persistent Absentees 20 of these are PP children.</p>	<p>The Leadership Team have discussed the impact on learning for those children and families needing social and emotional support and actions will be carried forward to 2019/20. Analysis of groups reveals that a number of PAs are PP children and therefore individual strategies are needed with these families and routine meetings are having less impact as a small group of families are engaging less.</p>	
<p>i. Other approaches</p>				
<p>E Increase parental support through workshops</p>	<p>To widen the range of Cafes for All</p> <p>Cafes for all presentation to SLT (October 2018)</p> <p>Maths Consultant to lead a maths workshop for parents</p>	<p>Julie Westrop delivered training to all staff in January 2019. Parent workshops delivered by staff included: EYFS literacy and numeracy, Year 1 phonics, KS1 and KS 2 SATS, maths (led by a maths consultant), Mental arithmetic and phase group meetings</p>	<p>The SLT discussed the impact of this training and whilst it was felt to be valuable and informative that this was not a chose whole school approach that would be implemented now. Following evaluation the SLT concluded that the school had the internal expertise to continue to develop plans to engage parents and that greater benefit would come from targeting groups and individuals.</p> <p>Target for 2019-20 : to keep a register and feedback from parents events</p>	

All pupils to participate in wider opportunities	<p>Provide children with the opportunity to attend residential trips, school visits, after school clubs.</p> <p>Edmonton Community Partnership subscription enables wider access to a range of enrichment opportunities.</p>	<p>A communication club was delivered by a Speech and language therapist as a result of the school being part of the Edmonton Community Partnership.</p>	<p>Ofsted (2019) refer to children needing the knowledge and 'cultural capital to succeed in life. We aim to extend the range of trips during the next academic year in order to help to expose pupils to these opportunities. We know that this also contributes to building confidence</p>	<p>21,000</p>
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