Pupil premium strategy statement



This statement details Jubilee L.E.A.D. Academy's use of pupil premium 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	Jubilee L.E.A.D. Academy
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	49.69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Nicola McIntyre
Pupil premium lead	Liz Anscombe
Governor / Trustee lead	Michael Brunner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 248,150
Recovery premium funding allocation this academic year	£0
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	£248,150

Part A: Pupil premium strategy plan



Statement of intent

At Jubilee L.E.A.D. Academy, we have high aspirations and ambitions for all our children including those with pupil premium. We play a vital role in empowering learners to create leaders.

We strongly believe that reaching pupil premium learner's potential is not about where they come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Jubilee L.E.A.D. Academy we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities within a curriculum that will promote and develop their culture capital.

To address the barriers that our pupil premium children face and ensure the gap between them and their non-pupil premium peers is reduced we will prioritise the following areas:

- Improving their good learning behaviours
- Supporting pupils and their families with social & emotional difficulties
- Supporting our disadvantaged pupils financially to engage in school trips and enrichment opportunities
- Increasing the progress rates made by pupil premium/disadvantaged children, in particular our SEND Pupil Premium Cohort.
- Improving rates of attendance of our pupil premium/disadvantaged children.
- Increasing the support for pupils who have limited experiences beyond their home life and immediate community.

Challenges

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

Challenge number	Detail of challenge
1	Due to the social and emotional challenges that our pupils and their families ex- perience, including mental and physical health issues, they require a thorough understanding of the educational options available to them both in school and in the wider community. Poor learning practices, such as a lack of independence or resilience, are more prevalent in poorer pupils. Research states that children from low-income families are more likely to follow a behaviour plan or a part-time



	Lead • Empower • Achieve • Drive
	timetable or risk of suspension therefore many pupils within the school require additional support and guidance to meet the high standards of behaviour expected of them.
2	Due to financial constraints, that have been exacerbated by the current financial crisis, many of our disadvantaged pupils are unable to afford to take their children to key experiences which would help their development and knowledge of the world around them. Many of these families are unable to financially contribute towards school trips and enrichment opportunities, or to access and use of technology that allow them to participate fully in the academic learning.
3	Children's lack of knowledge of vocabulary and early literacy skills – this often results in poor oral language skills which impacts the ability to communicate, read and write effectively. Discussions show that some of our pupil premium children enter EYFS with lower language and vocabulary skills than some of our non-pupil premium children. This impacts on learning outcomes throughout EYFS to KS2.
4	Low attendance rates among PP children indicate that attending class is not a top priority. PP children comprise the bulk of persistent absentees, according to monitoring. Due to chronic absences, some of our PP children do not advance at a faster rate, which prevents them from meeting age-appropriate or higher standards in core subjects at the end of the year.
5	Many pupils experience poor home learning environments and a lack of parental engagement with school and in some cases lack of support for school systems and routines such as reading at home, the behaviour policy etc.
6	Our PP children have a high percentage of additional needs, including severe SEND, SEND, and interaction with social services or other external agencies. Complex requirements, including having an additional special need or emotional need, including undiagnosed trauma can have a detrimental effect on the devel- opment and achievement of some of our PP children.

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
 Pupils and families with identified social, emotional, or health issues, are well supported by school staff providing excellent support in inde- pendence, resilience, and good be- haviour. Students will then use these skills in order to fill the gaps in their learning behaviours and there- fore, being less likely to being put on a behaviour plan or to attend school in a part-time timetable. 	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through DCPro behaviour reports Pupil premium pupils make at least expected progress against prior attainment Parents are actively involved in supporting their child's social, emotional and behaviour difficulties, Pastoral Support provided for children and families by the pastoral team
concern a part time timetable.	lamiles by the pastoral team



	Lead • Empower • Achieve • Drive
	Providing small group work with a specialist
	teaching assistant e.g. ELSA, social skills
	Mental health lead and mental health first aiders
	for both children and staff
2. Pupils and families with identified	Improvements in overcoming barriers for specific
social, emotional or health needs	children including a reduction in low level
are well supported by school staff	disruption, increased participation in class, increased social integration, as measured through
so that the needs are removed or	DCPro behaviour reports and observations
alleviated.	Der to benaviour reports and observations
	All stakeholders are actively engaged with
	Nottingham Citizens
	Pupils' cultural capital is raised through the
	enrichment programme
	68% of Pupil Premium pupils are on the SEND
	register. Under the SEMH category for SEND
	83% are Pupil Premium.
3. All pupils take part and participate	All children in school have access to the
in school trips and other activities	enrichment programme on offer
that extend their academic	
experience including after school	-
clubs and other extra-curricular	Teachers and support staff will plan a wide range
activities. This ensures that our	of visits/events/experiences to inspire/enhance the
pupils have a breadth of	progress of their learning, as measured through
experiences that enable them to	DCPro reports and pupil voice
contextualize their learning.	
School to provide children with access to	Children will be exposed to a wide range of social,
library visits, books and technology which	cultural, enrichment and sporting experiences
they cannot access at home.	within (and outside) the school day
	All children participate in visits to the library, have
	reading books and the use of technology
	Specialist resources provided to support children's
	learning
	· · · · · · · · · · · · · · · · · · ·



Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, speaking and listening, as well as spelling and writing outcomes are improved	Continued use of the new Wellcomm programme in EYs and KS1. Strategies used to promote vocabulary across all year groups – songs, rhymes, chatterboxes, vocabulary mats - as evidenced by monitoring. Children achieve early learning goals in communication and language at the end of reception. Children are confident to talk to others and share their ideas. Children listen to and read a wide range of quality texts to enhance vocabulary acquisition. Children's writing shows evidence to good vocabulary Through dialogue, children wearing lanyards will be recognised as needing additional language and vocabulary input.
The majority of disadvantaged pupils will meet national expectations for attendance/persistent absence.	A reduction in the number of persistent absentees among pupils eligible for pupil premium to 10% or below Overall Pupil Premium attendance continues to improve in line with other pupils Progress in attendance will show better outcomes in attainment
Pupils have a breadth of experiences that enable them to contextualise their learning, through an engaging, broad and varied curriculum. Pupils and parents have a breadth of experiences that enable them to contextualise their learning, through links with the school that enhance their knowledge of the school systems and routines All PP children will have their SEND	Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through DCPro reports and pupil voice The quality of teaching and learning is judged to be 100% Good with 30% Outstanding
identified early through The Nottingham City Routes 2 inclusion toolkit.	lead R2I mentor and arrange whole staff training that will allow teaching staff the autonomy, to engage with the R2i portal allowing them to identity SEND children early, and create a graduated response through the assess-plan-do- review cycle.

Activity in this academic year



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: £ 116,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Well- comm (speech and lan- guage programme) and Lexia (spelling and phon- ics programme)	According to Speech and Language UK, around 10% of children have speech, language and commu- nication needs (SLCN), which can lead to long-term underperformance.(Speech and Language UK web- site 2024)	1
	Young children's language develops rapidly, mean- ing the gap between those with difficulties and their peers widens rapidly, too. That's why early support for young and primary-aged children with SLCN is essential.	
Introduce the additional 'Curriculum Reading re- sources' to be used in Reading Detectives	The EEF literacy report was published following a two-armed randomised control study which involved 697 pupils across 57 schools and focussed on pupils identified as struggling readers in Year 2.(The report ran from September 2018 - July 2019)	
	The independent evaluation found that children of- fered Lexia made the equivalent of 1 additional months' progress in reading, on average, compared to other children.	
Early English and boxed success criteria	Children with communication difficulties struggle to learn to write (Early English report 8.10.24. Early English suggests children should only write the words they know how to spell to avoid cognitive overload. Includes phonetically decodable words and HFW. Some key spellings might have to be given for context.	1, 4
Strategies introduced to develop speech and communication – target- ing our most vulnerable pupils	Model highly effective conversations – F2 – children will be targeted to speak more in class benefiting from the use of land yards, which identify their need to engage in conversation.	1



		Lead • Empower • Achieve • Drive
Accelerated Reader scheme re-introduced to raise attainment in Liter- acy.	All children to answer every question – no hands up. Partner talk prior to answer being given so they can rehearse – RAG cards for involvement	
	As per EEF stating that effective feedback has a high impact. Accelerated Reader has engages learners in competition and comprehension strategies enables progress by 6+ months	
	EEF found that pupils' reading age increased by an additional three months in just 22 weeks as a direct result of the introduction of accelerated reader	
CPD for teachers with a focus on reading skills to enable high quality teaching for all and the use of metacognition	EEF state that modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills. EEF	1, 4
strategies with updates and further training on 'Thinking Matters' ap- proach to learning	EEF note that the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.	
CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils	Teachers must have the appropriate training and CPD to be confident in the knowledge of this teaching strategy and the impact that it can have on their cohort.	
Continue with Curriculum visits so that learning is enhanced through hands on experiences	Our curriculum is contextualised and embedded through the use of curriculum based trips to make sense of the theory and transfer this theology to real life situations.	1, 3, 4, 6
Library visits to continue for all pupils each half term to develop a love of reading	Our pupil premium children may be placed at a further disadvantage due to financial constraints the result in them not accessing these trips that can and will embed the learning within the classroom. The school will support financially PP parents with this	
Embed the PHSE across the curriculum across the school Develop the RSE curricu- lum across the school	"High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society." Department for Education (DfE) The Do SRE for schools notes that an effective	1, 2, 6
	delivery of the SRE curriculum promotes the safeguarding and wellbeing of young people, helping	



		Lead • Empower • Achieve • Drive
	them to keep themselves safe from	
	harm, both on and offline	
CPD on core and foun- dation subjects to de- velop staffs subject knowledge and ap- proaches to teaching in a wide range of areas	School leaders focus on the key mechanisms of ef- fective professional development – such as goal set- ting, feedback or revisiting prior learning – when se- lecting or designing new training for teaching staff, according to a new guidance report published Octo- ber 2021 by the Education Endowment Foundation (EEF).	1, 4
	The new report, 'Effective Professional Develop- ment', aims to help schools make sure that profes- sional development is of the highest possible quality, and in turn, that it has the biggest possible impact on teaching practice and pupil outcomes.	
CPD on how to plan a graduated response through the Route 2 in- clusion toolkit	The graduated response is aligned to other processes in the Local Authority such as High Level Needs (HLN) requests and Education, Health and Care Plan (EHCP) requests and should be used as evidence when submitting applications	7
Subject leader monitor- ing will act to review if there are any gaps in learning and where nec- essary, adaptations will be made within their cur- riculum	Subject leaders are provided with time out of class on a half termly basis to allow them to monitor and scrutinise progress of all pupils throughout the academic year. They will carry this out through pupil voice, learning walks and book scrutinies and use the intelligence they gather to provide constructive feedback which supports practitioners to further enhance their practice.	1, 4, 6

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

Budgeted cost: £ 104,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop group work for identified MHST pupils and families and deliver specific programmes of work	As per the EEF Social and emotional learning intervention is noted as having has a moderate impact that can improve pupil progress by 4+ months. NFER research found that strong social and emotional support strategies to help pupils in need	1, 6, 7



		Lead • Empower • Achieve • Drive
Work with supporting families to support our most vulnerable families access the services nec-	of additional support, including through working with their families.	
essary New mental health lead (SENDCo) will develop links with MHST and pro- mote wellbeing and men- tal health support both in and outside of school	The Children's Mental Health Services 2022- 23 published on 15th March 2024 state that over a quarter of a million (270,300) children and adolescents are currently awaiting mental health support following referrals to Children and Young People's Mental Health Services (CYPMHS) during the 2022-23 period "20% of children aged 8 to 16 had a probable mental disorder in 2023, up from 12% in 2017.(Children's Mental Health Services 22/23)	
Uniform, milk and other items are purchased for our disadvantaged, vul- nerable families who are in need and financially struggling.	Our pupil premium children may be placed at a further disadvantage due to financial constraints the result in them not accessing these trips that can and will embed the learning within the classroom. The school will support financially PP parents with this	3
Continue to embed at- tendance policy and amend in light of new guidance	As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.	5
Continue to enhance the robust systems and pro- cedures for attendance Continue to establish with	NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success. Of which number 2 is addressing behaviour and attendance	
parents good attendance habits. Attendance news- letter distributed X 2 per half-term	Dfe Improving attendance at school notes without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with	
Continue to embed pupil awards and incentives for good school attendance	their peers. These schools are on the lookout for poor patterns of attendance in their Early Years and address them as soon as they become concerned.	
Embed attendance re- wards and incentives for all pupils	The school operates a robust attendance strategy to ensure pupils attendance is high. The attendance officer works with families and in line with national guidance to ensure pupils are able to attend school well.	
	Alongside the robust challenge for pupils not attending, the school operates a highly engaging reward system for those who attend well, or those who show improvements with their punctuality and attendance. At the end of every term, every child	



		Lead • Empower • Achieve • Drive
Focussed phonics groups to be implemented to en- sure pupils are well equipped to fully access all aspects of their learn- ing	that has 100% attendance is rewarded with a certificate and prize. At the end of the academic year any child above 98% attendance has a reward activity in school for the whole afternoon. All children that achieve 100% go into a prizedraw to win a Nintendo switch. Most improved attendance at the end of the year is rewarded with a bag of prizes. Attendance target cards for lateness are used to help support children getting in to school on time with a reward at the end of the week. EEF shows that early and targeted phonics intervention will give an average of 5 months progress over the academic year	1, 4
Focussed reader groups to be implemented providing children who are low attaining in read- ing and phonics the op- portunity to read with more than one adult Targeted support of Pupil Premium children who are SEND will have the opportunity to take part in small group interventions in order to reduce the at- tainment gap between themselves and their peers	EEF shows that oral intervention will give an average of 5 months progress over the academic year. Children that do not read regularly will be able to develop fluency and comprehension with further support in school As per the EEF small group tuition has shown to have a potential increase in 4 months + progress in attainment levels over the academic year Routes to Inclusion (R2i) has been developed by members of the Educational Psychology Service (EPS), Behaviour Support Service (BST) and Nottingham City Primary SENCOs. It provides a supporting framework for the identification, assessment and intervention of children presenting with special educational needs and disabilities (SEND). It aims to promote inclusion, build capacity and help to identify the children who most need targeted support. This will help teachers identify those PP children with SEND that require small group work	1, 4
	There is an increasing amount of research to link high levels of deprivation with increased likelihood of special needs <u>https://www.jrf.org.uk/child-poverty/special-</u> educational-needs-and-their-links-to-poverty	

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



Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates. Additional hours are required due to the number of absences as a result of the national pandemic, this capacity is required to ensure that pupils can be monitored and work provided during a period of self-isolation.	5
Fund the cost of out of school trips/experiences	Evidence shows that pupils learning is enhanced through greater engagement in immersive education EEF 3-6months increase in learning progress Creative and connected curriculum shown to improve pupils' engagement and raise standards	3, 6
Fund the cost of clubs	Evidence shows that pupils learning is enhanced through greater engagement in immersive education EEF 3-6months increase in learning progress Creative and connected curriculum shown to improve pupils' engagement and raise standards	3, 6
Support from the SENDCo, Supporting Families Team and Mental Health Support Team to develop strong relationships with parents across the school through a range of communication methods.	As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months. Supporting pupils and families with additional needs to ensure they are able to access support in school and wider services where required. Monthly Supporting Families coffee mornings, to promote the service and	1, 3, 6, 7
Identifying and implementing strategies in school to support pupils to thrive.	importance of early Help to those that require it. Monthly Coffee mornings hosted by MHST to deliver parenting advice and support to all parents covering a whole	



range of needs relating to Mental Health and wellbeing.	
Inclusion/SEND coffee mornings hosted	
by the SENCo to advise parents of the SEND process in school and how school	
can support parents and their children.	

Total budgeted cost: £248,150

Part B: Review of outcomes in the previous academic year



Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Measures	Activities / Initiatives	Evaluation					
Measures Disadvantaged pupils are more likely to present with weaknesses in learning behaviours, e.g. lack of independence or resilience.	are more likely to present with weaknesses in learning behaviours, e.g. lack of independence orcurriculum across the schoolDevelop the RSE curriculum across the school	Behaviour in school i conduct and learning OFSTED and QA evid Pupils and staff unde system effectively. V academic year that F to have negative poi Non Pa However in relation premium were likely comparison with the	g behaviours a ence. erstand and us Ve can see from Pupil premium nts as noted b 137 137 137 137 137 137 137 137 137 137	re cons e the so m the d pupils v elow; 72 72 Premium nts tho pre posi- remium 186	istent chool's ata fo were r were r	ly good. s behavio r the more likel more likel pints in s;	ely
		From the individual p 81% of the pupils with premium, however of year was 53% indicate and non-PP pupils.	th the most ne our PP percent ting a slightly h	gative age for	points the ac gap be	are pupil cademic tween PP	il
		Negative Behaviour Points from:	То	26 July 20			
		Name	PP	Incident Points	Name Moves	Total Points	
		M	T	-3	-215	-218	
		M	F	-16	-164 -144	-164 -160	
		M	T	-10	-144	-154	
		M	T	-	-154	-154	
		The number of pupil have increased each received by whole so	term. Big tern	nly rewa			ts



Pupils embrace the rewards they are offered and a to celebrate their achievements in assemblies and visitors to the school. This results in the good programake in learning." Our pupils and their families have social & emotional difficulties, including medical and mental health issues, especially following COVID 19 pandemic Embed the PHSE across the curriculum across the school and develop the RSE curriculum across the school Develop group work for identified MHST pupils and families and deliver specific programmes of work Develop group work for identified MHST pupils and families and deliver specific programmes of work Due to financial constraints, that have been excerbated by the current financial crisis our disadvantaged pupils are unable to orgage in school threy solutions avour parents. Re-introduced and fund curriculum distroy pupils. CPU Pupils tail porties with they receive. Due to financial constraints, that have been excerbated by the current financial crisis our disadvantaged pupils are unable to orgage in school threy solutions avour pupils. CPU pupils tail porties and and so cerespretences that all workshops and so or pupils readvork for our parents. Due to financial crisis our disadvantaged pupils are nongo with that gene on the solution of the academic year. Re-introduced and fund curriculum and pupil Permium children took parent in visits to the swimming, places of worship and had access to a spoor the academic year. Due to financial crisis our disadvantaged pupils are nongo with that gene development and our stakeholders are happy with provisions avour pupils. The parental workshops and coffee morning that allow them to participate fully in the academic work that provolve that allow them to par	hieve • Drive
Our pupils and their families have social & emotional difficulties, including medical and menta health issues, especially following COVID 19 pandemic Embed the PHSE across the curriculum across the school and develop the RSE curriculum across the school Our PSHE lead has implemented an adapted curricu- that is designed for our school community. This have the school Develop group work for identified MHST pupils and families and deliver specific programmes of work Develop group work for identified metricination and health needs as well as how to identify these and support others with this. While parent's have been indeviced to coffee morning to school trips and envices and envices and envices and envices and envices and envices and deliver specific programmes of work While parent's have been indeviced to coffee morning to school trips and families and deliver approximation of the statistical deliver approximation of the statistical groups over the academic year, which 100% of pup engagement was noted. Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these Re-introduced and fund curriculum visits to our local library. All pupil metrim shating multiple visits to the loc library, the learning experiences that our pupil pre- pupils accessed over the academic year 2023-2024 Year Visit Pre- tacademic work that proceeds these	e keen
Our pupils and their families have social & emotional difficuties, including medical and mental health issues, especially following COVID 19 pandemic Embed the PHSE across the curriculum across the school and develop the RSE curriculum across the school Our PSHE lead has implemented an adapted curricul has is designed for our school community. This has broken into 3 key strands of <i>Ulving in the wider wo</i> <i>including medical</i> and mental health issues, especially following COVID 19 pandemic Develop group work for identified MHST pupils and families and deliver specific programmes of work Our PSHE lead has implemented an adapted curricul identify these and support others with this. While parent's have been invited to coffee morning some have been delivered 3 assembles and 2 focused groups over the academic year, which 100% of pup engagement was noted. Saps have been identified in staff development and outreach work for our parents. CPD in place to support staff knowledge about Earl and Mental health Support. Parents will attend parental workshops and coffee mornings to support any mental health or wellbein constraints, that have been exacerbated by the current financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these Re-introduced and fund curriculum visits to our local library. Veat Visit PP 1 Visit PP 1 While parent was noted.	
Our pupils and their families have social & emotional difficulties, including medical and mental health issues, especially following COVID 19 pandemic Embed the PHSE across the curriculum across the school and develop the RSE curriculum across the school Our PSHE lead has implemented an adapted curricu- that is designed for our school community. This ha broken into 3 key strands of 'Living in the wider would social, emotional and health needs as well as how to 'Health and Wellbeing' and 'Relationships' all of with mental health issues, especially following COVID 19 pandemic Develop group work for identified MHST pupils and families and deliver specific programmes of work Develop group work for identified MHST pupils and families and deliver specific programmes of work While parent's have been identified in staff development and outreach work for our parents. CPD in place to support staff knowledge about Early and Mental health Support. Parents will attend parental workshops and coffee morings to support any mental health or wellbein concerns as well as access to Early Help Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these Re-introduced and fund curriculum visits to our local library. Reintroduced and fund curriculum that allow them to participate fully in the academic work that proceeds these Re-introduced and fund curriculum visits to our local library. Multip are the motion academic work that proceeds these Re-introduced and fund curriculum visits to our local library. Multip aread them	ess they
tamilies have social & emotional difficulties, including medical and mental health issues, especially following COVID 19 pandemic curriculum across the school that is designed for our school community. This ha broken into 3 key strands of 'Living in the wider wo 'Health and Wellbeing' and 'Relationships' all of wh encompass a deeper knowledge and understanding social, emotional and health needs as well as how t identify these and support others with this. Develop group work for identified MHST pupils and families and deliver specific programmes of work While parent's have been invited to coffee morning some have been delivered by our Mental Health su Teams, the uptake from the community has been p MiST have delivered 3 assembles and 2 focused groups over the academic year, which 100% of pup engagement was noted. Due to financial constraints, that have been exacerbated by the current financial crisio our uisadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these Re-introduced and fund curriculum visits so that learning is enhanced through hands on experiences including visits to our local library. All pupil Premium children tok part in visits to the summing, places of worship and had access to a sp coach. Pupils in Year 4 also had music tuition for th academic year. Visit Pre- academic work that is enamed Pre- tore visit	
emotional difficulties, including medical and mental health issues, especially following COVID 19 pandemic COVID 19 pand	
including medical and mental health issues, especially following COVID 19 pandemic the school 'Health and Weilbeing' and 'Relationships' all of whi encompass a deeper knowledge and understanding ocial, emotional and health needs as well as how t identify these and support others with this. Develop group work for identified deliver specific programmes of work Develop group work for identified must proceeds as well as how t identify these and support others with this. While parent's have been invited to coffee morning some have been delivered by our Mental Health sup groups over the academic year, which 100% of pup engagement was noted. Gaps have been identified in staff development and outreach work for our parents. CPD in place to support staff knowledge about Earl and Mental health Support. Parents will attend parental workshops and coffee mornings to support any mental health or wellbein concerns as well as access to Early Help Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are and enrichment opportunities that allow them to participate fully in the academic work that proceeds these Re-introduced and fund curriculum visits to our local library. Year Visit PP 1 1 Wiseratemic 24 1 1 1 Isonate adaemic year 2023-2024 1	
mental health issues, especially following COVID 19 pandemicDevelop group work for identified MHST pupils and families and deliver specific programmes of workencompass a deeper knowledge and understanding social, emotional and health needs as well as hout out identify these and support others with this.Develop group work for identified MHST pupils and families and deliver specific programmes of workWhile parent's have been invited to coffee morning some have been delivered by our Mental Health su Teams, the uptake from the community has been p MHST have delivered 3 assemblies and 2 focused or groups over the academic year, which 100% of pup engagement was noted.Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enricipate fully in the academic work that proceeds theseRe-introduced and fund curriculum visits to our local library.Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enricipate fully in the academic work that proceeds theseRe-introduced and fund curriculum visits to our local library.Pue to financial constraints, that have been exacerbated by the academic work that proceeds theseRe-introduced and fund curriculum visits to our local library.Due to financial constraints, that have been exacerbated by the academic work that proceeds theseRe-introduced and fund curriculum visits to our local library.Due to financial constraints, that have been exacerbated by the academic work that proceeds theseRe-introduced and fun	
especially following COVID 19 pandemic Develop group work for identified MHST pupils and families and deliver specific programmes of work social, emotional and health needs as well as how to identify these and support others with this. While parent's have been invited to coffee morning some have been delivered by our Mental Health su Teams, the uptake from the community has been p MHST have delivered 3 assemblies and 2 focused 1 groups over the academic year, which 100% of pup engagement was noted. Gaps have been identified in staff development and outreach work for our parents. CPD in place to support staff knowledge about Earl and Mental health Support. Parents will attend parent and pupil questionnaires in that our stakeholders are happy with provisions aw our pupils. Our pupils talk positively about being p ublee and enjoy coming to school. They value the and curriculum that they receive. Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these Re-introduced and fund curriculum visits to our local library. Year Visit PP 1 1 Wile safemine 24 1 Wagemen 24 1 Magemen 24 1 Isout weil ad all our stake of write and that allow them to participate fully in the academic work that proceeds these PP	
CÓVID 19 pandemic Develop group work for identified MHST pupils and families and deliver specific programmes of work identify these and support others with this. While parent's have been invited to coffee morning some have been delivered by our Mental Health su Teams, the uptake from the community has been p outract work for our parents. While parent's have been invited to coffee morning some have been delivered by our Mental Health su Teams, the uptake from the community has been p outract work for our parents. CPD in place to support staff knowledge about Earl and Mental health Support. Gaps have been identified in staff development and outreach work for our parents. CPD in place to support staff knowledge about Earl and Mental health Support. Parents will attend parental workshops and coffee mornings to support any mental health or wellbein concerns as well as access to Early Help Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils ar unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these Re-introduced and fund curriculum visits to our local library. All pupils making multiple visits to the loc library, the learning experiences that our pupil pre- pupils accessed over the academic year 2023-2024 Year Yisit Pf 1 1 While Post fam 24 1 Imparent washing 24 1 Imparent washing 24 1 Imparent washing	
MHST pupils and families and deliver specific programmes of work While parent's have been invited to coffee morning some have been delivered by our Mental Health su Teams, the uptake from the community has been p MHST have delivered 23 assemblies and 2 focussed u groups over the academic year, which 100% of pup engagement was noted. Gaps have been identified in staff development and outreach work for our parents. Gaps have been identified in staff development and outreach work for our parents. CPD in place to support staff knowledge about Earl and Mental health Support. Parents will attend parental workshops and coffee mornings to support any mental health or wellbein concerns as well as access to Early Help Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these Re-introduced and fund curriculum visits to our local library. Year Visit Pre- pupils adle sall pupils making multiple visits to the loot library, the learning experiences that our pupil pre- pupils accessed over the academic year 2023-2024 Year Visit Pre- pupils accessed over the academic year 2023-2024 Year Visit Pre- pupils accessed over the academic year 2023-2024	,
deliver specific programmes of work While parent's have been invited to coffee morning some have been delivered by our Mental Health su treams, the uptake from the community has been p MHST have delivered 3 assemblies and 2 focussed of groups over the academic year, which 100% of pup engagement was noted. Gaps have been identified in staff development and outreach work for our parents. Gaps have been identified in staff development and outreach work for our parents. CPD in place to support staff knowledge about Early and Mental health Support. Parents will attend parential workshops and coffee mornings to support any mental health or wellbein concerns as well as access to Early Help Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these Re-introduced and fund curriculum visits to our local library. Year Yisit PP visit Year Yisit PP visit Year Yisit PP visit 1 While Post farm 24 1 1 Visit PP visit 1 Isagenesi 24 1 1 Isagenesi 24 1	
worksome have been delivered by our Mental Health su Teams, the uptake from the community has been p MHST have delivered 3 assemblies and 2 focussed groups over the academic year, which 100% of pup engagement was noted.Gaps have been identified in staff development and outreach work for our parents. CPD in place to support any mental health or wellbein concerns as well as access to Early HelpDue to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum through hands on experiences that our stakeholders are hapy with provisions av- our pupils. Our pupils and enrichment opportunities that allow them to participate fully in the academic work that participate fully in the academic work that proceeds theseRe-introduced and fund curriculum through ands on experiences that allow them to participate fully in the academic work that participate fully in the academic work that proceeds theseRe-introduced and fund curriculum through ands on experiences that allow them to participate fully in the academic work that proceeds theseAll pupil meminy places of worship and had access to a sp cosch. Pupils in Year 4 also had music tuition for the academic year 2023-2024YearVisitPP 1 1 1 1 1 1 1 1 1 1 1 1Image: Part and pupil the academic work that 1 1 1 1 1 1 1 1 1Image: Part and pupil all 1 1 1 1 1 1 1 1 1 1 1 1 1Image: Part and	s, and
Due to financial constraints, that have been exacerbated by the unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum tists to our local library.Re-introduced and fund curriculum that our stakeholders are happy with provisions av our pupils. Our pupils talk positively about being p Jubilee and enjoy coming to school. They value the and curriculum that they receive.Nue to financial constraints, that have been exacerbated by the unable to engage in school trips and enrichment opportunities that alow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum that our stakeholders are happy with provisions av our pupils. Our pupils talk positively about being p Jubilee and enjoy coming to school. They value the and curriculum that they receive.Nue to financial constraints, that have been exacerbated by the unable to engage in school trips and enrichment opportunities that alow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum that be reaching experiences that our pupil pre- pupils accessed over the academic year 2023-2024YearVisitPP 241Used fram241Isequence 14141Isequence 14141Isequence 14141Isequence 14141Isequence 14141Isequence 14141Isequence 14141Isequence 14241 </td <td></td>	
Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum sits to our local library.Re-introduced and fund curriculum to sits to our local library.Re-introduced and fund curriculum visits to our local library.Re-introduced and fund curriculum to sits to our local library.Re-introduced and fund curriculum to sits to the to site to be academic work that proceeds theseRe-introduced and fund curriculum to site to the local fibrary.Re-introduced and fund curriculum to site to be site to site to site to be site to the local fibrary.Unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum to site to be site	
engagement was noted.Gaps have been identified in staff development and outreach work for our parents.CPD in place to support staff knowledge about Earl and Mental health Support.Parents will attend parental workshops and coffee mornings to support any mental health or wellbein concerns as well as access to Early HelpDue to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum visits to our local library.Re-introduced and fund curriculum visits to our local library.Re-introduced and fund curriculum visits to our local library.All pupil Premium children took part in visits to the loc unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseNetworkip wisit to the loc to unable to engage in that allow them to participate fully in the academic work that proceeds theseVisit to the loc to unable to engage in to unable to active to the loc tibrary.YearVisit to unable to active to the loc tibrary.Prever to unable to active to the loc tibrary.YearVisit to unable to active to the loc tibrary.YearVisit to unable to active to the loc tibrary.YearVisit to unable to active to unable to active to unable to un	vork
But the set of the set o	I
Outreach work for our parents. CPD in place to support staff knowledge about Early and Mental health Support. Parents will attend parental workshops and coffee mornings to support any mental health or wellbein concerns as well as access to Early HelpDue to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and emrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum visits to our local library.All pupil Premium children took part in visits to the loc bisits to our local library.VisitSource of worship and eacdemic work that proceeds theseRe-introduced and fund curriculum visits to our local library.All pupil Premium children took part in visits to the loc library, the learning experiences that our pupil prer pupils accessed over the academic year 2023-2024YearVisitPP1White Post Farm241Stegress241II1Usiti241II1II2II2II2II2II2II2II3II4II4II4II4II4II4II4II4I4I <t< td=""><td></td></t<>	
CPD in place to support staff knowledge about Earli and Mental health Support. Parents will attend parental workshops and coffee mornings to support any mental health or wellbein concerns as well as access to Early HelpDue to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum tists to our local library.All pupil Premium children took part in visits to the loc library, the learning experiences that our pupil school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum visits to our local library.All pupil Smaking multiple visits to the loc library, the learning experiences that our pupil prer pupils accessed over the academic year 2023-2024YearVisitPP1White Post Farm241Stegness241Place of worship visit241Uccal Area Walk241Uccal Area Walk24	also in
and Mental health Support.Parents will attend parental workshops and coffee mornings to support any mental health or wellbein, concerns as well as access to Early HelpQA evidence and parent and pupil questionnaires in that our stakeholders are happy with provisions ava our pupils. Our pupils talk positively about being p Jubilee and enjoy coming to school. They value the and curriculum that they receive.Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculal visits to our local library.All pupil Premium children took part in visits to the loc library, the learning experiences that our pupil prer pupils accessed over the academic year 2023-2024YearVisitPP1White Post Farm241Stegness241Interest Walk241Interest Walk24 </td <td></td>	
Parents will attend parental workshops and coffee mornings to support any mental health or wellbein concerns as well as access to Early HelpOA evidence and parent and pupil questionnaires in that our stakeholders are happy with provisions and our pupils. Our pupils talk positively about being p Jubilee and enjoy coming to school. They value the and curriculum that they receive.Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum visits to our local library.All pupil Premium children took part in visits to the loc library, the learning experiences that our pupil prer pupils accessed over the academic year 2023-2024YearVisitPP1White Post Farm241Skegness241Including visit241Including visit241<	Help
Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curricular through hands on experiences including visits to our local library.Our pupils that our stakeholders are happy with provisions ava our pupils. Our pupils talk positively about being p Jubilee and enjoy coming to school. They value the and curriculum that they receive.Ne-introduced and fund curricular visits so that learning is enhanced through hands on experiences including visits to our local library.Ke-introduced and fund curricular visits so that learning is enhanced through hands on experiences including visits to our local library.Ke-introduced and fund curricular visits so that learning is enhanced through hands on experiences including visits to our local library.Ke-introduced and fund curricular visits so that learning is enhanced through hands on experiences that allow them to participate fully in the academic work that proceeds theseKe-introduced and fund curricular visits so the local library.Ke-introduced and fund curricular visits so the local library, the learning experiences that our pupil pre- pupils accessed over the academic year 2023-2024YearVisitPP 11VisitPP1Visit241Image of worship visit241Image of worship visit241Image of worship visit241Image of worship visit241Image of worship visit <t< td=""><td></td></t<>	
Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum to the fourtee of worship and had access to a sp coach. Pupils in Year 4 also had music tuition for th academic work that proceeds theseAll pupil Premium children took part in visits to the loc library.VisitPNo <td>5</td>	5
Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum to including visits to our local library.All pupil Premium children took part in visits to the loc unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum to white Post FarmAll pupil Premium children took part in visits to the loc library, the learning experiences that our pupil pre- pupils accessed over the academic year 2023-2024YearVisitPP1White Post Farm241Skegness241I cocal Area Walk241I cocal Area Walk241I cocal Area Walk241I cocal Area Walk24	,
Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum to including visits to our local library.All pupil Premium children took part in visits to the swimning, places of worship and had access to a sp coach. Pupils in Year 4 also had music tuition for th academic work that proceeds theseVisitP1White Post Farm241Skegness241I1I1I1I1I1I1I1I241I	dicates
Jubilee and enjoy coming to school. They value the and curriculum that they receive.Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum visits so that learning is enhanced through hands on experiences including visits to our local library.All pupil Premium children took part in visits to the swimming, places of worship and had access to a sp coach. Pupils in Year 4 also had music tuition for th academic year.As well as all pupils making multiple visits to the loc library, the learning experiences that our pupil prer pupils accessed over the academic year 2023-2024YearVisitProceeds theseProceeds these	
Due to financial constraints, that have been exacerbated by the current financial crisis our 	art of
Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseRe-introduced and fund curriculum tionuding visits to our local library.All pupil Premium children took part in visits to the swimming, places of worship and had access to a sp coach. Pupils in Year 4 also had music tuition for th academic year.As well as all pupils making multiple visits to the loc library, the learning experiences that our pupil prer pupils accessed over the academic year 2023-2024YearVisit1White Post Farm241Skegness241Local Area Walk241Local Area Walk241Local Area Walk24	support
Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds thesevisits so that learning is enhanced through hands on experiences including visits to our local library.swimming, places of worship and had access to a sp coach. Pupils in Year 4 also had music tuition for the academic year.Visits so that learning is enhanced through hands on experiences including visits to our local library.swimming, places of worship and had access to a sp coach. Pupils in Year 4 also had music tuition for the academic year.Visit allow them to participate fully in the academic work that proceeds theseVisitPP1White Post Farm241Skegness241Place of worship visit241Local Area Walk241Local Area Walk24	
constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds thesethrough hands on experiences our local library.coach. Pupils in Year 4 also had music tuition for th academic year.YearVisitPP1White Post Farm241Skegness241Place of worship visit241Local Area Walk241Local Area Walk241Local Area Walk241Local Area Walk24	-
been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these	
current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theseAs well as all pupils making multiple visits to the loc library, the learning experiences that our pupil prer pupils accessed over the academic year 2023-2024YearVisitPP1White Post Farm241Skegness241ILocal Area Walk241Local Area Walk24	! IUII
unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these Is with us an pupple matching matchine to the total tot	
unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds theselibrary, the learning experiences that our pupil prer pupils accessed over the academic year 2023-2024YearVisitPP1White Post Farm241Skegness241Place of worship visit241Local Area Walk241Uncel Area Walk24	al
enrichment opportunities that allow them to participate fully in the academic work that proceeds these	
Year Visit PP academic work that proceeds these 1 White Post Farm 24 1 Skegness 24 1 Place of worship visit 24 1 Local Area Walk 24 1 Local Area Walk 24	were;
academic work that proceeds these 1 White Post Farm 24 1 Skegness 24 1 Place of worship visit 24 1 Local Area Walk 24 1 Local Area Walk 24	Non-
I Image: Constraint of the second s	РР
1 Place of worship visit 24 1 Place of Worship visit 24 1 Local Area Walk 24	26 26
1 Local Area Walk 24	26
	26
O Warwick Castle O1	
	21
2 East Midlands Airport 20	22
2 Place of worship visit 20	22
2 Local area walk 20	22
2 Cresswell Craggs 24	
3 Cresswell Craggs 24	38



Fund curriculum clubs so that learning is enhanced through hands on experiences 3 000 dota fail 24 38 2 Prior of environment and slow progress rates made by ppl 36 29 4 Stream Terming of School 36 29 4 Neurof environment and slow progress rates made by ppl 36 29 4 Neurof environment and slow progress rates made by ppl 18 16 5 Winde environment environment and slow progress rates made by ppl 136 16 6 Less end refine the use of reading situktion and the uses of reading situktion and thread and the uses of progress rates made by ppl 136 131 10 Fend refine the uses of reading situktion transforment and there are the opportunity to access additional encoding. "Cooking, Adventure writing club, Ballet; Gardening, Circles, Shows almost half the children encoding, Cooking, Adventure writing club, Ballet; Gardening, Circles, Shows almost half the children encoding, Cooking, Adventure writing club, Ballet; Gardening, Circles, Shows almost half the children encoding, Cooking, Adventure writing club, Ballet; Gardening, Circle where combine data mathematicas poly ppill witeoconceptions resulting the denote state data show ppill premium pupils data index between combine data indicates that mathematicas stated encode writing and mathematicas, poly premium pupils data indicates that mathematicas encode and the device where combine data mathematicas, poly premium pupils data indicis (see table below).						Lead • E	mpower • Achi	eve • Drive
Fund curriculum clubs so that learning is enhanced through hands on experiences Fund curriculum clubs so that learning is enhanced through hands on experiences Image: Club Software Soft			3	G	iO for Gold Run		24	38
Embed, review the drive team for 1			3	Plac	ce of worship visit		24	38
Embed, review the drive team for 1								
Embed, review the drive team for 1			-	Magr	na Science Museum		26	20
Image: specific state in the specific state in th								
Embed, review the drive team for 					-		36	
Embed, review the drive team for S Weing apprime 18 16 S Weing apprime 33 31 G Catrice of patter biological backs 33 31 G Catrice of patter backs 33 31 G Catrice of patter biological backs 33 31 G Catrice of patter biological backs 33 <td></td> <td></td> <td>4</td> <td>Plac</td> <td>ce of worship visit</td> <td></td> <td>36</td> <td>29</td>			4	Plac	ce of worship visit		36	29
Embed, review the drive team for 10 10 16 Notingham Citizens 18 16 S 10 10 10 S 10 10 10 10 No dictics (bown any cost of brains was additional sessions outside of school. 18 10 No dictics (bow many town any cost obstat was additional sessions outside of school. 10 10 No dictics (bow adventer warding town any cost obstat was additional sessions outside of school. 10 10 No dictics (bow adventer warding town any cost obstat wa			4	Great Orchestra Exp	eriment (Albert Hall	Nottingham)	36	29
Embed, review the drive team for 10 10 16 Notingham Citizens 18 16 S 10 10 10 S 10 10 10 10 No dictics (bown any cost of brains was additional sessions outside of school. 18 10 No dictics (bow many town any cost obstat was additional sessions outside of school. 10 10 No dictics (bow adventer warding town any cost obstat was additional sessions outside of school. 10 10 No dictics (bow adventer warding town any cost obstat wa								
Embed, review the drive team for Nottingham Citizens 10 16 16 5 Walaumtali Industrial mucuin 18 16 5 Place of working will 18 16 5 Place of working will 18 16 6 Termits Centre 33 31 6 Galeness d-builts (built working will 33 31 6 Caleness d-builts (built working will 33 31 6 Activities weak 33 31 6 Caleness d-builts (built working weak 33 31 6 Activities weak 33 31 6 Caleness d-builts (built working weak 33 31 6 Caleness d-builts (built working weak 33 31 7 Caleness d-builts (built working weak 33 31 7 Caleness d-builts (built working weak 33 31 8 Caleness d-builts (built working weak 33 31 9 Caleness d-builts (built working weak 33 31 10 Caleness d-builts (built working weak 33 31 11 Caleness d-builts (built working weak 33 31 12 Caleness d-built (built working weak 33 31<			5	Vi	king experience		18	16
Embed, review the drive team for 5 Wolden Null Industrial Museum 18 16 5 Pisce of wondpruit 18 16 6 Trend Centre 33 31 6 Trend Centre 33 31 6 Galence of Jensice (Netwondpruit 33 31 6 Galence of Jensice (Netwondpruit) 33 31 6 Galence of Jensice (Netwondpruit) 33 31 6 Autointer weet 33 31 6 Autointer weet 33 31 6 Autointer weet 33 31 7 Fund curriculum clubs so that learning is enhanced through hands on experiences Curriculum Clubs weenersteel Autointer weet 30 30 10 Torig is enhanced through hands on experiences Si of PP pupils attending: 124 144 144 141 10 Fund curriculum clubs so that learning is enhanced through hands on experiences Si of PP pupils attending: 124 144 141 141 10 Si of PP pupils attending: 124 148 145 150 10			5	Houses of Parlia	ment/Lion King shov	v (London)	18	16
Nottingham Citizens 5 Preed workby visit 18 16 6 Tesset Centre 33 31 6 Advites Wesh 33 31 7 Tesse Chool Club data indicates that our pupil premium pupils have had the opportunity to access additional sessions outside of school. 8 Wood Fuels Advites Wesh 43 43 8 Mode Clubs: (Now many Centre Club School Advites Wesh 48 45 8 of wole school Advites Wesh 45 45 45 8 of wole school Advites Wesh 45 45 45 8 of wole school Advites Wesh of KS1 and KS2 5 5 Mode School Advites Mose School Advites Meshore School A		Embed review the drive team for	_	Wollaton	Hall Industrial muse	um	_	_
Fund curriculum clubs so that learning is enhanced through hands on experiences Curriculum Clubs 2023 – 2024 Curriculum clubs 2025 – 2024 Curric			_	Plac	ce of worship visit		_	_
Image: construct and slow progress rates made by pupil Revise and refine the use of reading skills to enable high quality construct and the artended were Pupil Premium and there was no charge for any of these clubs. Clus offered at points throughout the steading or pupil premium and there was no charge for any of these clubs. Low attainment and slow progress rates made by pupil Revise and refine the use of reading skills to enable high quality constructions trategies with by pupil remium and there was no charge for any of these clubs. School date and the artending skills to enable high quality pupils achieved below the national averages for pupil premium pupils achieved below the national averages for pupil premium pupils achieved below the national averages for any of these clubs. School date were high remium and there was no charge for any of these clubs. Low attainment and slow progress rates made by pupil Revise and refine the use of reading skills to enable high quality combined reading, writing and mitting reading skills to enable high quality pupils attending skills to enable high quality higher in individual subjects. The greatest difference is the comparison between combined reading, writing and methematics, pupil premium pupils attaining significantly higher than pupil		Nottingham enzens	5	FIA			18	16
Image: construct and slow progress rates made by pupil Revise and refine the use of reading skills to enable high quality construct and the artended were Pupil Premium and there was no charge for any of these clubs. Clus offered at points throughout the steading or pupil premium and there was no charge for any of these clubs. Low attainment and slow progress rates made by pupil Revise and refine the use of reading skills to enable high quality constructions trategies with by pupil remium and there was no charge for any of these clubs. School date and the artending skills to enable high quality pupils achieved below the national averages for pupil premium pupils achieved below the national averages for pupil premium pupils achieved below the national averages for any of these clubs. School date were high remium and there was no charge for any of these clubs. Low attainment and slow progress rates made by pupil Revise and refine the use of reading skills to enable high quality combined reading, writing and mitting reading skills to enable high quality pupils attending skills to enable high quality higher in individual subjects. The greatest difference is the comparison between combined reading, writing and methematics, pupil premium pupils attaining significantly higher than pupil								
Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through hands curriculum clubs so that learning is enhanced through more curriculum clubs so that learning is enhanced through hands on experiences Event curriculum clubs so that learning is enhanced through the deforward to the so of feedforward to improve standards in reading skills to enable high quality entacomition strategies with by pupil premium pupils attaining significantly higher than pupil premium pupils attaining significantly higher than pupil premium pupils tataining significantly higher than pupil premium pu			6		Tennis Centre		33	31
Event 10 10 10 Image: Second Sec			6	H	olocaust Centre		33	31
Event curriculum clubs so that learning is enhanced through hands on experiences Curriculum Clubs 2023 – 2024 Our after school club data indicates that our pupil premium pupils have had the opportunity to access additional sessions outside of school. Fund curriculum clubs so that learning is enhanced through hands on experiences The of clubs: (how many club scu operated) 10 No of pupils attending: 174 168 181 School attend- ing: 615/5 605/5 602/5 182/5 Sumdag: Cooking: Adventure writing club; Ballet; Gardening; Girls' Football; Boys' Football; Gym and Dance; Basketball; Multi-sports; Year 6 Booster. Data for sports clubs shows almost half the children attended were Pupil Premium and there was no charge for any of these clubs. School data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematic			6	Galleries of Just	ice (National Justice	Museum)	33	31
Low attainment and slow progress rates made by pupilRevise and refine the use of feedforward to improve standards in reading and writingRevise and refine the use of feedforward to improve standards in reading and writingRevise and refine the use of feedforward to improve standards in reading and writingRevise and refine the use of reading skills to enable high quality teaching for all and the use of metacognition strategies with by in them finction it difficient withing Matters'Our after school club data indicates that our pupil premium pupils have had the opportunity to access additional sessions outside of school.Low attainment and slow proprise rates made by pupilRevise and refine the use of reading skills to enable high quality teaching for all and the use of metacognition strategies with by in the microin it difficing it allifing Matters'Our after school club data indicates that our pupil premium pupils attending: 1274Low attainment and slow proprise rates made by pupil teaching for all and the use of reading skills to enable high quality teaching for all and the use of metacognition strategies with by in the microin it difficing			6		Activities week		33	31
Low attainment and slow progress rates made by pupilRevise and refine the use of feedforward to improve standards in reading and writingRevise and refine the use of feedforward to improve standards in reading and writingRevise and refine the use of feedforward to improve standards in reading and writingRevise and refine the use of reading skills to enable high quality teaching for all and the use of metacognition strategies with by in them finction it difficient withing Matters'Our after school club data indicates that our pupil premium pupils have had the opportunity to access additional sessions outside of school.Low attainment and slow proprise rates made by pupilRevise and refine the use of reading skills to enable high quality teaching for all and the use of metacognition strategies with by in the microin it difficing it allifing Matters'Our after school club data indicates that our pupil premium pupils attending: 1274Low attainment and slow proprise rates made by pupil teaching for all and the use of reading skills to enable high quality teaching for all and the use of metacognition strategies with by in the microin it difficing								
Fund curriculum clubs so that learning is enhanced through hands on experiencesNo of clubs: (how many clubs you operated)101010No of pupils attending:174168181% of whole school attend- ing:47.2%45.6%49.2%% of PP pupils attending:44.8%45.3%48.1%Clubs offered at points throughout the year include: Choir; Arts and Crafts (separate clubs for KS1 and KS2); Sumdog; Cooking; Adventure writing club; Ballet; Gardening; Girls' Football; Boys' Football; Gym and Dance; Basketball; Multi-sports; Year 6 Booster.Low attainment and slow progress rates made by pupilRevise and refine the use of feedforward to improve standards in reading and writingRevise and refine the use of feedforward to improve standards in reading and writingSchool data shows that whilst last year's pupil premium pupils did achieve higher than the national average for any of these clubs.CPD for teachers with a focus on reading stills to enable high quality taching for all and the use of reading scills or all and the use of reading for all and the use				have had the o	pportunity to hool.	o access ac	lditional	
Iearning is enhanced through hands on experiencesIearning is enhanced through hands on experiencesImage: Index Index Index Low of pupils attending:Image: Index Index IndexImage: Index IndexNo of pupils attending:174168181% of whole school attend- ing:47.2%45.6%49.2%% of PP pupils attending:44.8%45.3%48.1%Clubs offered at points throughout the year include: Choir; Arts and Crafts (separate clubs for KS1 and KS2); Sumdog; Cooking; Adventure writing club; Ballet; Gardening; Girls' Football; Boys' Football; Gym and Dance; Basketball; Multi-sports; Year 6 Booster.Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in trading and writingRevise and refine the use of reading and writing CPD for teachers with a focus on reading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters'School data shows that whilst last year's pupil premium pupils actional averages for pupil premium pupils attaining significantly higher than pupil premium pupils attaining significantly higher than pupil		Fund curriculum clubs so that			Autumn Term	Spring Term	Summe	r Term
hands on experiencesNo of pupils attending:174168181% of whole school attend:47.3%45.6%49.2%% of PP pupils attending44.8%45.3%48.1%% of PP pupils attending44.8%45.3%48.1%Clubs offered at points throughout the year include: Choir; Arts and Crafts (separate clubs for KS1 and KS2); Sumdog; Cooking; Adventure writing club; Ballet; Gardening; Girls' Football; Boys' Football; Gym and Dance; Basketball; Multi-sports; Year 6 Booster.Low attainment and slow progress rates made by pupilRevise and refine the use of feedforward to improve standards in reading and writingSchool data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupil schieved below that unate astended schieve higher than the national average for pupil premium pupils did achieve higher than the national average for pupil premium pupils did achieve higher than the national average for pupil premium pupils actionally in all areas. However, non- pupil premium pupils within our setting performed slightly higher in individual subjects. The greatest difference is the comparison between combined attainment with non-pupil premium pupils attaining significantly higher than pupil				. ,	10	10	1	0
No of pupils attending:174168181% of whole school attend: ing:47.2%45.6%49.2%% of PP pupils attending44.8%45.3%48.1%% of PP pupils attending44.8%45.3%48.1%Clubs offered at points throughout the year include: Choir; Arts and Crafts (separate clubs for KS1 and KS2); Sumdog; Cooking; Adventure writing club; Ballet; Gardening; Girls' Football; Boys' Football; Gym and Dance; Basketball; Multi-sports; Year 6 Booster.Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters'School data shows that whilst last year's pupil premium pupils antionally in all areas. However, non- pupil premium pupils attaining significantly higher than pupil								
Imp:47.2%45.5%49.2%% of PP pupils attending44.8%45.3%48.1%Clubs offered at points throughout the year include: Choir; Arts and Crafts (separate clubs for KS1 and KS2); Sumdog; Cooking; Adventure writing club; Ballet; Gardening; Girls' Football; Boys' Football; Gym and Dance; Basketball; Multi-sports; Year 6 Booster.Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resultingRevise and refine the use of reading skills to enable high quality teaching for all and the use of reading skills to enable high quality teaching for all and the use of reading skills to enable high quality teaching for all and the use of reading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters'School data shows that whilst last year's pupil premium pupils achieved below the national averages for pupil premium pupils within our setting performed slightly higher in individual subjects. The greatest difference is the comparison between combined attainment with non-pupil premium pupils attaining significantly higher than pupil			No of pu	pils attending:	174	168	18	31
Imp:47.2%45.5%49.2%% of PP pupils attending44.8%45.3%48.1%Clubs offered at points throughout the year include: Choir; Arts and Crafts (separate clubs for KS1 and KS2); Sumdog; Cooking; Adventure writing club; Ballet; Gardening; Girls' Football; Boys' Football; Gym and Dance; Basketball; Multi-sports; Year 6 Booster.Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resultingRevise and refine the use of reading skills to enable high quality teaching for all and the use of reading skills to enable high quality teaching for all and the use of reading skills to enable high quality teaching for all and the use of reading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters'School data shows that whilst last year's pupil premium pupils achieved below the national averages for pupil premium pupils within our setting performed slightly higher in individual subjects. The greatest difference is the comparison between combined attainment with non-pupil premium pupils attaining significantly higher than pupil			0/ of wh					
Clubs offered at points throughout the year include: Choir; Arts and Crafts (separate clubs for KS1 and KS2); Sumdog; Cooking; Adventure writing club; Ballet; Gardening; Girls' Football; Boys' Football; Gym and Dance; Basketball; Multi-sports; Year 6 Booster.Low attainment and slow progress rates made by pupilRevise and refine the use of feedforward to improve standards in reading and writingSchool data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupils did achieve higher than the national averages for eading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters'School data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupils achieved below the national average for upil premium pupils actionally in all areas. However, non- pupil premium pupils actionally higher than pupil				Die school attenu-	47.2%	45.6%	49.	2%
Clubs offered at points throughout the year include: Choir; Arts and Crafts (separate clubs for KS1 and KS2); Sumdog; Cooking; Adventure writing club; Ballet; Gardening; Girls' Football; Boys' Football; Gym and Dance; Basketball; Multi-sports; Year 6 Booster.Low attainment and slow progress rates made by pupilRevise and refine the use of feedforward to improve standards in reading and writingSchool data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupils did achieve higher than the national averages for eading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters'School data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupils achieved below the national average for upil premium pupils actionally in all areas. However, non- pupil premium pupils actionally higher than pupil								
Low attainment and slow progress rates made by pupilRevise and refine the use of feedforward to improve standards in reading and writingSchool data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in the mational strategies with by introducing 'Thinking Matters'Revise and refine the use of feedforward to improve standards in reading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters'School data shows that whilst last year's pupil premium pupils achieved below the national average for pupil premium pupils attaining significantly higher than pupil			% of PP	oupils attending	44.8%	45.3%	48.	.1%
Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resultingRevise and refine the use of feedforward to improve standards in reading and writingSchool data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupils did achieve higher than the national averages for pupil premium pupils nationally in all areas. However, non- pupil premium pupils within our setting performed slightly teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters'CPD for teachers with a focus on reading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters'School data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupil premium pupils nationally in all areas. However, non- pupil premium pupils within our setting performed slightly higher in individual subjects. The greatest difference is the comparison between combined attainment with non-pupil premium pupils attaining significantly higher than pupil			Choir; A Sumdo Garden Baskett	Arts and Crafts g; Cooking; Ad ing; Girls' Foot pall; Multi-spo	(separate cl venture writ tball; Boys' F rts; Year 6 Bo	ubs for KS2 ing club; B ootball; Gy poster.	L and KS2 allet; vm and D	2);
any of these clubs.Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resultingRevise and refine the use of feedforward to improve standards in reading and writingSchool data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupils did achieve higher than the national averages for pupil premium pupils nationally in all areas. However, non- pupil premium pupils within our setting performed slightly teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters'School data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupils did achieve higher than the national averages for pupil premium pupils within our setting performed slightly higher in individual subjects. The greatest difference is the comparison between combined attainment with non-pupil premium pupils attaining significantly higher than pupil				-				ge for
Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in them finding it difficultRevise and refine the use of feedforward to improve standards in reading and writingSchool data shows that whilst last year's pupil premium pupils achieved below the national average for all pupils for combined reading, writing and mathematics, pupil premium pupils did achieve higher than the national averages for pupil premium pupils did achieve higher than the national averages for pupil premium pupils within our setting performed slightly higher in individual subjects. The greatest difference is the comparison between combined attainment with non-pupil premium pupils attaining significantly higher than pupil				-	2			
Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in them finding it difficult		Revise and refine the use of	-		at whilst last	year's pur	oil premi	um
premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in them finding it difficult	progress rates made by	feedforward to improve standards	pupils a combin	ichieved below ed reading, wi	v the nationa riting and ma	al average the stress of the s	for all pu , pupil pi	pils for remium
children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in them finding it difficult	premium/disadvantaged	CPD for teachers with a focus on		-			-	
SEND PP Cohort. The children have gaps and misconceptions resulting in them finding it difficult					-			
children have gaps and misconceptions resulting in them finding it difficult introducing 'Thinking Matters' introducing 'Thinking Matters'								
in them finding it difficult introducing 'Thinking Matters' premium pupils attaining significantly higher than pupil		_	-			-		
approach to learning premium pupils (see table below).			-					
			-				-	



								Lead	• Empower	• Achieve • D	
to retain/recall prior											
knowledge	CPD staff in the structure and order	Year 6 2023-		Pupil P	remiur	n	1	Non Pupi	l Premiur	n	
	of lessons to ensure that knowledge is retained by our pupils	2025	End of KS2 Attainment			ment	End	of KS2 Ai	ttainmen	t (31)	
	knowledge is retained by our pupils		End	-	10)	ment	Lina (5) N32 A		(31)	
	CPD on core and foundation		Prog	gress Fi	rom PA	(24)	Pr	rogress Fi	rom PA (1	!5)	
	subjects to develop staffs subject										
	knowledge and approaches to		R	W	М	С	R	W	М	С	
	teaching in a wide range of areas	Numbe	21/30	22/30	21/30	15/30	24/31	24/31	24/31	23/31	
		rs	700/	720/	70%	5.00/	770/	770/	770/	740/	
	Focussed phonics groups to be	%EXS & GDS	70%	73%	70%	50%	77%	77%	77%	74%	
	implemented to ensure pupils are well equipped to fully access all	NATIO	62%	58%	59%	45%	79%	78%	79%	67%	
	aspects of their learning	NAL EXS &									
	aspects of their learning	GDS									
	Focussed reader groups to be	Numbe rs	5/30	5/30	6/30	3/30	10/31	9/31	9/31	5/31	
	implemented providing children	% GDS	17%	17%	20%	10%	32%	29%	29%	16%	
	who are low attaining in reading	NATIO	No	tuat		3%		at vat rala	acad	10%	
	and phonics the opportunity to	NATIO NAL		t yet ased	3	570		ot yet rele	aseu	10%	
	read with more than one adult	GDS									
	Targeted support of Pupil Premium children whose attainment was	Adapt	ations	word	mad	la thre	ughou	t tha ci	urriculu	m	
	impacted by lockdowns in previous	-					-		any gap		
	years of their education, this		-			-					
	includes in-class and small group	knowledge from units that were taught less effectively whilst completing home learning. Basic skills were focus								-	
	support across year groups	on to e	ensur	e that	child	ren ha	ad a str	ong fou	undatio	n to bu	
		-					-	-	iening a		
		-	-							were ab	
			appro	priate	ely kn	owled	geable	prior to	o starti	ng new	
		units.									
		Ducloy	ia cor	oonin	a	com	alatad	whore	roquiro	dand	
		Dyslexia screening was completed where req reasonable adjustments implemented for the						-			
				-	linein	ts inip	lemen		those t	e children a	
		appropriate Weekly staff meetings have been attended									
							ttended	ded by teachers			
		support staff to ensure staff are being upskilled							killed to		
		greater impact on the education of pupils. These									
		the fol	lowin	g:							
		Effective questioning									
		Nottingham Citizens									
		•		stery							
		 Effective marking and feedback Schools of Tomorrow 									
		•				Learn					
		•		nsiste		Leann	шg				
						djustn	nents				
						.,					
	Continue to embed attendance	Attend	lance	for th	ne aca	demi	c year 2	2023-20	024:		
Lack of attendance due t	1 , 5										
COVID 19 compounded	guidance					202	3-2024	l I	Nat	ional	
by low attendance and persistent absenteeism of	Continue to enhance the robust	At	tenda	ance			5.2%			8%	
PP/disadvantaged	I systems and procedures for attendance		PA				3.4%			.2%	
children.	attenuance		PP				3.7%			0.1%	
		11	Non-I	۲ ۲	1	9	7.3%		94	.2%	



	I	Lead • Empower • Achieve • Drive
	Continue to establish with parents good attendance habits that were evident pre-pandemic Attendance newsletter distributed X2 per half- term. Continue to embed pupil awards and incentives for good school attendance Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending	 Regular attendance checks by the attendance officer are completed alongside the Executive Head teacher and attendance has improved. Children that fall under the 97% mark receive a letter, if absence persists they may receive up to three letters, after the third letter parents are invited into school to arrange a plan that supports them getting their child into school, the plan could involve an Early Help referral or a meeting with the SENDCo and lastly with the Education Welfare Officer. To close this gap between Pupil Premium and Non-Pupil Premium pupils school have put the following in place: At the end of every term, children with 100% attendance get a certificate and a prize At the end of the academic year, any child with 98% or above attendance has a fun activity in school for the afternoon All children that achieve 100% attendance go into a prize draw for a Nintendo Switch Most improved attendance at the end of the year gets a reward /goody bag Attendance target cards for lateness are used to help support children getting into school on time, with reward at the end of each week School ensure parents are kept up to date with all the above incentives Parents are notified by text and through the newsletter as well as personal calls by the attendance officer Clinics are held for parents with the Education welfare Officer The Attendance Officer phones all absent children's homes to discuss reasons relating to absence On a second day of absence the Attendance Officer will make a home visit to the child's home
Pupils have limited out of school experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such a iPad, Wi-Fi etc.)	School to fund the cost of after school clubs Visits to the library to take place for every child in school	Parents have engaged with a number of whole school activities and celebrations, such as sports day, talent show, Christmas and end of year performances. More PP children are taking part in after schools clubs, now the cost has been funded by school. All children participate in a visit to the library. Year 4 pupils all engaged with guitar lessons and as a result attended an event as part of a city schools orchestra.

Externally provided programmes



Please include the names of any non-DfE programmes that you purchased in

the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Music Tuition	Nottingham Music Service