

Pupil Premium 2018/19



Allocation, Spend and Impact

Pupil numbers used to calculate the Pupil Premium Grant (PPG)

Where a new school is not fully established, and at the start of the autumn term 2018, the school has been open for fewer years than the number of year groups in the school, the school's allocation is revised in March 2018. The revised allocation will apply the rates set out in above to the increase in eligible pupils between the January 2018 school census and the October 2018 school census. The increase will be prorated by seven twelfths to reflect that the additional year groups have been in place for 7 months of the financial year.

Extract from: Pupil premium 2018 to 2019: conditions of grant (DfE 25TH June 2018)

Allocation	2018/19 Expected Funding		
<i>Based on the January 2018 School Census</i>			
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	68	@ £1,320	= £89,760
Looked-after children (LAC)	0	@ £1,900	=
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	@ £1,900	= £
Service Children	0	@ £300	= £
Total			= 89,760
<i>Increase in eligible pupils based on the October 2018 School Census</i>			
Pupils in year groups reception to year 6 recorded as Ever 6 FSM		@ £1,320 x 7/12	= £
Looked After Children (LAC)		@ £1,900 x 7/12	= £
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order		@ £1,900 x 7/12	= £
Service Children		@ £300 x 7/12	= £
Total			= £
Grand Total			= £ 89,760

**Estimate*

How are we spending the Pupil Premium?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Therefore, we are using additional funding to employ teachers with a good track record of working with disadvantaged students. We develop teacher talent by investing in disciplined, deliberate and intelligent practice and coaching.

The best way to ensure students make progress is to provide effective feedback. On top of establishing a common approach and minimum requirements, staff work hard to harness the power of feedback. For example, each day has feedback time built into it where the class teacher works with children either one to one or in small groups with the aim that no child goes home with a misconception. Every cycle, parents receive a highly personalised written report, a face-to-face meeting or a telephone call home. Moreover, our whole culture is built on feedback. During morning meetings, family dining and assembly we reflect on our attitudes to learning and think about how we can improve.

Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have prioritised daily reading for all eligible pupils and work frequently with parents to ensure that they have the resources and skills they need to support learning at home. To enable pupils to access their learning, we also employ an Education Social Worker who works with families on making sure pupils attend regularly and on time. We visit all pupils at home before they begin school to establish our partnership with families.

We insist on good learning habits with the highest of expectations and no excuses. During lessons, students are expected to track the speaker, teacher or student, and remain focussed at all times.

Raising aspirations and broadening experiences

A high proportion of our students come from the most deprived wards in Bradford, which in turn is one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mind-set, and to progress onto higher education. The message at Dixons Allerton Primary is that everybody is the best in the world at something. Teachers talk to students about 'being experts' and working hard is a closer step towards the goal each day. We expose the children to as many inspiring careers, experiences and ideas as we can to raise their aspirations.

Statements of Success / Impact – YEAR R <i>3/60 pupils in receipt of Pupil Premium funding</i>		2018/19 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve, at least, the expected level in all ELGs matches or is improving towards that of other pupils nationally	0		33
		18		73
B	The % of disadvantaged pupils on track to achieve a good level of development matches or is improving towards that of other pupils nationally (2017 national for other = 73%)	0		33
		19		74
C	The APS for disadvantaged pupils matches or is improving towards that of other pupils nationally (2016 national for other = 36.2)			27
				35
D	For disadvantaged pupils, progress in reading, writing and mathematics is substantial (i.e. one or more bands per cycle) and the rate of progress is the same as that for other pupils			100
				95
E	The % of disadvantaged pupils making more than expected progress in all the prime areas of learning matches or is improving towards that of other pupils in the school			
F	The % of disadvantaged pupils making more than expected progress in all literacy and mathematics goals matches or is improving towards that of other pupils in the school			
G	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and other pupils			96.04
				96.91

Statements of Success / Impact – YEAR 1 <i>5/60 pupils in receipt of Pupil Premium funding</i>		2018/19 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils meeting the expected standard in the year one phonics screening check matches that of other pupils nationally and in the school (2015 national for other = 79%)			100
				94
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 1 matches or is improving towards that of other pupils in the school	71	71	100
		62	63	89
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 1 matches or is improving towards that of other pupils in the school	57	71	71
		56	62	58
D	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 1 matches or is improving towards that of other pupils in the school	71	86	71
		58	67	87
E	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of Year 1 matches or is improving towards that of other pupils in the school	0	0	14
		8	13	19
F	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 1 matches or is improving towards that of other pupils in the school	14	14	14
		17	17	23

Statements of Success / Impact – YEAR 1 <i>5/60 pupils in receipt of Pupil Premium funding</i>		2018/19 Cycle RAG		
		1	2	3
G	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of Year 1 matches or is improving towards that of other pupils in the school	14	14	43
		15	17	32
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school	72	91	83
		73	87	90
I	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	97.25	96.98	93.53
		96.22	96.16	95.51

Statements of Success / Impact – YEAR 2 <i>9/60 pupils in receipt of Pupil Premium funding</i>		2018/19 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils meeting the expected standard in the year two phonics screening check matches that of other pupils nationally and in the school (<i>2017 re-take national for other = 92</i>)			
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of KS1 matches or is improving towards that of other pupils in the school	75	63	70
		77	77	76
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of KS1 matches or is improving towards that of other pupils in the school	56	78	80
		63	70	70
D	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of KS1 matches or is improving towards that of other pupils in the school	63	71	70
		64	79	74
E	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of KS1 matches or is improving towards that of other pupils in the school	0	0	40
		9	11	22
F	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of KS1 matches or is improving towards that of other pupils in the school	0	0	30
		15	14	16
G	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of KS1 matches or is improving towards that of other pupils in the school	25	29	30
		13	36	26
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school	84	86	100
		82	88	96
I	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	94.68	94.96	95.52
		96.27	96.16	95.77

Statements of Success / Impact – YEAR 3 <i>22/60 pupils in receipt of Pupil Premium funding</i>		2018/19 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 3 matches or is improving towards that of other pupils in the school	55	59	77
		81	81	89
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 3 matches or is improving towards that of other pupils in the school	64	59	68
		72	68	70
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 3 matches or is improving towards that of other pupils in the school	50	50	91
		69	62	92
D	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of Year 3 matches or is improving towards that of other pupils in the school	18	5	23
		25	8	27
E	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 3 matches or is improving towards that of other pupils in the school	5	9	9
		14	16	16
F	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of Year 3 matches or is improving towards that of other pupils in the school	9	5	14
		19	11	35
G	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school	66	82	88
		78	80	88
H	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and other pupils	96.28	96.64	95.6
		96.87	95.91	95.79

Statements of Success / Impact – YEAR 4 <i>17/60 pupils in receipt of Pupil Premium funding</i>		2018/19 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 4 matches or is improving towards that of other pupils in the school	64	93	93
		61	70	73
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 4 matches or is improving towards that of other pupils in the school	53	64	56
		55	51	50
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 4 matches or is improving towards that of other pupils in the school	71	79	86
		79	69	80
D	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of Year 4 matches or is improving towards that of other pupils in the school	14	7	36
		7	2	16
E	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 4 matches or is improving towards that of other pupils in the school	0	0	14
		2	2	9

Statements of Success / Impact – YEAR 4 <i>17/60 pupils in receipt of Pupil Premium funding</i>		2018/19 Cycle RAG		
		1	2	3
	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of Year 4 matches or is improving towards that of other pupils in the school	7	21	14
		14	12	18
G	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school	75	90	91
		62	87	73
H	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	97.34	97.46	96.59
		96.03	96.58	96.23

Statements of Success / Impact – YEAR 5 <i>15/60 pupils in receipt of Pupil Premium funding</i>		2018/19 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 5 matches or is improving towards that of other pupils in the school	43	54	79
		39	66	80
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 5 matches or is improving towards that of other pupils in the school	79	85	77
		61	74	78
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 5 matches or is improving towards that of other pupils in the school	50	50	79
		50	64	58
D	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of Year 5 matches or is improving towards that of other pupils in the school	0	8	7
		11	16	18
E	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 5 matches or is improving towards that of other pupils in the school	7	8	15
		18	16	13
F	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of Year 5 matches or is improving towards that of other pupils in the school	0	17	19
		7	25	27
G	From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school	62	95	83
		60	96	85
H	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	97.73	96.16	94.9
		97.97	97.25	96.15

****Where an in-school attainment gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly. These circumstances would not reflect negatively on a school. (Ofsted, School Inspection Handbook, August 2015).***

Plan / Spend		Year Group	AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2018/19 Cycle RAG		
					Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19			1	2	3
Quality First Teaching and Harnessing the Power of Feedback																	
1	Employ two L3 teaching assistant to enable teachers to deliver more same day feedback	All		9 18	PI Co	Im	Im	Rv	Im	Im	Im	→	£34000	RGD			
2	Design and implement a bespoke CPD programme which is responsive to the needs of the school	All		9 16	PI Co	Im	Rv	Im	Rv	Im	Rv		£3000	RGD			
3	Embed the mathematics mastery programme through CPD and training/feedback	All		14	PI Co	Im	Im	Rv	Im	Im	Rv		£3000	LBS			
4	Develop effective strategies for teaching reading in KS2, ensuring that all disadvantaged children meet ARE	3-5		25 14		PI Co		Im	Im	Im	Im		£4000	RHD			
Highly Tailored Interventions and More Time																	
5	Employ and strategically deploy an intervention teacher to work with our most vulnerable pupils (0.2)	2-5		17 23 30	PI Co	Im	Rv	Im	→	Rv	→		£12880	RGD			
6	Prioritise all disadvantaged children as daily readers	R- 4		17, 25 23	PI Co	Im	Rv	IM	Rv	Im	Im		£5000	RHD			
7	Introduce a language development programme to ensure disadvantaged children attain ELG in all language and communication goals.	R		7, 18 30			PI Co	Im	Im	Im	Rv		£2000	JKR			
Minimising Barriers to Achievement																	
8	Employ and strategically deploy an experienced SEN teacher to work with disadvantaged DSEN pupils	All		17, 30 18, 31	PI Co	Im	Im	Im	Rv	Im	Im	Rv	£12880	RGD			
9	Provide targeted support to improve attendance, behaviour or links with families where these are barriers	All		2 3 20		PI Co	Im	Rv	Im	Rv	Im	→	£2000	RGD			
10	Hold frequent meetings with parents of Year R pupils with attendance less than 96%	R		2 3 20		PI Co	Im	Rv	Im	Rv	Im	Rv	£500	JKR			
11	Implement KS1 and KS2 nurture program to support social and emotional development.	1-5		5 15, 31		PI Co	Im	Rv	Im	Rv	Im		£1500	JMD			
Raising Aspirations and Broadening Experiences																	

Plan / Spend		Year Group	AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2018/19 Cycle RAG		
					Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19			1	2	3
12	Subsidise residential and educational visits, before and after school clubs	All		19 32, 5	PI Co	Im	→	→	Rv		→	→	£7000	RGD			
13	Raise aspirations through university visits and experience days	3-5		2			PI	Co	Im		Rv	→	£2000	ASS			
Total												89,760					

*AIP Link = Academy Improvement Plan Link (see Appendix 1 for more details).

**EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details).

Co	Communicate	PI	Plan	Pt	Pilot
Rv	Review	Im	Implement		

Appendix 1 Academy Improvement Plan

Priorities for 2017-20

Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£ £ £ £ £	★★★★★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
13 Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£ £ £ £ £	★★★★★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
learning				on limited evidence.	
20	Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★★★★★	+1 Month	Low or no impact for moderate cost, based on very limited evidence.
23	Phonics	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Built Environment	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for low cost, based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28	School uniform	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★★★★★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Very low or no impact for high cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>

Quality First Teaching and Harnessing the Power of Feedback

Impact	Lessons Learned
<ul style="list-style-type: none"> • 100% of disadvantaged children meet the expected standard in the Phonics screening test Y1 • For individual subjects, the proportion of disadvantaged children meeting EXS in R/W/M at the end of KS1 is in line with other children in the school. • The proportion of disadvantaged children exceeding the expected standard for RWM is significantly higher than that of other children in KS1 SATs • The proportion of disadvantaged children on track to achieve EXS at KS2 is higher than that of other children. • In all year groups, attainment for disadvantaged children is, at least, in line with others within the school. • Incredibly low numbers of children recorded as PP for EYFS 	<ul style="list-style-type: none"> • Employ an additional teacher for Y5 and Y6 to ensure that responsive teaching meets the needs of the most vulnerable children. • Provide specialist music and MFL lessons weekly as part of PPA cover. • Provide lunchtime and after school reading and writing clubs and author visits to inspire a love of language. • Continue to use IP planning to ensure that teaching is responsive to the needs of the cohort. • Revise the teaching of writing to ensure that lessons are focussed and precise, meeting the exact criteria for each year group. • Reach out to parents to apply for PP in EYFS/ younger year groups.

Highly Tailored Interventions and More Time

Impact	Lessons Learned
<ul style="list-style-type: none"> • Daily reading ensures that disadvantaged children read with an adult every day. • Planned interventions for RWI supported children in Y1 meant that 100% disadvantaged children met the expected standard for Phonics • Smaller group work for disadvantaged children in Y3/Y4 enabled feedback to be instant and progress to be in line with other pupils in the school. • Reciprocal reading to be utilised as an intervention for KS2- this has impacted effectively on KS2 reading attainment which is now in line with NA 	<ul style="list-style-type: none"> • More intervention/ small group QFT time needs to be allocated for children capable of reaching GDS. Teachers must continue to push as well as support to catch up. • Consider staffing ration for Y4 in response to high level SEMH need

Minimising Barriers to Achievement

Impact	Lessons Learned
<ul style="list-style-type: none"> • Parental engagement is strong- all children have a parent at the many events throughout the year. • Bespoke curriculum and porovsion in place for children with high needs. 	<ul style="list-style-type: none"> • Attendance for disadvantaged children is lower than that of others within the school. For many year groups, it falls below NA. New strategies must be

<ul style="list-style-type: none"> Nurture program is in place for vulnerable children who meet with learning mentor on a weekly basis. 	<p>employed to reduce this. Evaluate systems in place with Primary attendance officer.</p> <ul style="list-style-type: none"> More regular meetings for DSL team in Primary to correlate CP/PP/Nurture needs
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Raising Aspirations and Broadening Experiences

Impact	Lessons Learned
<ul style="list-style-type: none"> Trips and experiences fully subsidised for disadvantaged children. Each year group has had one event per half term. All trips enhance the core story. More focus on broadening cultural knowledge through 100% sheets. Children embed key facts through retrieval practice. Residential for Y5 has enabled the children to experience a new and unfamiliar environment. The number of after school and before school clubs has increased- the children are now competing in sporting events and discovering new talents. 	<ul style="list-style-type: none"> Begin to form closer links between KS2, Secondary and local Universities (music provision as part of this) Continue to develop the range of extracurricular activities to include more outdoor experiences Provide specialist music and MFL lessons weekly as part of PPA cover Improve the quality and amount of inspirational resources around school- art work, famous authors/writers/people quotes Improve the quality of assemblies to include more around self-determination and ambition Incorporate more opportunities for residential trips in KS2 Ensure that visits utilise local galleries and museums to showcase the opportunities within the locality.