

# William Law CE Primary School



## Pupil Premium Strategy Report 2019-20

## Pupil Premium Strategy Statement 2019-20

Number on Roll	Number of children eligible for Pupil Premium	% of the school cohort that are Pupil Premium	Pupil Premium Grant 2019/20	Date the plan was set	Last Updated	Date of Review
616	129	21%	£181,140	02/09/19	08/10/19	September 2020

### General Context

- The Pupil Premium is a per-pupil payment, additional to main school funding, which is intended to address underlying socioeconomic inequalities between pupils.
- The Premium was introduced in April 2011 and paid to children eligible for free school meals (FSM pupils) in that year. From April 2012, this was replaced by the 'Ever6' measure i.e. it is paid for every pupil who has been FSM eligible at any point in the last six years. Pupils who have been looked after continuously for more than six months.
- The 2019-20 rate of funding remains at £1,320 per pupil, for children of armed service personnel will be £300 per pupil and £2,300 for Children Looked After and Post LAC (adopted).
- Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. The main purpose of the grant is to diminish the difference between Pupil Premium pupils and Non-Pupil Premium pupils.
- New measures will be included in performance tables that will capture the achievement of pupils covered by the Pupil Premium.
- From September 2012, schools are also required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

The purpose of related action is to narrow the disadvantage gap and raise the attainment of students from low-income families. We have focused the spending of this funding in five areas:

1. Interventions addressing Teaching and Learning

2. Interventions addressing underachievement in Literacy and Numeracy
3. Interventions addressing educational Support Needs
4. Interventions addressing emotional, social and behavioural needs
5. Interventions addressing financial hardship need

In the academic year 2019/20 William Law CE Primary received **£181,140** of Pupil Premium grant.

The performance of the Pupil Premium cohort will be improved by ensuring that classroom teachers are analysing data to identify issues, have rigorous plans in place to address under-achievement and by targeting interventions towards those pupils most in need.

William Law CE Primary Pupil Premium numbers per year group

<b>Year</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>SEN</b>	<b>EAL</b>	<b>PP</b>	<b>PP+SEN</b>	<b>PP not SEN</b>	<b>Not PP</b>
R	83	48	35	4	24	11	1	10	72
1	88	57	31	4	23	12	1	11	76
2	90	49	41	7	11	25	2	23	65
3	91	47	44	9	11	16	2	14	75
4	90	40	50	8	13	19	4	15	71
5	88	54	34	8	10	21	4	17	67
6	86	43	43	11	11	25	6	19	61
<b>Totals</b>	<b>616</b>	<b>338</b>	<b>278</b>	<b>51</b>	<b>103</b>	<b>129</b>	<b>20</b>	<b>109</b>	<b>417</b>

## Pupil Premium and Non-Pupil Premium Gap Data

### Phonics

	Pupil Premium				Non-Pupil Premium				Difference			
	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*
Year 1	88%	93%	84%	80%	94%	93%	84%	96%	-6%	-0%	-0%	-16%
Year 2	95%	88%	100%	91%	95%	97%	97%	95%	-0%	-9%	+3%	-4%

### Key Stage 1

Expected Standard	Pupil Premium				Non-Pupil Premium				Difference			
Subject	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*
Reading	75%	67%	76%	71%	84%	85%	81%	76%	-9%	-18%	-5%	-5%
Writing	45%	50%	53%	57%	79%	81%	76%	76%	-34%	-31%	-23%	-19%
Maths	70%	67%	76%	68%	84%	86%	81%	81%	-14%	-19%	-5%	-13%
Combined R, W and M	35%	33%	47%	57%	74%	75%	75%	76%	-39%	-42%	-28%	-19%

Greater Depth Standard	Pupil Premium				Non-Pupil Premium				Difference			
	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*
Subject												
Reading	30%	11%	12%	14%	41%	38%	39%	50%	-11%	-27%	-27%	-36%
Writing	30%	11%	0	7%	37%	24%	24%	27%	-7%	-13%	-24%	-20%
Maths	30%	22%	18%	14%	40%	46%	41%	45%	-10%	-24%	-23%	-31%
Combined R, W and M	25%	11%	0%	7%	30%	15%	16%	27%	-5%	-4%	-16%	-20%

## Key Stage 2

Expected Standard	Pupil Premium				Non-Pupil Premium				Difference			
	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*
Subject												
Reading	37%	69%	65%	75%	71%	82%	82%	80%	-34%	-13%	-17%	-15%
Writing	63%	56%	59%	63%	90%	71%	83%	84%	-27%	-15%	-24%	-21%
Maths	47%	63%	53%	67%	81%	73%	81%	81%	-34%	-10%	-28%	-14%
SPAG	63%	69%	71%	58%	78%	84%	79%	66%	-15%	-15%	-8%	-8%
Combined R, W and M	32%	50%	35%	54%	64%	55%	67%	81%	-32%	-5%	-32%	-27%

Greater Depth	Pupil Premium				Non-Pupil Premium				Difference			
	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*
Subject												
Reading	11%	6%	6%	17%	21%	37%	32%	44%	-10%	-31%	-26%	-27%
Writing	16%	0%	0%	8%	31%	7%	19%	25%	-15%	-7%	-19%	-17%
Maths	5%	0%	6%	13%	24%	15%	22%	41%	-19%	-15%	-16%	-28%
SPAG	11%	19%	6%	21%	36%	29%	39%	53%	-25%	-10%	-33%	-33%
Combined R, W and M	5%	0%	0%	8%	8%	5%	13%	25%	-3%	-5%	-13%	-17%

## Barriers to Learning

Disadvantaged pupils at William Law CE Primary commonly face the following barriers to achievement:

### In School Barriers

- A. Literacy and Numeracy skills, targeting those below the age expected standard
- B. Low self-esteem, aspirations and lack of resilience
- C. Learning behaviours to ensure rapid progress in all areas of the curriculum

### External Barriers

- D. Social and Emotional concerns – inc Mental Health
- E. Poor parental engagement – inc maternal poverty in terms of resources for learning, space to work at home

<b>Outcomes</b>	<b>Desired outcome and how they will be measured</b>	<b>Success Criteria</b>	<b>Impact</b>
A	Continue to diminish the difference between PP and non-PP students in progress and attainment.  This will be achieved by;	To close the gap between pupil premium and non-pupil premium within 5% in all individual subjects and combined;	<ul style="list-style-type: none"><li>● At key stage 2, greater depth attainment is the best it has been in the last 3 years, in all subjects and combined for pupil premium;</li><li>● At key stage 2, expected standard attainment is the best in</li></ul>



	<ul style="list-style-type: none"> <li>• Increasing the number of structured conversations from 32 to 64 across the school;</li> <li>• Using Pixl assessments to identify gaps in learning. This then informs planning. This will happen at least termly across yr1-6;</li> <li>• Use of Scholar Pack to track Core Subjects. This will happen 3 times a year;</li> <li>• Use Pixl to track the combined R, W and M</li> <li>• Using Pupil premium funding to invest in CPD for staff so that the workforce is skilled in the teaching of these pupils;</li> <li>• Link internal CPD with monitoring to bring around rapid change through 30-day improvement cycles;</li> <li>• Support interventions that need to be delivered by the TA or Teacher;</li> <li>• Consistent approach to teaching core subjects;</li> <li>• Targeted CPD particularly addressing mathematics</li> <li>• Targeted pupils receiving 1:1 tuition across the school where needed;</li> </ul>	<p>To close the gap within 10% at key stage 2 at the expected standard in all subjects and combined;</p> <p>Pupil Premium and Non-Pupil Premium achieve equally at the expected standard in phonics</p> <p>To ensure that progress at key stage 2 is at least below -2 for each individual subject</p> <p>80% of teaching in maths to be at least good or better by Summer term</p> <p>Progress in maths to be good or better across the school;</p>	<p>the last 4 years in all subjects and combined;</p> <ul style="list-style-type: none"> <li>• At Key Stage 2, reading and SPAG attainment at the expected standard was within the 10%</li> <li>• At key stage 1 at the expected standard, reading, writing and combined were the best results for pupil premium in the last 4 years;</li> <li>• At key stage 1 at greater depth standard writing and combined improved from the previous year;</li> <li>• Progress measures were good or better in maths up until March 2020. Year 1 were making accelerated progress for pupil premium. All other year groups were in line with good progress for pupil premium;</li> <li>• Half termly CPD targeted on addressing mathematical skills and teaching was completed resulting in good or better progress up until March 2020.</li> </ul>
--	---	--	--

	<ul style="list-style-type: none"> <li>Oracy project working with Voice 21</li> </ul>		
B	<p>Learning attitudes tracked and monitored for impact.</p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> <li>Using the Horsforth Quadrant in Pixl;</li> <li>Weekly nurture groups in years 3-6 with a teacher;</li> <li>Learning mentors to have groups of pupils for self-esteem;</li> </ul>	<ul style="list-style-type: none"> <li>Pupils effort and progress improves throughout the year evidenced through the Horsforth Quadrants;</li> </ul>	<ul style="list-style-type: none"> <li>Nurture group demonstrated that children were improving in confidence and self-esteem;</li> <li>Horsforth Quadrant did identify children of need. Teachers built better relationships with pupils to get the best from them.</li> </ul>
C	<p>A wide range of teaching and learning behaviours for rapid progress.</p> <p>Highly skilled staff, who are trained in learning powers, growth mindset and are able to teach in an engaging way. CPD to be focused around improvement areas based on monitoring and data.</p> <p>This will be addressed through:</p>	<ul style="list-style-type: none"> <li>P4C bronze award achieved;</li> <li>Improved attainment in writing at key stage 1 and 2 for Pupil Premium pupils both at the expected and greater depth standard. 70% expected ks1 and 2. At least 10% greater depth standard ks1 and 2;</li> </ul>	<ul style="list-style-type: none"> <li>P4C bronze award was achieved. This has led to better speaking and listening skills within the classroom which in turn has impacted on writing outcomes for key stage 1;</li> <li>Key stage 1 writing outcomes for Pupil Premium Pupils are the best they have been in the last 4 year. Greater depth was 7% for pupil premium at key stage 1;</li> <li>Key stage 2 was 63% at the expected standard, which was equals the best</li> </ul>

	<ul style="list-style-type: none"> <li>Continuing to embed our growth mindset approach, learning powers and reflection across the school;</li> <li>P4C lessons to encourage critical thinking, oracy and philosophical enquiry;</li> <li>Use of 'You are Awesome book' by Matthew Syed in Year 6 lessons to improve self-esteem and self-confidence with lessons delivered alongside through Pixl.</li> </ul>		attainment in the last 4 years. Greater depth was 8%.
D	Evaluation of group work completed by the learning mentors	<ul style="list-style-type: none"> <li>90% of pupils, who see a learning mentor, to show improvement in pupils' attitudes and attainment;</li> </ul>	<ul style="list-style-type: none"> <li>93% of children seen by a learning mentor made expected or better progress during the autumn term 2019;</li> <li>Children who did not make progress have been referred onto further services for further support either through CHUMS of the EHA process;</li> <li>2 children made no academic progress but it was noted that their learning attitude was more positive and they were beginning to build relationships with their peers;</li> <li>Spring term data was not collected due to the interruption because of Covid-19;</li> </ul>

			<ul style="list-style-type: none"> <li>• 26 children made both academic progress and teachers reported that it had a positive impact on their learning in class.</li> </ul>
E	<p>Increased parental engagement, to support parents understand how children learn in school.</p> <p>This will be achieved by;</p> <ul style="list-style-type: none"> <li>• Structured conversation parents to be invited in for focus groups 3 x a year;</li> <li>• Over the year hold focus groups for SEN, EAL and other key groups within school</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of parents feel listened to by the school;</li> <li>• 90% of parents know how to support with their learning at home;</li> </ul>	<ul style="list-style-type: none"> <li>• 2 SEN focus groups were held due to covid-19;</li> <li>• 1 structured conversation focus group held due to Covid-19;</li> <li>• 89% of parents would recommend William Law based on Aut survey;</li> <li>• Spring survey which was focussing on parents feeling listened to and support in learning was not conducted due to Covid-19;</li> </ul>

Planned expenditure for the Academic Year. The following is the strategy and projected spending to address the above barriers to learning. It demonstrates how we will be using the funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

<b>Academic Support</b>					
<b>Objective</b>	<b>Approach/Actions</b>	<b>Expected Outcome</b>	<b>Actual Outcome</b>	<b>How the Money will be spent</b>	<b>Cost</b>
<p><b>Develop literacy and numeracy strategies to close gaps in understanding</b></p> <p>Improve writing and maths</p>	<ul style="list-style-type: none"> <li>• Maths and English intervention programmes in place for small group work;</li> <li>• TAs to run interventions every afternoon;</li> <li>• Pixl across school. Identifying key marginal children and delivering therapies;</li> <li>• Pixl 38 weeks 3in3 used across the school for homework and SATs prep;</li> <li>• Use of question level analysis to identify gaps in knowledge for</li> </ul>	<p>To close the gap between pupil premium and non-pupil premium within 5% in all individual subjects and combined;</p> <p>To close the gap within 10% at key stage 2 at the expected standard in all subjects and combined;</p> <p>Pupil Premium and Non-Pupil</p>	<ul style="list-style-type: none"> <li>• At key stage 2, greater depth attainment is the best it has been in the last 3 years, in all subjects and combined for pupil premium;</li> <li>• At key stage 2, expected standard attainment is the best in the last 4 years in all subjects and combined;</li> <li>• At Key Stage 2, reading and SPAG attainment at the expected standard was within the 10%</li> <li>• At key stage 1 at the expected standard, reading, writing and combined were the best</li> </ul>	<p>M3 teacher salary for group interventions £34,700 <b>(Staffing)</b></p> <p>1x TAs to deliver interventions daily in the afternoon £20,000 <b>(Staffing)</b></p> <p>7% £6,000 of SLT to conduct pupil progress meetings <b>(Staffing)</b></p> <p>£8,000 for learning resources and revision guides- Revision guides, You are Awesome</p>	£71,300

	<p>children. These gaps are then addressed through first quality teaching. This will be done through Pixl or Cornerstones tests;</p> <ul style="list-style-type: none"> <li>• Staff CPD to improve subject knowledge, delivery and teaching pedagogy;</li> <li>• Consistent approach to teaching maths, SPAG, Writing and Reading with regular opportunities to be exposed to test material;</li> <li>• Revision guides for Year 6 with homework tasks;</li> <li>• Use of Pixl to identify pupils who are off track in one or more subjects for combined attainment;</li> </ul>	<p>Premium achieve equally at the expected standard in phonics</p> <p>To ensure that progress at key stage 2 is at least below -2 for each individual subject</p> <p>80% of teaching in maths to be at least good or better by Summer term</p> <p>Combined at the expected standard for pupil premium at least 60% at key stage 2</p> <p>Progress in maths to be good</p>	<p>results for pupil premium in the last 4 years;</p> <ul style="list-style-type: none"> <li>• At key stage 1 at greater depth standard writing and combined improved from the previous year;</li> <li>• Progress measures were good or better in maths up until March 2020. Year 1 were making accelerated progress for pupil premium. All other year groups were in line with good progress for pupil premium;</li> <li>• Half termly CPD targeted on addressing mathematical skills and teaching was completed resulting in good or better progress up until March 2020.</li> </ul>	<p>books(<b>Teaching and Learning Resources</b>)</p> <p>£2,600 Pixl assessments to identify gaps and deliver effective interventions <b>(Assessment)</b></p>	
--	---	---	--	--	--

	<ul style="list-style-type: none"> <li>• 1:1 tuition for identified pupils;</li> <li>• Pupil Progress meetings termly to identify pupils who need support;</li> </ul>	or better across the school;			
<p><b>Develop high quality teaching and learning</b></p> <p>To ensure that all Pupil Premium pupils experience high quality teaching and learning</p>	<ul style="list-style-type: none"> <li>• High quality in-house CPD to be focused around priorities for improvement;</li> <li>• 30-day improvement plan aimed at rapid improvement linked to monitoring and CPD</li> </ul>	<p>At least 60% of pupil premium children are on track in reading, writing and maths across the school.</p> <p>Good or better progress in reading, writing and maths for pupil premium pupils</p>	<ul style="list-style-type: none"> <li>• In reading year 2 and 6 achieved the 60% of pupil premium being expected. Year 5 58%, year 4 54%, year 1 53% and year 3 50%. This was based on March 2020 data.</li> <li>• In maths year 2 achieved 60%, year 1 59%, year 5 55%, year 3 and 5 50% and year 4 46%. This was based on March 2020 data.</li> <li>• Writing was not achieved in any year group. This needs to be an ongoing focus.</li> <li>• At the assessment point in March 2020, 2 out of the 6 year groups made accelerated progress in</li> </ul>	<p>£10,000 of CPD budget to enable classroom-based staff to attend high quality CPD <b>(CPD)</b></p> <p>£27,400 HLTA to provide classroom cover to enable release for teachers to participate in CPD activities <b>(Staffing)</b></p> <p>£20,500 – 25% of SLT members salary to focus on monitoring and evaluation of teaching and learning across the school <b>(Staffing)</b></p>	£57,900

			reading and maths. Only one year group was making accelerated progress in writing.		
<p><b>Ensure accountability or all performance across the year</b></p> <p>To develop staff confidence in using tracking data to identify children who are falling behind</p>	<ul style="list-style-type: none"> <li>All classroom staff to have a performance management target to meet combined R, W and M above 75%</li> <li>Data system to provide clear information to help staff and SLT to monitor outcomes</li> <li>Track performance management using an online tool, so that strengths and areas for development can easily be identified. This will allow more time to focus on action rather than working out data.</li> </ul>	<p>At least expected progress will be made for Pupil Premium children who are on track (6 points a year)</p> <p>Key Stage 2 progress is continues below - 2 for reading, writing and maths</p> <p>Those who are off track will make more than expected progress in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>At the assessment point in March 2020, 2 out of the 6 year groups made accelerated progress in reading and maths. Only one year group was making accelerated progress in writing.</li> <li>Based on key stage 2 predictions, overall a combined attainment for reading, writing and maths of 73% would have achieved with the national being 70%.</li> <li>56% of pupil premium would have achieved combined attainment which is the highest it would have been in the last 3 years. In 2019 it was 35%.</li> <li>13% of pupil premium pupils would have achieved a combined greater depth in reading, writing and maths. This</li> </ul>	<p>£2,500 Scholar Pack Online assessment tool <b>(Assessment)</b></p> <p>£3,500 Standards Tracker for online performance management and monitoring <b>(CPD)</b></p> <p>£8,200 – 10% of a member of SLT to be responsible for pupil performance data <b>Staffing)</b></p>	<p>£14,200</p>



			compares to 0% for the previous 2 years.		
--	--	--	--	--	--

<b>Equal access, social and emotional support, material barriers and aspirations</b>					
<b>Objective</b>	<b>Approach/Actions</b>	<b>Expected Outcome</b>	<b>Actual Outcome</b>	<b>How the Money will be spent</b>	<b>Cost</b>
To increase involvement in Music Peripatetic lessons and clubs	Provide instrument lessons to disadvantaged children to boost their self-esteem and give them equal opportunity to access provision;	Those showing interest and aptitude for music are able to have instrumental tuition.  30% of PP children receive tuition for music lessons  50% of pupil premium children access a club each term	<ul style="list-style-type: none"> <li>• Year 5 identified as a priority year group for music;</li> <li>• 54% of PP children accessed taster session for music tuition;</li> <li>• 38% of PP children continued the music tuition;</li> <li>• 54% of PP children accessed clubs in the autumn term;</li> <li>• 37% of PP children accessed clubs in the spring term;</li> </ul>	£4,000 providing payment to Peripatetic teachers ( <b>Equality of Access</b> )  £6,000 of teachers salary to provide after school clubs ( <b>Equality of Access</b> )	£10,000

			<ul style="list-style-type: none"> <li>Overall 43% of PP children accessed clubs.</li> </ul>		
Uniform	Each child who qualifies for Pupil Premium will receive one £30 uniform voucher	Equal opportunity of uniform. Children attend school with correct uniform, ready to learn.	<ul style="list-style-type: none"> <li>All children accessed uniform;</li> <li>This costs equated to £7109.69</li> </ul>	£3,000 uniform costs <b>(Uniform)</b>	£7,110
Trips	<p>All Pupil Premium pupils will have their educational visits paid for. This is to give them equal access of opportunity but also to support their academic studies</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Attainment GAP for Pupil Premium children will be no more than 2 points different from non-Pupil Premium children.</p> <p>Boost the confidence and self-esteem of the pupils in question</p> <p>Increase the life experiences of the children so they build vocabulary and knowledge of the world.</p>	<ul style="list-style-type: none"> <li>At the assessment point in March 2020, 2 out of the 6 year groups made accelerated progress in reading and maths. Only one year group was making accelerated progress in writing.</li> <li>Based on key stage 2 predictions, overall a combined attainment for reading, writing</li> </ul>	£5,000 to pay for coach and costs associated with the visit.	£1,469

			<p>and maths of 73% would have achieved with the national being 70%.</p> <ul style="list-style-type: none"> <li>• 56% of pupil premium would have achieved combined attainment which is the highest it would have been in the last 3 years. In 2019 it was 35%.</li> <li>• 13% of pupil premium pupils would have achieved a combined greater depth in reading, writing and maths. This compares to 0% for the previous 2 years.</li> </ul>		
Swimming	Pay for the costs of swimming for all Pupil Premium pupils in year 4 and 5 as well as year 6	All Pupil Premium pupils will be able to swim 25m by the end of Year 6	<ul style="list-style-type: none"> <li>• £917 Coach Costs not all spent because of Covid-19 and</li> </ul>	£3,000 swimming costs <b>(Swimming)</b>	£917

	children who still can't swim by the end of year 5		swimming stopping from March 2020.		
Residential visits subsidised	<p>Pay half of the cost for residential visits for Pupil Premium children to ensure equality of opportunity.</p> <p>This will cover Gratham Water (Yr4) and Kingswood (Yr6)</p>	Children will develop social and emotional skills as well as vital life skills.	<ul style="list-style-type: none"> <li>Residential visits did not take place due to Covid-19 restrictions.</li> </ul>	£3,000 Residential Costs <b>Residential)</b>	£0
Learning Mentor for Parental Support and pastoral support	<p>Early Help Assessments for families who need support. This will allow the learning mentor to prepare for the meeting, chair the meeting and put in place any support from external agencies.</p> <p>Supporting the emotional, social and mental health needs of children to enable them to be ready to learn</p>	<p>Attendance for Pupil Premium children to be at least 96%.</p> <p>Improvement in learning attitudes of pupils when in school.</p> <p>90% of parents believe the school is supportive.</p>	<ul style="list-style-type: none"> <li>PP attendance 90%;</li> <li>Non-Pupil Premium 93%;</li> <li>Overall attendance 92%;</li> <li>Due to covid-19 reporting changes some recorded on;</li> <li>Parent survey not completed due to covid-19.</li> </ul>	<p>£2,00 of CPD budget for LM and safeguarding leads to attend training</p> <p>100% of a learning mentor £20,975 <b>(Staffing)</b></p>	£22,975

	Parenting course training (Webster Stratton) for learning mentors and for this to be delivered to parents 1 time a week during the Spring term.	Attainment GAP for Pupil Premium children will be no more than 2 points different from non-Pupil Premium children.			
CAFÉ Programme	To engage Reception and Year 1 pupils' parents who are eligible for Pupil Premium. The sessions are used to model positive relationship building between parents and child. It also enables behaviour management strategies to be modelled.	Improvement in learning attitudes of pupils when in school.  90% of parents believe their parenting is better after the sessions.  90% of parents believe that school is supportive.	<ul style="list-style-type: none"> <li>Parent engagement was better as a result of the CAFÉ programme;</li> <li>Surveys were not completed due to lockdown.</li> </ul>	£2,000 – 5% of M3 member to run the programme. <b>(Staffing)</b>  £500 resources <b>(Teaching and Learning Resources)</b>	£1,800
Access of equality	To provide extra-curricular support for outside clubs where a talent is identified.	Improve engagement in school	<ul style="list-style-type: none"> <li>Pupils received the access to running clubs, swimming and OSC.</li> </ul>	£2,000 to provide gymnastic club, acting club as well as other resources for home, OSC for 2 pupils <b>(Equality of Access)</b>	£1,680
				<b>Total Spent</b>	<b>£189,351</b>
				<b>Total In</b>	<b>£181,140</b>

					<b>£8,211</b>
--	--	--	--	--	---------------