



# Jubilee Academy

## Pupil Premium Strategy 2018-2019

Improving Education Together.

1. Summary information					
<b>Academy</b>	Jubilee Academy, Mossley				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£176,880	<b>Date of most recent PP Review</b>	07.09.2018
<b>Total number of pupils</b>	215	<b>Number of pupils eligible for PP</b>	134	<b>Date for next internal review of this strategy</b>	October 2018
<b>Total number of LAC pupils</b>	1	<b>Link governor for PP</b>	Cath Boneham	<b>Lead teacher for PP</b>	Claire Goldup

End of KS2 attainment	July 2017		July 2018	
	<i>Pupils eligible for PP (21 pupils)</i>	<i>Pupils NOT eligible for PP (9 pupils)</i>	<i>Pupils eligible for PP (12 pupils)</i>	<i>Pupils NOT eligible for PP (16 pupils)</i>
<b>% achieving in reading, writing and maths</b>	24%	33%		
<b>% achieving ARE in reading</b>	48%	56%	54%	83%
<b>% achieving ARE in writing</b>	43%	22%	67%	83%
<b>% achieving ARE in maths</b>	38%	56%	53%	83%

End of KS1 attainment	July 2017		July 2018	
	<i>Pupils eligible for PP (17 pupils)</i>	<i>Pupils NOT eligible for PP (13 pupils)</i>	<i>Pupils eligible for PP (23 pupils)</i>	<i>Pupils NOT eligible for PP (17 pupils)</i>
<b>% achieving ARE in reading</b>	47%	46%	73%	71%
<b>% achieving ARE in writing</b>	29%	31%	68%	43%
<b>% achieving ARE in maths</b>	47%	46%	73%	71%



Phonics Screening	July 2017		July 2018	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
Year 1	85%	60%	82%	100%
Year 2	76%	85%	96%	86%

Attendance	July 2018	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
	94%	94.6%

Percentage of Pupils reaching expected standard in reading July 2018		
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
Year 1	45%	78%
Year 3	53%	45%
Year 4	59%	75%
Year 5	52%	43%

Percentage of Pupils making at least expected progress 2017-2018 in reading July 2018		
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
Year 1	70%	62%
Year 2	86%	87%
Year 3	87%	87%
Year 4	90%	82%
Year 5	82%	86%
Year 6	96%	93%

Percentage of Pupils reaching expected standard in writing July 2018		
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
<b>Year 1</b>	33%	78%
<b>Year 3</b>	30%	37%
<b>Year 4</b>	35%	35%
<b>Year 5</b>	33%	29%

Percentage of Pupils making at least expected progress 2017- 2018 writing July 2018		
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
<b>Year 1</b>	67%	52%
<b>Year 2</b>	72%	70%
<b>Year 3</b>	63%	63%
<b>Year 4</b>	48%	41%
<b>Year 5</b>	82%	90%
<b>Year 6</b>	91%	87%

Percentage of Pupils reaching expected standard in maths July 2018		
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
<b>Year 1</b>	33%	67%
<b>Year 3</b>	58%	36%
<b>Year 4</b>	59%	75%
<b>Year 5</b>	52%	29%

Percentage of Pupils making at least expected progress 2017-2018 in maths July 2018		
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
<b>Year 1</b>	61%	57%
<b>Year 2</b>	86%	87%
<b>Year 3</b>	80%	84%
<b>Year 4</b>	86%	88%
<b>Year 5</b>	79%	86%
<b>Year 6</b>	100%	100%



Year 6 attendance	July 2017		July 2018	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
<b>Overall attendance</b>	93.85	95.71	96.25	96.94
<b>Attendance over 96%</b>	42%		67%	
<b>Persistent absentees (below 90%)</b>	17%		8%	

Year 5 attendance	July 2017		July 2018	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
<b>Overall attendance</b>	94.25	95.29	94.54	95.24
<b>Attendance over 96%</b>	55%		52%	
<b>Persistent absentees (below 90%)</b>	5%		10%	

Year 4 attendance	July 2017		July 2018	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
<b>Overall attendance</b>	94.96	96.64	94.55	95.32
<b>Attendance over 96%</b>	41%		17%	
<b>Persistent absentees (below 90%)</b>	0		6%	



Year 3 attendance	July 2017		July 2018	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
<b>Overall attendance</b>	93.04	94.24	92.87	94.92
<b>Attendance over 96%</b>	22%		17%	
<b>Persistent absentees (below 90%)</b>	22%		17%	

Year 2 attendance	July 2017		July 2018	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
<b>Overall attendance</b>	94.08	94.38	93.71	94.75
<b>Attendance over 96%</b>	36%		35%	
<b>Persistent absentees (below 90%)</b>	9%		17%	

Year 1 attendance	July 2017		July 2018	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
<b>Overall attendance</b>			91.96	96.04
<b>Attendance over 96%</b>	29%		32%	
<b>Persistent absentees (below 90%)</b>	29%		27%	



## 2. Barriers to future attainment (for pupils eligible for PP including high ability)

### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A</b>	Reading – Standards, although improving, are below national and there is a need to accelerate progress Books for guided and independent reading need to be updated and replenished More opportunities need to be provided for listening to children read
<b>B</b>	Writing – Standards, although improving, are below national and there is a need to accelerate progress More opportunities need to be provided for 1:1 marking and feedback with pupils
<b>C</b>	Maths – Standards are below national and there is a need to accelerate progress More opportunities need to be provided to address gaps in learning

### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D</b>	Attendance is below national – target of 96% needs to be met The number of pupils who are persistently absent needs to continue to reduce
<b>E</b>	Support is needed for a number of pupils to make sure that they are ready to learn, including providing snacks and equipment; promoting self-esteem and developing positive learning behaviours (physical, mental and personal well-being)
<b>F</b>	Limited opportunities for enrichment activities outside the curriculum impact on life experiences and aspirations Need to ensure access to a range of opportunities / activities for all pupils

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To raise attainment and accelerate progress in reading.	End of Key Stage targets will be achieved. All pupils will make at least expected progress in reading. At least 30% of pupils will make better than expected progress. More pupils will be working at the expected standard by the end of the year. Higher ability pupils will be working at greater depth by the end of the year.
<b>B.</b>	To raise attainment and accelerate progress in writing.	End of Key Stage targets will be achieved. All pupils will make at least expected progress in writing. At least 30% of pupils will make better than expected progress. More pupils will be working at the expected standard by the end of the year. Higher ability pupils will be working at greater depth by the end of the year.
<b>C.</b>	To raise attainment and accelerate progress in maths.	End of Key Stage targets will be achieved. All pupils will make at least expected progress in maths. At least 30% of pupils will make better than expected progress. More pupils will be working at the expected standard by the end of the year. Higher ability pupils will be working at greater depth by the end of the year.
<b>D.</b>	To improve attendance of pupils entitled to Pupil Premium.	No pupils will have attendance of less than 90% There will be a significant reduction in the number of pupils with attendance below the school target of 96%.
<b>E.</b>	To ensure that all children are well supported and 'ready to learn'	Pupil voice will indicate that pupils feel happy, safe, well supported and ready to learn at school.
<b>F.</b>	To ensure that all pupils have access to enrichment activities	All pupils will have the opportunity to take part in enrichment activities.

<b>4. Planned expenditure</b>						
<b>Academic year</b>	<b>2018 - 2019</b>					
The three headings below enable academies to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Quality of teaching for all</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Review Date</b>
<b>To ensure that the Pupil Premium grant secures positive outcomes for pupils entitled to Pupil Premium. To provide targeted intervention in Year 2 so that standards at the end of Key Stage 1 are in line with other pupils nationally.</b>	Strategic Lead – AP and KS1 Lead  Year 2 Intervention – KS1 Lead	Strategic lead will raise profile of PP across the school.  Regular monitoring of pupil outcomes and progress towards targets with feedback to teachers.	Half-termly Pupil Progress meetings  Regular scrutiny of pupils' work – monitoring cycle  Weekly progress and planning meetings with Year 2 teacher	CG (AP)	£28,549	October 2018
<b>To provide targeted intervention in Year 6 to ensure that more pupils entitled to Pupil Premium make at least expected progress in reading, writing and maths and more achieve the expected standard at the end of Key Stage 2.</b>	Year 6 Intervention Teacher - JN	Standards at the end of Key Stage 2 are improving and need to continue to do so.  Intervention teacher is experienced in teaching English and maths at KS2 and targeting teaching to address gaps in learning to secure progress.	Half-termly Pupil Progress meetings  Regular scrutiny of pupils' work – monitoring cycle  Weekly progress and planning meetings with Year 6 teacher	CG (AP) JWw (AP) DF (Year 6)	£28,611	October 2018

<b>To provide targeted intervention in all classes to ensure that more pupils entitled to Pupil Premium make at least expected progress in reading, writing and maths.</b>	Targeted intervention with teaching assistants in all classes	Additional teaching assistant hours allow for 'same day interventions' as well as targeted intervention to address gaps in learning.  Additional hours also enable class teachers to work with target groups of pupils.	Half-termly Pupil Progress meetings  Regular scrutiny of pupils' work – monitoring cycle	CG (AP/English) JWw (AP/SENCo) DF (Maths)	£54,891	October 2018
<b>To ensure that all pupils read widely and often and have access to high quality texts for shared and independent reading.</b>	Update and replenish school reading books	Pupils need to read widely and often but do not all have access to high quality texts at home Class and school library books are aged and some are out of date. New books are needed to engage and motivate pupils and ensure a range of texts at the appropriate levels.	Pupil voice  Regular monitoring – listening to children read  Pupils' reading records	CG	£10,000	December 2018
<b>To raise attainment and accelerate progress in maths.</b>	Maths Whizz	As demonstrated in other areas, this program has a proven record of success. On average children make 18 months' progress in an academic year. Children need to access 40 minutes per week.	Half termly analysis of data and pupil progress meetings  Analysis of results from standardised tests and White Rose assessments	DF	£4590	December 2018
<b>Total budgeted cost</b>						£126,641

<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Review date</b>
<b>To ensure that intervention in Year 6 secures good outcomes for pupils so that end of Key Stage targets are met for all pupils.</b>	Year 6 Revision materials	Year 6 revision materials are used for whole class and targeted intervention for small groups of pupils.  Revision materials are used for booster sessions and to identify and address gaps in learning.	Pupil Progress meetings  Outcomes at the End of Key Stage 2	DF	£600	December 2018
<b>To support children's language and literacy skills in EYFS. To raise the profile of maths in EYFS and promote children's fluency in number.</b>	EYFS resources	Resources will be purchased to support focused small group teaching, continuous provision and 'challenge stations'.	Learning walks and lesson drop ins  Pupil Progress meetings	AT (EYFS Lead)	£2000	December 2018
<b>To provide targeted support for pupils who need support to manage and self-regulate their behaviour.</b>	OWL Therapist	Sessions have proved successful in supporting this group of children in improving their behaviour, including self-regulation skills enabling them to access learning.  Class teachers supported in developing individual behaviour plans.  Therapist has been instrumental in securing the involvement of other	Behaviour records kept on Dojo and CPOMS	JWw  CG	£10,974	December 2018

<p><b>To provide additional support for pupils who need to build their self-esteem and develop resilience in their relationships.</b></p>	<p>Friends group</p>	<p>Sessions have proved successful in supporting this group of children in improving self-esteem and resilience in their personal relationships.</p>	<p>Pupil and staff evaluations  Feedback from peers, class teachers and teaching assistants</p>	<p>JWw  DD, FM</p>	<p>£1000</p>	<p>October 2018</p>
<p><b>To ensure that parents / carers have an understanding of age-related expectations and are provided with the information and support that they need to support their child at home.</b></p>	<p>Parent workshops</p>	<p>Engaging parents in their pupils' learning has a significant impact on their progress  September: Phonics for Reception October: Home Learning for Year 2</p>	<p>Feedback from parents  Feedback from teachers</p>	<p>CG</p>	<p>£500</p>	<p>December 2018</p>
<p><b>Total budgeted cost</b></p>						<p>£15,074</p>

<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review implementation?</b>
<b>To ensure that disadvantaged pupils and their families are well supported and that links with outside agencies promote the safety and well-being of pupils.</b>	Family and multi-agency support worker - DD	The support worker has built positive working relationships with parents and is able to have challenging conversations and support parents in making positive changes. For example, improving attendance or accessing support services.	Half termly analysis of CPOMS  Performance Management	JWw  DD	£14,167	December 2018
<b>To ensure that physical, mental and emotional well-being needs are met so that pupils are 'ready to learn'.</b>	Provision of snacks, uniform or resources	Some pupils come to school having missed breakfast or without the correct uniform / equipment. These need to be provided in order for the pupils to be 'ready to learn'.	Monitoring of spend and vulnerable pupils with Finance Officer	JWw / CG  DD	£500	December 2018
<b>To improve attendance of pupils entitled to Pupil Premium.</b>	EWO	The involvement of the Educational Welfare Officer will enable the academy to challenge the parents and carers of those pupils who are persistently absent.	Weekly and half termly monitoring of attendance of pupils entitled to Pupil Premium	DB  KM / DD	£4368	October 2018
<b>To raise pupils' aspirations so that they are motivated and proud of their achievements.</b>	Engagement with Primary Schools' Careers Programme.  Education Business Services Limited	Children will be able to articulate their aspirations and celebrate their success.	Pupil questionnaires will be used to evaluate the impact	DB  DF	£1200	December 2018



<b>To ensure that all pupils have access to the wider curriculum and school trips.</b>	Subsidise school trips	All pupils will be able to attend school trips and take part in extracurricular activities	Monitoring attendance / funding of school trips with Finance Officer	DB / CG KM / JA	£5,000	December 2018
<b>Total budgeted cost</b>						£25,235



5. Review of expenditure				
Previous Academic Year		2017-2018		
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>To ensure that the Pupil Premium grant secures positive outcomes for pupils entitled to Pupil Premium.</b></p> <p><b>To provide targeted intervention in Year 2 so that standards at the end of Key Stage 1 are in line with other pupils nationally.</b></p>	<p>Appointment of Assistant Principal as strategic lead</p> <p>Key Stage 1 lead to teach intervention groups in Year 2</p>	<p>Pupil Premium has a higher profile within school</p> <p>% of PP children reaching expected standard at the end of Key Stage 1 is improving and closer to other pupils nationally – reading 73% (+26%), writing 68% (+42%), maths 73% (+26%)</p> <p>By the end of Year 2, 96% of PP pupils have passed the phonics screen</p>	<p>Assistant Principal to continue to lead PP, ensuring key focus for progress meetings</p> <p>Continue interventions for Year 1 phonics</p> <p>Continue interventions in Year 2 from the beginning of the Autumn Term</p>	£28,549

<p><b>To provide targeted intervention in Year 6 to ensure that more pupils entitled to Pupil Premium make at least expected progress in reading, writing and maths and more achieve the expected standard at the end of Key Stage 2.</b></p>	<p>Appointment of Intervention Teacher</p>	<p>% of PP children reaching expected standard at the end of Key Stage 2 improving – reading (+6%), writing (+24%), maths (+15%)</p> <p>Majority of PP children made at least expected progress during the year – reading (96%), writing (91%), maths (100%)</p>	<p>Continue intervention in 2018-2019 from the beginning of the Autumn Term</p> <p>Target middle and higher attainers</p> <p>Intervention teacher to teach target groups for reading and maths and support mixed ability groupings for writing</p> <p>1:1 writing conferences at the end of each unit to provide focused marking and feedback</p>	<p>£28,611</p>
<p><b>To provide targeted phonics intervention to ensure that pupils entitled to Pupil Premium pass the phonics screen at the end of Year 1.</b></p>	<p>After school phonics group led by teaching assistant</p>	<p>82% of pupils eligible of PP passed phonics screen</p> <p>In line with other pupils nationally</p>	<p>Continue with targeted phonics interventions for Year 1</p>	<p>£651</p>
<p><b>To provide targeted intervention in all classes to ensure that more pupils entitled to Pupil Premium make at least expected progress in reading, writing and maths.</b></p>	<p>Allocation of additional Teaching Assistant hours</p>	<p>PP expected progress in reading – Year 1 (70%), Year 3 (87%), Year 4 (90%), Year 5 (82%) In line with or better than other pupils</p> <p>PP expected progress in writing – Year 1 (67%), Year 3 (63%), Year 4 (48%), Year 5 (82%) In line with other pupils</p> <p>PP expected progress in maths – Year 1 (61%), Year 3 (80%), Year 4 (86%), Year 5 (79%) In line with other pupils with the exception of Year 5</p>	<p>Continue with targeted intervention with greater priority given to PP pupils</p> <p>Target groups to be identified through progress meetings</p> <p>Opportunities for 1:1 or small group same day intervention to be provided for writing and maths</p>	<p>£54,891</p>

<p><b>To ensure that assessment is used to identify gaps in learning and inform planning for QFT and targeted interventions.</b></p>	<p>Purchase of assessment and revision materials</p>	<p>Standardised assessments used to validate teacher assessments</p> <p>Analysis of assessments used to address gaps in learning</p> <p>Opportunities for pupils to apply skills and revisit gaps in learning independently</p>	<p>Continue with use of standardised assessments - built into assessment cycle</p> <p>Continue to use CPG and Test Base materials for children to apply skills and as part of formative assessment</p>	<p>NFER £3656</p> <p>CPG £505.50</p> <p>Test Base £240</p>
<p><b>To improve attendance of pupils entitled to Pupil Premium.</b></p>	<p>Purchase of Educational Welfare Services</p>	<p>Overall attendance 94.6%</p> <p>Attendance of PP pupils 94%</p> <p>Year 6 PP attendance improved from 93.85 to 96.25</p> <p>67% attendance over 96% (+25%)</p> <p>8% persistent absentees (-9%)</p> <p>% of persistent absentees reduced in Years 6, 3 and 1</p>	<p>Attendance target of 96% for all pupils not met</p> <p>Target PP pupils with attendance between 90% and 95%</p> <p>Continue to work with families of pupils who are persistently absent</p> <p>Continue with home visits and fixed penalty notices</p>	<p>£4,368</p>
<p><b>To ensure that disadvantaged pupils and their families are well supported and that links with outside agencies promote the safety and well-being of pupils.</b></p>	<p>Family and multi-agency support worker</p>	<p>The support worker has built positive working relationships with parents and is able to have challenging conversations and support parents in improving attendance</p> <p>Over 500 well-being concerns logged in CPOMS 2018-2019</p> <p>Breakfast provided for vulnerable pupils</p> <p>Uniform purchased for vulnerable pupils and school trips subsidised</p> <p>Mental Health training attended to improve support for children and their families</p>	<p>Continue with pastoral support, including providing for basic needs and emotional well-being of vulnerable pupils</p> <p>Develop 'Friends' group for most vulnerable pupils and roll out to parents</p> <p>Develop workshops for parents, addressing areas of learning. e.g. phonics, Key Stage 1 assessments</p>	<p>£14,167</p> <p>Training: £150</p>

<p><b>To provide support for individual pupils in regulating their own behaviour and developing positive learning behaviours</b></p>	<p>OWL Behaviour specialist – 2 days per week</p>	<p>Improvement in self-regulating behaviours for this group of pupils</p> <p>Intervention has been instrumental in securing support from outside agencies including CAMHS and Educational Psychologist</p>	<p>Continue intervention for individual pupils</p>	<p>£10,974</p>
<p><b>To improve reading comprehension and spelling in upper Key Stage 2</b></p>	<p>Implementation of Sound Training</p>	<p>Word reading and reading ages improved by 1 year during the intervention</p> <p>Skills were not transferred to comprehension or spelling</p>	<p>Continue to use some of the strategies to develop word reading</p> <p>License not renewed</p>	<p>£5250</p>
<p><b>To engage parents in their children's learning and ensure that pupils read regularly.</b></p>	<p>Purchase of home / school reading diaries. Reading ages tested regularly.</p>	<p>Reading diaries were well used by some children and parents / carers</p> <p>Did not make a difference to pupils who did not read regularly – provision made in school to listen to children read</p>	<p>Simple reading diaries to be purchased</p> <p>Provision to be made for children to read to an adult in school – target daily readers</p> <p>Introduce parent workshops e.g. EYFS phonics and Supporting your Child in Year 2</p>	<p>£256</p>
<p><b>To raise attainment and accelerate progress in maths.</b></p>	<p>Purchase of Maths Whizz</p>	<p>Maths Whizz used within lessons and by pupils at home</p> <p>Motivating for some vulnerable learners</p>	<p>Continue with license – well used by children at school and at home</p> <p>Maths lead to monitor progress and evaluate impact</p>	<p>£4590</p>

<p><b>To raise the profile of maths in EYFS and promote children's fluency in number.</b></p>	<p>Purchase of 'concrete' resources to develop foundation skills</p> <p>Introduction of Ten Town</p>	<p>Children have a more secure knowledge and understanding of numbers to 10</p>	<p>Continue to use Ten Town to teach number in EYFS</p> <p>Allocate PP budget to EYFS to purchase resources to support language development and understanding of number</p>	<p>£624</p> <p>£215</p>
<p><b>To raise pupils' aspirations so that they are motivated and proud of their achievements.</b></p>	<p>Engagement with Primary Schools' Careers Programme.</p>	<p>Children able to articulate their aspirations and celebrate their success</p> <p>Positive feedback from all professional involved in the programme</p>	<p>Repeat project 2018-2019 to raise aspirations and develop skills for life</p>	<p>£1600</p>
<p><b>To ensure that all pupils have access to the wider curriculum and school trips.</b></p>	<p>Subsidy of school trips and enrichment activities.</p>	<p>All pupils had access to school trips and enrichment activities</p> <p>Jaguar Landrover (Year 5)</p> <p>Twycross Zoo (Year 3)</p>	<p>Continue to subsidise trips to ensure that all pupils are able to participate</p>	<p>£580</p> <p>£268</p>
<p><b>To provide a structured programme for PSHE, providing pupils with the skills and knowledge they need to make informed decisions and keep themselves safe.</b></p>	<p>Dot Com</p>	<p>Children have the knowledge that they need to make informed decisions</p> <p>Children are able to articulate how to keep themselves safe</p>	<p>Continue to use Dot Com programme to inform planning for PSHE</p>	<p>£940</p>



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