



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Academy, Mossley
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	61.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Kate Benton, Principal
Pupil premium lead	Claire Goldup, Assistant Principal
Governor / Trustee lead	Gary Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,505
Recovery premium funding allocation this academic year	£ 16,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 190,470

## Part A: Pupil premium strategy plan

### Statement of intent

At Jubilee Academy our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those that are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or have been adopted. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and targeted intervention. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Jubilee Academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will also be improved.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure this is effective we will:

- ensure disadvantaged pupils are challenged in the work they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Oral language skills and vocabulary:</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps for many pupils. These are evident from EYFS through to the end of Key Stage 2 and are, in general, more significant for our disadvantaged pupils.</p>
2	<p>Phonics:</p> <p>Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics (particularly blending) and this impacts on their ability to decode and develop their early reading skills.</p>
3	<p>Reading for enjoyment and access to books:</p> <p>Observations and discussions with pupils highlight that many pupils, particularly those who are disadvantaged, do not have access to stories and books at home. As a result, they have not developed a personal interest in reading and do not read for pleasure. Their experience of books and authors is predominantly provided and encouraged by the academy.</p>
4	<p>Writing:</p> <p>Assessments and monitoring have identified that writing attainment is significantly below national standards and that, to an extent, disadvantaged pupils have been impacted by partial school closure the greatest.</p>
5	<p>Maths:</p> <p>Assessments and observations indicate that there are significant knowledge gaps in mathematics, resulting in pupils, particularly those who are disadvantaged, falling further behind age-related expectations.</p>
6	<p>Knowledge gap – Retrieval practice and recall:</p> <p>Assessments, observations and discussions with pupils highlight significant knowledge gaps as a result of limited experiences outside of the academy, compounded by partial school closures. This has had a significant impact on the ability of pupils, particularly those who are disadvantaged, to encode and recall new knowledge.</p>
7	<p>Social and emotional well-being:</p> <p>Observations and discussions with pupils and their families have identified social and emotional issues for some pupils. In many cases these have been compounded by the pandemic and partial school closures. This particularly affect disadvantaged pupils and have an effect on their attainment. The need for pastoral and additional support for social and emotional needs has increased significantly.</p> <p>There has also been a significant rise in the reporting of incidents of contextual safeguarding for the most vulnerable pupils.</p>

8	<p>Enrichment – cultural capital:</p> <p>Observations and discussions with pupils highlight that many pupils, particularly those who are disadvantaged, do not have many experiences beyond the academy and the immediate community. This is a limiting factor to building their cultural capital and is most significant for disadvantaged pupils.</p>
9	<p>Attendance:</p> <p>Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils and those pupils who are persistently absent are predominantly disadvantaged.</p>

## 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
Improve oral language skills and vocabulary for disadvantaged pupils	<p>The EYFS, will be a language-rich environment in which adults talk with children throughout the day.</p> <p>There will be a robust approach to vocabulary, directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up</p> <p>A clearly defined curriculum will extend children's language and vocabulary in each of the Early Years Foundation Stage areas of learning, and in year 1 for each subject.</p> <p>There will be a consistent approach to how pupils across the academy will be exposed to and taught Tier 2 vocabulary, including recall and spaced retrieval.</p> <p>Assessments and observations will indicate improved oral language skills across the academy for disadvantaged pupils and pupils will be able to articulate what they know and understand.</p> <p>Monitoring, including Learning Walks and Book Studies, will indicate that pupils' knowledge and understanding of Tier 2 vocabulary has improved.</p>
To improve phonics and early reading for disadvantaged pupils	<p>There will be a consistent and systematic approach to teaching phonics from EYFS to Year 3.</p> <p>All staff delivering phonics will be well-trained to deliver high quality phonics instruction.</p> <p>The majority of disadvantaged pupils will reach or exceed the standard expected for their age.</p> <p>The percentage of pupils passing the Phonics Screen will be at least in line with national standards for disadvantaged pupils.</p> <p>Pupils will be able to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>

<p>Reading for enjoyment and access to books:</p>	<p>Teachers will be confident in choosing appropriate books to share and read aloud to foster an enjoyment of reading.</p> <p>All adults will be able to use appropriate strategies and prepare for reading aloud to capture children's attention.</p> <p>In stories and other books, children will encounter others whose experiences and perspectives are both similar to and different from their own.</p> <p>Books will be made available for parents to share with their children at home.</p> <p>Teachers will explain to parents the benefits of reading aloud at home. Book corners will be appealing to children and uncluttered.</p> <p>Non-fiction books related to experiences and activities will be read with children and made available for them to share at school and at home.</p> <p>Pupils will be able to talk about their enjoyment of reading and the books they have enjoyed.</p> <p>By the end of their primary education, all pupils will be able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>
<p>Writing:</p>	<p>In EYFS, opportunities for developing writing within guided teaching and continuous provision will be well resourced to engage pupils and effectively planned so that children make progress and are KS1 ready.</p> <p>The Talk for Writing approach will be consistently embedded within Key Stage 1 and all pupils will make progress from their relative starting points.</p> <p>There will be a consistent approach to teaching writing in Key Stage 2 with a focus on revising, editing and redrafting. Whole Class feedback will be used effectively to improve pupils' writing.</p> <p>All pupils will make progress in writing from the relative starting points, with cohorts in Key Stage 2 making progress towards national standards (currently below 50%).</p>
<p>Maths:</p>	<p>In EYFS, opportunities for developing maths within guided teaching and continuous provision will be well resourced to engage pupils and effectively planned so that children make progress and are KS1 ready.</p> <p>There will be a robust approach to vocabulary, directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up.</p> <p>There will be a consistent approach to how pupils across the academy will be exposed to and taught Tier 2 vocabulary, including recall and spaced retrieval.</p> <p>Targeted interventions, both same day and planned, will be effective in closing gaps in pupils' knowledge and understanding.</p> <p>All pupils will make progress in maths from their relative starting points.</p> <p>Monitoring, including environment walks and pupil book study, will indicate children's use and understanding of the language of maths is improving.</p>
<p>Knowledge gap – Retrieval practice and recall:</p>	<p>The curriculum will be sequenced and coherently planned to build on prior learning, with adaptations made to take into account missed learning due to partial school closures.</p> <p>Pupil Book Studies will indicate that pupils are able to talk about their learning, recalling what they know and remember, using appropriate Tier 2 vocabulary.</p> <p>All pupils will make good progress across the curriculum relative to their different starting points.</p>
<p>Social and emotional well-being:</p>	<p>Discussions with pupils', parents and teachers will indicate that pupils' decision-making skills, interaction with others and their self-management of emotions have improved.</p>

	There will be less incidents recorded on CPOMs for all pupils, particularly those who have been identified as most vulnerable.
Enrichment – cultural capital:	All pupils, including the most disadvantaged, will have the opportunity to take part in enrichment to enhance their education and opportunities. These will include: Appreciation of the arts Outdoor and adventurous activities Educational experiences to enhance learning across the curriculum Activities and experiences that foster an enjoyment of reading
Attendance:	The overall attendance for children at school will be above 95% and the attendance gap between disadvantaged pupils and non-disadvantaged pupils reduced. The percentage of pupils who are persistently absent will be below 9%.

### 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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the role of the Teaching and Learning Lead	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 6
Embed approaches to develop oracy, communication and language	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Embed consistent approach to	<a href="http://thinkingtalking.co.uk/word-aware/">http://thinkingtalking.co.uk/word-aware/</a> <a href="https://www.readingrockets.org/article/teaching-vocabulary">https://www.readingrockets.org/article/teaching-vocabulary</a>	1

teaching vocabulary		
Purchase of Widget online to support exposure to and teaching of Tier 2 vocabulary across the curriculum	<a href="https://widgitonline.com/">https://widgitonline.com/</a>	1, 6
Develop whole school approach to delivery of phonics teaching using RWI	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><a href="https://publishing.service.gov.uk">The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	Develop whole school approach to delivery of phonics teaching using RWI
On-line learning platforms: Doodle, Go Read, RWI Spelling	<p><a href="https://www.doodlelearning.com">DoodleLearning   Personalised Online Maths &amp; English</a></p> <p><a href="https://go-read.co.uk">GoRead™ The Digital Reading Record (go-read.co.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 5
Embed the TFW approach to writing in KS1	<a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>	4
Refine a consistent approach to teaching writing in KS2	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p>	4

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours from EP for children with specific needs	<a href="https://educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	7

Embed the use of Shine Interventions for reading and mathematics	<p>Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>What is a Shine Reading Skills learning sequence?</p> <p>A Shine Reading Skills learning sequence is a unit of intervention content. The learning sequences are arranged in a specific order and contain instructions tailored to teachers and teaching assistants.</p> <p><a href="https://www.risingstars-uk.com/subjects/assessment/school-reporting-hub/shine-targeted-interventions-for-primary-reading/intervene-and-improve-reading-and-maths">https://www.risingstars-uk.com/subjects/assessment/school-reporting-hub/shine-targeted-interventions-for-primary-reading/intervene-and-improve-reading-and-maths</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 5, 6
1:1 and small group same-day interventions provided by teaching assistants	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 5, 6, 7

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Attendance Officer and Cluster EWO	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). The DfE published a report on the links between attendance and attainment in 2014.</p> <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	9
Parent and Multi-Agency Support Worker	<p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	7, 9



Development of pastoral support room and purchase of resources	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Estimated progress +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education%20evidence/teaching-learning-toolkit/social-and-emotional%20learning">https://educationendowmentfoundation.org.uk/education%20evidence/teaching-learning-toolkit/social-and-emotional%20learning</a></p>	7, 9
Provision of a free breakfast club for up to 50 pupils	<p>Improve punctuality, to ensure all children are in school and ready to learn on time. Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation &amp; concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time.</p> <p><a href="https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day">https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day</a></p>	7, 9
Development of the school library and purchase of new books	<p><a href="https://cdn.literacytrust.org.uk/media/documents/2017_06_30_free_research_-_school_library_review_XxR5qcv.pdf">https://cdn.literacytrust.org.uk/media/documents/2017_06_30_free_research_-_school_library_review_XxR5qcv.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	3, 6, 8
Funding of school visits and enrichment activities	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p><a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a></p>	6, 8

Total budgeted cost: £190,000

## 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 2020 to 2021 academic year.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ol style="list-style-type: none"> <li>1. Curriculum content amendment as a result of Covid19</li> <li>2. Curriculum content amendment as a result of Covid19</li> <li>3. Limited access to books and reading</li> <li>4. Standards in writing not improving quickly enough</li> <li>5. There is a significant gap between disadvantaged pupils and other pupils in mathematics across the academy</li> </ol>	<p>FFT TA Data (not based on SATs Due to Covid19) KS2 Reading Attainment 70% 80% PP KS1 Reading Attainment 70% 65% PP</p> <ul style="list-style-type: none"> <li>• Phonics screen not completed due to Covid 19 – in school data shows good progress in Year 1 despite blended learning for Spring Term.</li> <li>• Phonics and Shine interventions for all pupils, including the disadvantaged took place in Spring 2 and Summer Term led by TAs. This will continue 2021-2022 with TAs allocated to particular interventions across the school according to strengths.</li> <li>• Lexia was part of our blended learning offer with the majority of KS1 using this at home at school when fully opened.</li> <li>• Phonics screen did not take place due to Covid 19. RWI has been introduced and is a priority for 2021-2022.</li> <li>• Books were purchased for classrooms with BAME and mental health and well-being themes following lockdown. Whole class readers were reviewed in line with revised curriculum. Whole Class reading was part of the blended learning offer.</li> <li>• Library not developed due to Covid 19. This remains a priority for 2021-2022. Work has begun on the environment and new books will be purchased as current stock needs to be replaced.</li> </ul> <p>KS2 Writing Attainment 52% 53% PP KS1 Writing Attainment 59% 53% PP</p> <ul style="list-style-type: none"> <li>• EYFS TA worked in Nursery and Reception, targeting speech and language with WellComm and Early Talk Boost. This is a priority for 2021-2022.</li> <li>• TAs led Colourful Semantics and same day interventions for writing. This was a key priority as writing was affected the most by lockdown. This will continue 2021-2022 with TAs allocated to particular interventions across the school according to strengths.</li> <li>• No More Marking was used to provide judgements against national benchmarks for writing. This also provided invaluable CPD for teachers and TAs. Will continue 2021-2022.</li> </ul> <p>KS2 Maths Attainment 70% 73% PP</p>	<p>Resources : £ 24,000</p> <p>Teaching and Learning Staff Resource: £78,885</p>
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	<p>KS1 Maths Attainment 70% 71% PP</p> <ul style="list-style-type: none"><li>• Maths Shine interventions for all pupils, including the disadvantaged took place in Spring 2 and Summer Term led by TAs. This will continue 2021-2022 with TAs allocated to particular interventions across the school according to strengths.</li><li>• Online platforms used as part of our blended learning offer and accessed by the majority of pupils. This complemented the daily White Rose lessons provided. TT Rockstars will be replaced with Doodle Tables as this was preferred by pupils.</li></ul>	
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<b>6. Low attendance, persistent absence and lateness</b>	<ul style="list-style-type: none"> <li>Proactive approach to improving attendance particularly for the most vulnerable pupils. Weekly meetings re Attendance Caseload with disadvantaged pupils highlighted. Meetings with families causing concern and home visits when necessary. Remains a priority for 2021-2022 – 9 hours provided by Attendance Officer.</li> </ul>	Staff Resource: £17,000
<b>To ensure that pupils' basic needs are met so that they are 'ready to learn' and able to access learning opportunities on offer</b>	<ul style="list-style-type: none"> <li>FMALC is DDSL and this role was crucial during lockdown – weekly safeguarding meetings, safe and well calls, home visits and welfare check, links with outside agencies and social care, support for vulnerable families. This will continue to be a priority 2021-2022 with a focus on Attachment and Trauma, Restorative Practice and ELSA support. Nurture provision remains a priority.</li> <li>Nurture Dog provided support for children who had difficulty coping with the return to school and regulating their own behaviour.</li> <li>Nurture resources and Happiness Boxes were used for all children on the return to school in March to support transition and mental health and well-being.</li> <li>Funding has been awarded by Greggs to provide a Breakfast Club 2021-2022 and PP will be used to fund a Breakfast Club Lead to facilitate this.</li> </ul>	Resources: £1400 Staff Resource: £27000
<b>8. Low socio-economic demographic – limited Cultural Capital</b>	<ul style="list-style-type: none"> <li>Rockit Project and French lesson continued through lockdown and live on-line lessons were provided as part of our blended learning offer. These were well attended.</li> <li>Whole school enrichment was provided at the end of each term to encourage positive behaviour and attendance and support mental health and well-being.</li> <li>Pupil Premium will be used to fund enrichment, including school visits 2021-2022 to ensure that all pupils have access to a wide, rich set of experiences.</li> </ul>	Total Spend: £25,220
<b>Total Spend on PPM</b>		<b>£173, 505</b>
<b>PPM allocation</b>		<b>£173,505</b>
<b>Carry Forward</b>		<b>£0</b>

