



# **Pupil Premium Strategy Statement**

## **Thames View Junior School**

### **2020-2021**

All schools in England and Wales receive a payment known as pupil premium (PP), for each child who is either currently registered for free school meals (FSM) or has received FSM in one or more of the previous six years (FSM6). An enhanced Pupil Premium grant is received for students who have been in continuous care for six months or more, as well as for children who are looked after by a local authority (LAC) and those children of members of the armed forces.

In schools across the country, there has been a growing momentum to overturn generations of stereotyping as research has shown that children who have been on or are currently on FSM do not attain as highly as other children in school. Our mission is clear and, simply put, aims to ensure that what a young person's family does or where they are born should not determine their life chances. As such, we have a relentless focus on improvement and measure our success by the achievement of all our students and our expectation is that no student is left behind.

The government provide a grant so that we, as a school, can allocate additional support to ensure progress is made by all. The support can be in a short burst or over a longer period such as a term, two terms, a year or even more and it may take the form of small group teaching or an evidence-based intervention. It can even equate to additional resources, enrichment or access to opportunities that enhance learning and aspirations.

## Thames View Junior School

### Pupil Premium Strategy September 2020

**Headteacher:** Mrs Rachel Anthony

**URN number:** 141651

- Thames View Junior is a large community school, which is part of Partnership Learning Multi Academy Trust.
- The school is situated in the London Borough of Barking and Dagenham in East London; it is situated between the River Thames and the A13.
- When the newly appointed Head became substantive (September 2019) there was a deficit budget of £1,000,000, currently it is almost £500,000 (March 2020)
- The school was judged Special Measures in 2014 and then a forced conversion to an academy with Partnership Learning on the 1<sup>st</sup> February 2015.
- Thames View Junior School was judged as Requires Improvement. (Jan 2018)
- Out of the 33 London boroughs, Barking and Dagenham is the 31<sup>st</sup> most deprived borough for income.
- The Ward in which the school is located (Thames Ward) is one of the most deprived in Barking and Dagenham according to Borough data. Thames Ward is in the highest 10% of disadvantaged Wards within Barking and Dagenham
- According to Borough data Barking and Dagenham, is 32nd out of 33 Boroughs in terms of skills & education deprivation in the adult population.
- The school is in highest quintile for FSM 6
- The school is in the highest quintile for EAL children
- Ethnicity: 25% black British African, 20% white British, 14 % Bangladeshi, 13% eastern European.
- Local area guidance shows that the school's location deprivation indicator is amongst the lowest of all schools in terms of deprivation.

A barrier to positive progress measures at the end of Key Stage 2 is due to the high percentages of greater depth in reading, writing and maths achieved at Thames View Infants School (our main infant feeder school).

#### **Thames View Infant Results (our main feeder infant school)**

##### **Thames Infants School context:-**

- This is an above-average-sized school. The majority of pupils come from a number of minority ethnic groups. The largest groups are of African heritage. Almost three quarters of pupils speak English as an additional language.
- The proportions of disabled pupils and those who have special educational needs who are in need of extra help or have a statement of special educational needs are well above national averages.
- The proportion of pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals, children in local authority care and children of service personnel) is well above the national average. All pupils in this group are those eligible for free school meals, and some are looked after children

|          | 2017     |     |               |     | 2018     |     |               |     | 2019     |     |               |     |
|----------|----------|-----|---------------|-----|----------|-----|---------------|-----|----------|-----|---------------|-----|
|          | Expected |     | Greater Depth |     | Expected |     | Greater Depth |     | Expected |     | Greater Depth |     |
|          | TVI      | NAT | TVI           | NAT | TVI      | NAT | TVI           | NAT | TVI      | NAT | TVI           | NAT |
| Reading  | 94       | 76  | 72            | 25  | 93       | 75  | 78            | 25  | 89       | 75  | 71            | 25  |
| Writing  | 90       | 68  | 67            | 16  | 89       | 69  | 68            | 15  | 92       | 69  | 63            | 15  |
| Maths    | 94       | 75  | 70            | 21  | 94       | 76  | 70            | 22  | 97       | 75  | 72            | 22  |
| Combined | 89       | 63  | 60            | 11  | 87       | 65  | 63            | 11  | 87       | 64  | 56            | 11  |

- The majority of students join Thames View Junior School from the main feeder school Thames View Infants School at the end of Key Stage 1.
- Pupil numbers have dropped recently - Pupil numbers have dropped most noticeably in year 4. The reason for this is that children are transferring to a local all-through school where older siblings attend. Families are also moving out of the area due to housing and council reallocation. The school has high levels of mobility due to housing and deprivation.
- Currently there are 16 classes in Thames View Junior School.
- SLT Structure: Headteacher, Deputy Headteacher and Assistant Headteacher, newly appointed experienced SENDCO

| Subject | <b>Pre-LOCKDOWN DATA- Autumn 2 2019-2020</b>    | <i>Pupils eligible for PP (172children)</i> | <i>Pupils NOT eligible for PP</i> |
|---------|---|---|-----------------------------------|
| Reading | <b>% working at age related expectations</b>    | 4.8%  | 6.3%                              |
|         | <b>% working above age related expectations</b> | 0%  | 0.5%                              |

## School Context

|   |  |  |  |       |
|---|--|--|--|-------|
|   | Writing  | % working at age related expectations    | 16%  | 18%   |
|   |  | % working above age related expectations | 1.6%   | 0.5%  |
|   | Maths  | % working at age related expectations    | 18.6%  | 22.8% |
|   |  | % working above age related expectations | 2.1%   | 4.2%  |
|   | SPaG   | % working at age related expectations    | 25.5%  | 32.8% |
|   |  | % working above age related expectations | 3.7%   | 7.4%  |
| <p>Data shows:-</p> <ul style="list-style-type: none"> <li>• Reading: - PP children are underperforming when compared to Non-PP, both at age related expectation and above age related expectations.</li> <li>• Writing:- - PP children are underperforming when compared to Non-PP, at age related expectations.</li> <li>• Maths:- PP children are underperforming when compared to Non-PP, both at age related expectation and above age related expectations.</li> <li>• SPaG:- PP children are underperforming when compared to Non-PP, both at age related expectation and above age related expectations.</li> </ul> |  |  |  |       |
| <b>Pupil Premium funding 2020-2021</b>  | <p>The pupil premium amount payable to Thames View Junior School is £1345.00 per pupil for 2020-2021. In the last academic year, 45% of our students were eligible for pupil premium; this academic year the figure is 46%. <b>The allocation of funding we will receive during the academic year 2020-2021 is £231,340.</b> There are 10 looked-after children currently on roll.</p> |  |  |       |
| <b>Main barriers to educational achievement</b>   | 1. Gaps in learning prevent pupils from achieving age related expectations, particularly those eligible for pupil premium funding. Particularly due to school closures in March 2020 due to Corona Virus)  |  |  |       |
|   | 2. Engagement of remote learning for all PP families.  |  | Parent Mail statistics from March 2020 LOCDDOWN demonstrated PP families required extra support with home learning, as a high number of parents were not reading their emails, therefore phone calls were made by SLT.     |       |
|   | 3. Social difficulties experiences by families including d housing, finance, family literacy and parental anxieties.   |  | PP families required more sign posting support with food banks and how to redeem food vouchers sent by school.<br><br>More PP parents received one to one support with accessing work via parent mail than Non-PP parents. |       |
|   | 4. Attendance of Pupil Premium children.   |  | 2019-2020 attendance of Non-PP children was 96.37% compared to PP children, 93%- which is below statutory 95%.   |       |
|   | 5. % of pupils eligible for pupil premium funding also falling into other target groups (SEND & WBRI)  |  |  |       |

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|   | 6. History of families poor educational experiences.                    | Phone calls made by SLT during March LOCKDOWN revealed PP families are more likely to have poor educational experiences than Non-PP families. |
|   | 7. Limited real life experience beyond the vicinity of Barking/Dagenham | Pupil surveys reveal PP children are less likely than their Non-PP peers to visit places outside of Barking and Dagenham.                     |
| <b>Date of the next Pupil Premium strategy review</b> | July 2021   |   |

**Planned Expenditure  
2020-2021**

| Barrier to learning  | Strategies   | Justification of strategy  | Cost  | Intended outcomes  | Success Criteria  |
|--|--|--|---|--|---|
| <b>1. Gaps in learning prevent pupils from achieving age related expectations, particularly those eligible for pupil premium funding. Particularly due to school closures in March 2020 due to Corona Virus)</b> | <ul style="list-style-type: none"> <li>Teachers to run booster groups after school all core subjects.</li> <li>Year 6 teachers to run Booster sessions during Easter with the emphasis being on PP pupils.</li> <li>Year 4 children to attend TTRS Lunchtime booster – PP Children targeted</li> </ul> | This experienced teaching is focused on stretching identified children beyond Age Related Expectations (ARE) in all core subjects. | Term Time Boosters:<br>Cost split between PP funding & Catch Up Premium Funding<br><br>16 (Boosters per week) x £25 = £400<br>£400 x 30 (weeks of booster) = £12,000<br><br>$\frac{1}{2}$ = £6000<br><br>Easter Boosters:<br>(5 X boosters) x 3 Days<br>Total 1,125<br><br>Resources - £1000<br><br>TTRS Lunchtime Booster - £2,437.50<br><br><b>Overall Total - £10,962.50</b> | <ul style="list-style-type: none"> <li>Pupil premium children access the catch up curriculum. Gaps in progress close.</li> </ul> | <ul style="list-style-type: none"> <li>Pupil Premium children directed to attend recovery curriculum boosters, registers show 100% attendance to the boosters.</li> <li>Catch up curriculum evident in pupil premium children's books, to be an outcome for all subject leaders when conducting book monitoring.</li> <li>Gaps are less than 10% in attainment between PP and NON-PP in all core subjects.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Additional phonics boosters to take place in each year group once per week to address gaps due to school closures.</li> </ul>   | During lockdown the remote learning was not consistently accessed by all pupils.   | Term Time Boosters:<br>Cost split between PP funding & Catch Up Premium Funding<br><br>4 x £25 = £100<br><br>£100 x 25 = £2500<br><br>$\frac{1}{2}$ = <b>£1,250</b>   |  |   |
|  | <ul style="list-style-type: none"> <li>CPG Catch UP Bundle books purchased for every child in the school</li> </ul>  | During lockdown the remote learning was not consistently accessed by all pupils.   | 172 (PP Pupils) x £11 = <b>£1,892</b>   |  |   |
|  | <ul style="list-style-type: none"> <li>Use of external workshops to engage children</li> </ul>   | Due to lockdown, entire topics were  | £4000 split with catch up premium funding   | <ul style="list-style-type: none"> <li>Pupil premium children to have access to</li> </ul>                                       | <ul style="list-style-type: none"> <li>WC scrapbooks evidence the recovered curriculum for all pupils.</li> </ul>   |

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|   | with missed curriculum.  | missed by some year groups.  | $\frac{1}{2} = \text{£2,000}$  | recovery curriculum.  |   |
|   | <ul style="list-style-type: none"> <li>B&amp;D Library Services</li> </ul>   | <ul style="list-style-type: none"> <li>Due to financial constraints PP children do not always have the same means to access texts to support their learning in school.</li> </ul>  | <b>£3,361.50</b>   | <ul style="list-style-type: none"> <li>Pupil Premium children have access to additional books for the whole curriculum, provided by the B&amp;D School Library service.</li> </ul>            | <ul style="list-style-type: none"> <li>Book monitoring and lesson observations demonstrate that access to the additional reading resources are impacting Pupil Premium children's progress and attainment, and a gap of under 10% demonstrates this.</li> <li>Homework and research based homework evidences use of reading books.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Leadership team to provide suitable interventions in key year groups, working alongside the teachers to raise the standards of teaching.</li> <li>CPD for all staff on raising quality of teaching delivered across many weeks.</li> <li>Coaching, model lessons, team teaching alongside teachers to develop good practice.</li> <li>Drop-in surgeries with identified key SLT personnel.</li> <li>Learning Review initiative to be used to evidence good quality teaching through triangulation.</li> </ul> | <ul style="list-style-type: none"> <li>Evidence from Sutton trust on Metacognition and collaborative learning</li> <li>School focus on Growth Mindsets and personalised learning leading to challenge for all.</li> </ul>      | <p>Half-termly CPD, Coaching, In-class-modelling £50 000</p> <p>Teaching and Learning Reviews (3) - £40 000</p> <p>External Specialist Teacher £5500</p> <p>Total: 95,5000</p> | <ul style="list-style-type: none"> <li>Class teachers are able to plan for Pupil premium children effectively.</li> <li>Teaching and learning is judged as good across the school.</li> </ul> | <ul style="list-style-type: none"> <li>Following each termly data drop, data shows PP attainment compared to Non-PP attainment reduces at each data drop across the academic year, as teaching standards improve.</li> <li>Lesson observation records show that PP children are engaged and are active learners in all lessons.</li> </ul>    |
| <b>Total Expenditure</b>                                  |  |  | <b>£115,066</b>  |   |   |
| <b>Barrier to learning</b>                                | <b>Strategies</b>  | <b>Justification of strategy</b>   | <b>Cost</b>  | <b>Intended outcomes</b>  | <b>Success Criteria</b>   |
| <b>2. Engagement of remote learning for all families.</b> | <ul style="list-style-type: none"> <li>Home learning resources</li> </ul>  | <ul style="list-style-type: none"> <li>In the event of pupils self-isolating/future lock downs, resources have been purchased to support home learning. This includes text books, stationery and paper-based packs.</li> </ul> | <ul style="list-style-type: none"> <li><b>£9180</b></li> </ul>   | <ul style="list-style-type: none"> <li>Ensuring that high quality resources are available will ensure that even if forced to stay at home pupils still have access to learning.</li> </ul>    | <ul style="list-style-type: none"> <li>Registers taken during lockdown demonstrate PP children are engaged with learning online.</li> <li>Registers which track children who have collected work packs show those PP children who have no access to online learning have collected a work pack.</li> </ul>                                    |

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|   |  |   |   |  | <ul style="list-style-type: none"> <li>Data drops across the year will show the gap between PP children's attainment and Non- PP children's attainment to be less than 10%.</li> </ul>  |
| <b>Total Expenditure</b>  |  |   | <b>£9,180</b>   |  |   |
| <b>3. Social difficulties experiences by families including housing, finance, family literacy and parental anxieties.</b> | <ul style="list-style-type: none"> <li>Social Inclusion Officer</li> </ul>   | <ul style="list-style-type: none"> <li>Pastoral issues with children and families are referred to the Social Inclusion Officer enabling full-time attention to teaching.</li> </ul>   | <ul style="list-style-type: none"> <li><b>£8,200</b></li> </ul>   | <ul style="list-style-type: none"> <li>Ensuring physical and mental well-being.</li> </ul>   | <ul style="list-style-type: none"> <li>Reduction in the impact of external barriers on pupils' learning.</li> <li>Tracking of online worry box will show the number of PP children's worries to be closing term on term to the number of worries for non-PPM.</li> <li>Tracking of MASH referrals shows gap closing between PP children and Non-PP children.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Educational Psychologist</li> </ul>   | <ul style="list-style-type: none"> <li>B&amp;D Traded services - Level 1</li> </ul>   | <ul style="list-style-type: none"> <li><b>£6,630</b></li> </ul>   | <ul style="list-style-type: none"> <li>Identified pupils are able to access the support that they need.</li> </ul>   | <ul style="list-style-type: none"> <li>Concerns are identified and referrals made as appropriate to external services for additional support.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Staff Training</li> </ul>             | <ul style="list-style-type: none"> <li>Following the recent pandemic staff have undertaken the specific bereavement and trauma training. The Inclusion lead and Social Inclusion Officer have also completed the Mental Health First Aider training.</li> </ul> | <ul style="list-style-type: none"> <li><b>£460</b></li> </ul>   | <ul style="list-style-type: none"> <li>Staff are equipped with strategies to deal with grieving children and young people.</li> <li>Staff/pupils are provided with weekly drop-in sessions to support their well-being.</li> </ul> | <ul style="list-style-type: none"> <li>Staff are able to confidently implement strategies set out in the school's bereavement policy.</li> <li>Staff and pupils are able to support themselves and other people in situations that are stressful, upsetting or challenging.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Uniform/after-school clubs</li> </ul> | <ul style="list-style-type: none"> <li>As the school falls in the lower 10% Deprivation Index, supporting vulnerable</li> </ul>   | <ul style="list-style-type: none"> <li>Social Inclusion Officer 2 afternoons per week - <b>£2,000</b></li> <li>Afterschool Clubs - <b>£3,200</b></li> <li>Ongoing.</li> </ul> | <ul style="list-style-type: none"> <li>Parents are able to attend necessary meetings regarding housing, employment</li> </ul>  | <ul style="list-style-type: none"> <li>After school registers show high levels of take up from PP children and that term on term attendance increases.</li> <li>After school registers show PP children</li> </ul>  |

|   |  |   |  |   |
|---|--|---|--|---|
|   | <ul style="list-style-type: none"> <li>• Lower income families should not be penalised or excluded because of not having the capacity to implement the school's uniform policy.</li> <li>• Children should not be missing out on their education because of lack of uniform, as this will stigmatise them socially.</li> <li>• Pupil Premium pupils to engage in any extra-curricular activities once a year for free.</li> <li>• Pupil Premium pupils specifically targeted for different extracurricular activities and school trips in, which carry no charge.</li> </ul> | <p>School Uniforms. PE and additional purchases<br/> <b>£2,500</b><br/> School Leaders<br/> <b>£500</b><br/> School Council Trips<br/> <b>£1,000.</b><br/> Coffee Mornings<br/> <b>£1,000</b></p> | <p>and medical needs.</p> <ul style="list-style-type: none"> <li>• Ensuring physical and mental well-being for all pupils.</li> <li>• Pupil Premium to have high self-esteem, pride and a feeling of self-worth by being well presented physically at school.</li> <li>• Ensuring all Pupil Premium pupils have access to extracurricular opportunities and to develop their interests outside of the curriculum is essential to promote a positive view of school, and for their own personal development.</li> </ul> | <p>attend a similar number of after school clubs to their non-ppm peers.</p> <ul style="list-style-type: none"> <li>• Reduction in the impact of external barriers on pupils' learning.</li> <li>• Pupils have appropriate equipment to participate in the school's full curriculum.</li> <li>• Front office track and monitor PP families who have been reimbursed with uniform purchases made online. Tracking to show all PP Families have been offered a free school uniform. Evidenced by observing pupils in school in full uniform.</li> </ul> |
| <ul style="list-style-type: none"> <li>• School to offer support to vulnerable pupils, especially PP pupils through the Learning Mentor.</li> </ul> | <ul style="list-style-type: none"> <li>• Pastoral issues with children and families are referred to the Learning mentor enabling full-time attention to teaching.</li> </ul>   | <p>Learning Mentor<br/> 2 x 45 minutes' x 4 days<br/> <b>£800</b></p>   | <ul style="list-style-type: none"> <li>• Pupil Premium children attending small targeted interventions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Registers of the intervention groups to show high and improving attendance.</li> <li>• Each Child's individual targets are achieved following a programme of 6 weeks.</li> <li>• Attendance of PP children to be at least 96% at school.</li> <li>• Poor behaviour incidences of PP children are tracked and show there is no gap between Non-PP children.</li> <li>• Reduction in the impact of external</li> </ul>   |



|  |   |  |   |   |   |
|--|---|--|---|---|---|
|  |   |  |   |   | barriers on pupils' learning.   |
| <b>Total Expenditure</b>                       |   |  | <b>£26,290</b>  |   |   |
| <b>Barrier to learning</b>                     | <b>Strategies</b>   | <b>Justification of strategy</b>   | <b>Cost</b>   | <b>Intended outcomes</b>  | <b>Success Criteria</b>   |
| <b>4. Attendance of Pupil Premium Children</b> | <ul style="list-style-type: none"> <li>• PP pupils to receive free</li> <li>• Breakfast club.</li> <li>• PP PA pupil's families meet with</li> <li>• Social Inclusion Officer and the MAT Attendance Lead to set attendance targets, review targets, and monitor attendance.</li> <li>• MAT Lead Social Inclusion Officer to act on targeted first day</li> <li>• phone calls home,</li> <li>• Rewards and incentives to improve attendance.</li> <li>• Academy Trust Attendance Lead to conduct home visits of PA Pupil Premium pupils.</li> <li>• SLT, Academy Trust Attendance Lead and Social Inclusion Officer track daily and weekly attendance of Pupil Premium pupils.</li> </ul> | <ul style="list-style-type: none"> <li>• The school cannot improve attainment for children if they are not attending school. Attendance of PP pupils is still not in line with non-PP pupils.</li> <li>• Regular contact home for parents regarding attendance and punctuality of pupils.</li> <li>• Attendance awards for pupils weekly, termly and yearly.</li> <li>• PP PA Pupils will be set targets, with Social Inclusion Officer and MAT present and working with the family throughout the year</li> <li>• PP pupils to receive free breakfast to ensure they are in school punctually.</li> </ul> | <p>Ongoing.<br/>Social Inclusion Officer 2 afternoons p/w<br/>£2000<br/>Breakfast Club<br/>£29000</p> | <ul style="list-style-type: none"> <li>• Increase in attendance of Pupil Premium pupils</li> <li>• Reduction of PA of Pupil Premium pupils</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil premium children attendance improves and is inline or above national figures (96%)</li> <li>• Registers show Pupil premium childrens' punctuality is improving.</li> </ul> |
| <b>Total Expenditure</b>                       |   |  | <b>£31,000</b>  |   |   |
| <b>Barrier to learning</b>                     | <b>Strategies</b>   | <b>Justification of strategy</b>   | <b>Cost</b>   | <b>Intended outcomes</b>  | <b>Success Criteria</b>   |

| <p><b>5. % of pupils eligible for pupil premium funding also falling into other target groups (SEND &amp; WBRI)</b></p> | <ul style="list-style-type: none"> <li>• Systematic tracking of assessment data to see gaps</li> <li>• Pupil Progress Meetings to have a section on PP pupils and their outcomes</li> <li>• Teacher's higher accountability for the progress of PP pupils.</li> <li>• Document the progress on Pupil Premium pupils.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil Progress Meetings will offer support and challenge to teachers on pupil premium outcomes, and hold teachers to account for how they are driving improvements within the classroom.</li> </ul> | <p>Half Termly PPM release time for teachers - <b>£4 400</b></p> | <ul style="list-style-type: none"> <li>• Class contextual information shows which children fall in into different groups.</li> <li>• Children in multiple groups have access to support for PP and SEND.</li> </ul> | <ul style="list-style-type: none"> <li>• Whole school bottom 20% trackers show, term on term, PP children make up a smaller proportion of this group</li> </ul>  |
|---|---|--|--|---|--|
| <p><b>Total Expenditure</b></p>   |   |  | <p><b>£4,400</b></p>   |   |  |
| <p><b>Barrier to learning</b></p>   | <p><b>Strategies</b></p>  | <p><b>Justification of strategy</b></p>  | <p><b>Cost</b></p>   | <p><b>Intended outcomes</b></p>   | <p><b>Success Criteria</b></p>   |
| <p><b>6. History of families poor educational experiences.</b></p>  | <ul style="list-style-type: none"> <li>• Half termly workshops literacy, maths &amp; computing; incentivised attendance. Social inclusion. encouragement of certain parents</li> <li>• Brilliant club(see below)</li> </ul>   | <ul style="list-style-type: none"> <li>• Need for increased parental involvement.</li> </ul>   | <ul style="list-style-type: none"> <li>• £1,000</li> </ul>       | <ul style="list-style-type: none"> <li>• Parents are engaged with their children's learning.</li> <li>• Brilliant Club (see below) raises aspirations</li> </ul>  | <ul style="list-style-type: none"> <li>• Parent survey demonstrates they feel confident to support their children at home.</li> <li>• Homework tracking by class teachers show each week PP children hand in their homework.</li> </ul>  |
| <p><b>7. Lack of pupil aspiration</b></p>   | <ul style="list-style-type: none"> <li>• School Council</li> </ul>  | <ul style="list-style-type: none"> <li>• Development of the school council so they take a proactive approach to bringing change within our school, although this may need to operate virtually this year.</li> </ul>                         | <ul style="list-style-type: none"> <li>• £800</li> </ul>         | <ul style="list-style-type: none"> <li>• School council take ownership in school decisions.</li> </ul>  | <ul style="list-style-type: none"> <li>• School council meeting minutes show actions impacting change across the school.</li> <li>• School Council to play an integral part in contributing to the school development plan.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• Brilliant Club</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils have opportunities to access real life experiences to support develop their ideas creativity and aspirations.</li> </ul>   | <ul style="list-style-type: none"> <li>• £2,555</li> </ul>       | <ul style="list-style-type: none"> <li>• To develop pupils' confidence to make an informed choice at 18 to secure a place at a highly-selective university.</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils develop the skills, knowledge and confidence needed to excel in their next phase of education.</li> <li>• Marked assignments handed in by students demonstrate impact of high quality work, raising aspirations for higher education.</li> </ul> |

| Total Expenditure   |  |   |   |  |   | £3,355   |
|---|--|---|---|--|---|----------|
| Barrier to learning   | Strategies   | Justification of strategy   | Cost  | Intended outcomes  | Success Criteria  |          |
| 8. Limited real life experience beyond the vicinity of Barking/Dagenham | <ul style="list-style-type: none"> <li>Residential/Educational Visits</li> </ul>   | <ul style="list-style-type: none"> <li>From speaking to children, we are aware of the very limited experiences many of them have beyond school, home and a very small locality radius.</li> </ul>   | <ul style="list-style-type: none"> <li>£10,000</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils are offered a variety of experiences to support their cultural development through enriching experiences (Following the current pandemic and subsequent guidance we will work hard to provide this within the parameters of what is permitted).</li> </ul>             | <ul style="list-style-type: none"> <li>Pupils have similar opportunities/experiences during their time at Primary school as their Non- PP peers.</li> </ul>   |          |
|   | <ul style="list-style-type: none"> <li>All pupils are given the opportunity to learn a musical instrument and participate as a Choir.</li> </ul> | <p>Pupils are given the opportunity to learn instruments and singing by the Local Authority Music department.</p> <p>Year 4 pupils are taught to play the fife, Year 3 samba instruments.</p> <ul style="list-style-type: none"> <li>.</li> </ul> | <ul style="list-style-type: none"> <li>Half-termly External Music Teachers £5000</li> <li>Trips for Music events £1500</li> </ul> | <ul style="list-style-type: none"> <li>Playing a musical instrument and singing as part of a choir has been shown to increase pupils' sense of self-worth and provide further opportunities in the future.</li> <li>Pupils are more likely to go on to learn a second instrument and learn to read music.</li> </ul> | <p>2020-2021 – data to show a significant increase in uptake to learn an instrument for PP chn.</p> <p>2019-2020<br/>3/14 PP chn learned how to play lockenspiels.</p> <p>0/8 PP played the clarinet.</p> <p>0/7 PP played the violin.</p> <p>A greater proportion of pp pupils develop a specific talent, increased interest and/or passion for music.</p> |          |
| Total Expenditure   |  |   |   |  |   | £42,700  |
| Total Expenditure for 2020-2021   |  |   |   |  |   | £231,991 |