

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information						
<b>School</b>	La Fontaine Academy					
<b>Academic Year</b>	2020 - 2021	<b>Total PP budget</b>	£51,155	<b>Date of most recent PP Review</b>	N/A	
<b>Total number of pupils</b>	403	<b>Number of pupils eligible for PP</b>	33	<b>Date for next internal review of this strategy</b>	Jul '21	

2. Current attainment						
Students eligible for PP grant 2019 – 2020  Reception – 3 Year 2 – 5  Year 1 – 3 Year 6 - 9	Pupils eligible for PP (school)			Pupils not eligible for PP (National Average)		
	2018	2019	2020	2018	2019	2020
<b>% achieving GLD in Reception</b>	83%	83%	43%	71.5%	71.8%	TBC
<b>% passing Phonics Screening test in Year 1</b>	100%	100%	100%	84%	84%	TBC
<b>% achieving national standard (Reading) at KS1</b>	100%	60%	80%	79%	79%	TBC
<b>% achieving national standard (Writing) at KS1</b>	80%	60%	60%	74%	73%	TBC
<b>% achieving national standard (Mathematics) at KS1</b>	80%	60%	40%	80%	79%	TBC
<b>% achieving national standard (all 3 subjects) at KS2</b>	N/A	0%	78%	N/A	70%	TBC
<b>Progress score in reading</b>	N/A	1.23	See below	N/A	0.32	N/A
<b>Progress score in writing</b>	N/A	-3.80	See below	N/A	0.27	N/A
<b>Progress score in maths</b>	N/A	-5.60	See below	N/A	0.37	N/A
<p>Due to Covid-19 restrictions, there were no KS2 SATs tests in 2019 – 2020. We carried out internal teacher assessments, and progress measures indicate children who were on track to make expected or accelerated progress from KS1 to the end of Year 6.</p> <p>Reading progress: 100% expected, 56% accelerated.            Writing progress: 100% expected, 44% accelerated.            Maths progress: 100 expected, 67% accelerated.</p>						

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	PPG attainment gap for the current Y4 cohort, particularly in writing and maths. 50% (3/6) children were at expected standard at the end of Y3, and baseline data shows that phonics mastery and arithmetic scores are low for this cohort.
<b>B.</b>	PPG / FSM attainment for the current Y1 cohort in all subjects. 43% (3/7) met their ELG in reading, writing and maths. This group also need to be supported in developing the EYFS characteristics of learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>C.</b>	Average attendance for a core group of students in Years 1 and 4 is below school average. Some of these students have additional needs.
<b>D.</b>	Some of the PP / FSM cohort do not have the same access to external enrichment activities as their peers.

Desired outcomes		
<b>A.</b>	<p>Close the gaps for PPG students in Year 4, ensuring higher attainment and rates of progress, particularly in writing and maths.</p> <p><i>NB PP numbers are relatively low (6 pupils), so each pupil is worth 17% of the PP group.</i></p>	Overall PP students in line with Non-PP students in terms of progress rates, but there is a gap in attainment between PP students and Non- PP in writing and maths. Interventions and support will be tracked and measured through arithmetic tests and question analysis of assessments throughout each half term. Moderation will continue across the STEP Trust and through Octavo.
<b>B.</b>	<p>Improve reading fluency, phonic knowledge and quality of handwriting for PP students in Year 1. Improve arithmetic fluency, and support pupils in developing characteristics of learning.</p> <p><i>NB PP numbers are relatively low (6 pupils), so each pupil is worth 8% of the PP group.</i></p>	Students eligible for PP in KS1 make rapid progress, and in recent years, 100% have passed the phonics screening and reading outcomes are in line with their peers. Writing and Mathematics attainment is slightly lower. Measured through termly assessments and moderation across the STEP Trust and within Bromley LA. Improve attainment and rates of progress for WTS PP students in reading and writing through half termly assessment, moderation and intervention.
<b>C.</b>	Improve attendance rates for PP / FSM students in Years 1 and 4.	Continued focus on attendance ensures all students make continuous progress which impacts on attainment in Reading, Writing and Maths throughout the year. Overall attendance for PP students across the school remains strong.
<b>D.</b>	Offer a range of opportunities for enrichment activities for PP / FSM pupils (COVID-19 restrictions permitting).	La Fontaine offers a wide range of after-school activities, but pupils eligible for PP / FSM funding are not always aware that the school can support them in accessing activities. This will be communicated to parents, and each pupil offered an enrichment activity each term (COVID-19 restrictions permitting).

#### 4. Planned expenditure

Academic year

2020 - 2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A</b> Close the gaps for PPG students in Year 4, ensuring higher attainment and rates of progress, particularly in writing and maths.	Embedding a whole school approach to writing. Linking reading texts and embedded texts to develop all genres of writing. Staff training & CPD Internal and external moderation of writing.	CPD to ensure best practice informs steady progress over time.  Focus on close reading and embedding reading strategies has been successful in improving progress made and therefore, the introduction of specific writing CPD strategies will further develop writing opportunities and development of skills.	Impact monitored by English Lead & SENDCO. Meet with parents to discuss students who need stretch & challenge. Phase Lead in post in Y4 to supervise quality & delivery of curriculum	English Lead Y3/4 Phase Lead SENDCO	Half termly basis. Interventions begin October 2020.
<b>B.</b> Improve reading fluency, phonic knowledge and quality of handwriting for PP students in Year 1. Improve arithmetic fluency, and support pupils in developing characteristics of learning.	Embedding linguistic phonics through Sounds Write Staff training & CPD from STEP & LFA Phonics Leads. Free-flow in afternoon session.	Current Y1 cohort missed half of Reception year, so characteristics of learning not embedded. PP students particularly struggle with this. In phonics, 0% of the current cohort scored above 50% in baseline assessments of initial and extended code knowledge. Arithmetic scores in Y1 also low for PP cohort.	Phonics Lead appointed All KS1 teachers trained in SW Experienced teacher (EYFS Lead) released to deliver interventions. Support from STEP Phonics Lead. Observation of phonics sessions, learning walks. Analysis of code knowledge assessment & ongoing arithmetic assessment	Phonics Lead KS1 Phase Leader	Half termly basis, beginning September 2020.
<b>Total budgeted cost</b>					£9,000

<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>When will you review implementation?</b>
<b>A</b> Close the gaps for PPG students in Year 4, ensuring higher attainment and rates of progress, particularly in writing and maths.	LSA targeted interventions before school in arithmetic.  LSA phonics interventions during school day.	Trained LSA will deliver quality, personalised interventions supervised by the Phase Leader. EEF Toolkit suggests LSAs are most effective when delivering targeted interventions, so have been redeployed from general whole class support.	LSA intervention paid for out of PP budget – don't have to rely on volunteers to provide additional classes and can quality assure. Impact monitored by HT (Inclusion) & SENDCO. Meet with parents to discuss students who need stretch & challenge.	HT Y3/4 Phase Lead SENDCO	Half termly basis. Interventions begin October 2020.
<b>B.</b> Improve reading fluency, phonic knowledge and quality of handwriting for PP students in Year 1. Improve arithmetic fluency, and support pupils in developing characteristics of learning.	KS1 interventions in phonics & arithmetic. Additional, experienced teacher in KS1 to deliver quality interventions.	Current Y1 cohort missed half of Reception year, so characteristics of learning not embedded. PP students particularly struggle with this. In phonics. Experienced, fully trained teacher will have most impact in interventions.	Dedicated time for teacher to deliver interventions. SW training for staff delivering interventions. Close monitoring of data for students.	HT (Inclusion) KS1Leader	Half termly basis, beginning October 2020.
<b>Total budgeted cost</b>					<b>£35,000</b>

<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>When will you review implementation?</b>
Improve attendance rates for PP / FSM students in Years 1 and 4.	EWO employed to monitor students and follow up on absences / provide reports for parents. Support team to contact parents on 1st day of absence.	NFER school briefing identifies attendance as a next step. Students with low attendance do not attain as well as those with high attendance. Specific PP students in Y1 & Y4 are a focus, particularly based on Reception attendance last year to ensure there are no further gaps in learning.	HT, EWO & Attendance Officer work together to monitor absence & arrange early intervention. Standard Academy procedures to be followed. Data for FSM / PP students to be closely tracked.	HT Attendance Officer EWO	Half termly basis, beginning September 2020.
Offer a range of opportunities for enrichment activities for PP / FSM pupils (COVID-19 restrictions permitting).	Ensure all PP students have access to at least one enrichment activity per term. Raise awareness with parents of financial support available.	Not all PP students have had the opportunity, in the past, to participate in enrichment activities. Parents and carers are also not always aware that there is funding available to support them in accessing activities. This portion of funding will also support with purchasing of school uniform, if needed.	SLT & class teachers will ensure parents and carers are aware, through discussion and raising of awareness via school newsletters, emails etc. Participation of PP students in activities will be tracked.	HT Admin assistant (enrichment)	Half termly basis, beginning September 2020.
<b>Total budgeted cost</b>					<b>£7,500</b>

## B. Review of expenditure: 2019 - 2020

Previous Academic Year				
i. Quality of teaching for all				
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>A &amp; B.</b> Improve reading and writing outcomes for PP/ FSM students meeting or exceeding National expectations in Y6.</p> <p>Improve reading comprehension skills &amp; writing outcomes for PP students working towards national standard at the end of KS2.</p>	<p>Years 5 &amp; 6 - smaller class teaching in English.</p> <p>Embedding a whole school editing approach. Linking Context Curriculum and embedded texts to develop nonfiction writing.</p> <p>Staff training &amp; CPD</p> <p>Internal and external moderation of writing</p>	<ul style="list-style-type: none"> <li>78% (7/9) of PP/FSM pupils were on track to meet expected standard in reading, writing and mathematics prior to lockdown. 22% achieved GDS in reading and 11% in writing.</li> <li>If 'on-track' pupils had achieved targets, 100% of PP pupils would have made at least expected progress in all subjects. A significant percentage were on track to make accelerated progress in reading (56%) / writing (44%) / and maths (67%).</li> <li>SLT effectively supported the Y6 class teacher with planning and delivery of lessons.</li> <li>Refinement of close reading sessions gave children 40 mins per day 'eyes on text'.</li> <li>Revised writing curriculum model trialled in Y6, with structured 3 week cycle. Significant impact on writing, especially GDS.</li> <li>Same models introduced in Y5 prior to lockdown. Initial baseline data for current Y6 (Sept 2020) indicates 67% (2/3) PP pupils are on track to meet EXS and 100% should make expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school reading approach embedded and working well. Linking of texts made it more meaningful to students when writing different text types.</li> <li>Most investment was in staff training and CPD. Experienced teachers supported less experienced, and impact clearly seen on Y6 outcomes.</li> <li>Teachers are now more confident in the planning and teaching of writing. Approach is more consistent whole school.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Continue daily 'close read' across KS2.</li> <li>Continue writing curriculum model, linked to reading texts.</li> <li>SLT boosters from January where needed (see data analysis).</li> <li>Additional teacher model in place in Y5/6.</li> <li>Catch up funding aimed at Y4 (cohort with highest PP)</li> </ul>	<p>£30,000 for Quality of teaching for all initiatives</p>

<p><b>B.</b> Improve reading fluency, phonic knowledge and quality of handwriting for PP students in KS1 with SEND needs.</p>	<p>Embedding linguistic phonics through Sounds Write Staff training &amp; CPD from STEP Phonics Lead. KS1 interventions in Reading and Phonics.</p>	<ul style="list-style-type: none"> <li>• 83% (5/6) of PP / FSM pupils in Y2 on track to meet expected standard in reading, 67% (4/6) in writing prior to lockdown.</li> <li>• 100% (3/3) of PP / FSM pupils in Y2 on track to meet expected standard in reading, 67% (2/3) in writing prior to lockdown.</li> <li>• Initial Y2 phonics baseline (Sept 2020) indicates 97% of pupils on track to pass phonics screening, including 100% of PP / FSM pupils.</li> <li>• Sounds-write introduced in Y2 – baseline phonics data for Y3. 50% (2/4) PP pupils have retained initial code knowledge, 75% have automaticity mastery.</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic phonics enables whole school approach to spelling and phonics, which extends beyond KS1.</li> <li>• 57/60 Y1 students attended school during lockdown, which has made their transition into Y2 easier. Knowledge has been retained.</li> <li>• Teachers prefer the Sounds-Write model of teaching phonics. Much simpler, more consistent.</li> <li>• Additional teacher model had significant impact in Upper KS2.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Train all R &amp; KS1 teachers in Sounds-Write, daily 20 min phonics session.</li> <li>• Introduce 'additional teacher' model across KS1.</li> <li>• Targeted sp&amp;l interventions for SEND pupils.</li> </ul>	<p>See above</p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
C. Improve attendance of PP children	Close work with EWO to monitor attendance of PP children.	<ul style="list-style-type: none"> <li>95.3% attendance for PP cohort overall. (Non-PP was 96.7%). Improved from 2018 – 2019, when it was 94.6%.</li> <li>Y4 &amp; Y5 attendance improved in both year groups to 97.5% (Y4) and 96.45% (Y5). Both year groups were below 95% in 2018 – 2019.</li> <li>Y6 attendance improved by 0.3% to 93.4%. One child in this cohort had a lot of absence due to ill health, and support was put in place.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at LFA is generally good, including for PP students. The approach in 2019 – 2020 was more personalised, so any children dropping below 95% were monitored and (where needed) supported by the EWO and Attendance Officer. This personalised approach had impact, and enabled us to source external support when necessary.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>PP numbers at LFA are much lower than national averages and attendance for PP pupils is strong overall and in line with / better than the school average.</li> <li>Monitor identified pupils / families whose attendance has been below 95% from September &amp; EWO work with any below 92%.</li> <li>Offer opportunities for enrichment activities before / after school.</li> </ul>	£3,500

### C. Additional detail

For additional information relating to the above targets, please see:

- Internal data reports for 2019 - 2020
- Attendance reports
- Behaviour and reflection reports
- IEPs and SEND support plans
- Self-Evaluation report
- Academy Improvement Plan
- Action plans

## End of year review: PPG spending

Academic year

2020 - 2021

Summary of impact of PPG spending from September 2020 – July 2021 are detailed below. See data reports for further information.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact so far	Lessons learned (and whether you will continue with approach)
<b>A</b> Close the gaps for PPG students in Year 4, ensuring higher attainment and rates of progress, particularly in writing and maths.	Embedding a whole school approach to writing. Linking reading texts and embedded texts to develop all genres of writing. Staff training & CPD Internal and external moderation of writing.	<ul style="list-style-type: none"> <li>6 pupils in Year 4 are PP. 67% (4/6) achieved EXS in reading, writing and mathematics despite lockdown. 100% made at least expected progress. The 2 pupils still WTS have made significant progress (1 accelerated progress in reading, both accelerated in maths). They are expected to achieve EXS by the end of KS2.</li> <li>Focused, small steps teaching in maths supported these students, along with small group intervention to plug gaps. Confidence increased as a result.</li> <li>Daily reading continued during lockdown, along with the 3-step writing model. Children were able to engage through video content and teachers checked in regularly to check whether additional support was needed.</li> </ul>	<ul style="list-style-type: none"> <li>'Small steps' teaching approach highly effective (see Rosenshine Principles of Instruction).</li> <li>Scaffolded 3 stage writing model highly effective, and approach is consistent whole school.</li> <li>Small group teaching in maths supported these students.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Continue with teaching models and focus on staff CPD.</li> <li>DHT to support with Y5 additional groups in 2021 – 2022 (maths focus).</li> </ul>
<b>B.</b> Improve reading fluency, phonic knowledge and quality of handwriting for PP students in Year 1. Improve arithmetic fluency, and support pupils in developing characteristics of learning.	Embedding linguistic phonics through Sounds Write Staff training & CPD from STEP & LFA Phonics Leads. Free-flow in afternoon session.	<ul style="list-style-type: none"> <li>9 pupils in Y1 are PP. This year group has been most heavily impacted by lockdown, missing a term of R and a term of Y1. 3/9 children are working at expected standard in all subjects, 5/9 made expected progress in reading and writing and 6/9 in maths. Those who did not make expected progress were less engaged with the online learning, and had bigger gaps on return.</li> <li>Initial focus when school reopened in March was on the PSED and PD elements of the Reception ELGs. This was successful and the children transitioned quickly to a normal timetable.</li> <li>Phonics is embedded across the cohort, and the quality of lessons is consistently good. Phonics Lead has supported with planning and training staff in delivery of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Lockdown impacted Year 1 most significantly.</li> <li>2 children in PP cohort have also been identified as having SEND needs in speech and language, and will need further targeted intervention.</li> <li>Sounds-Write has had high impact. (98% of Y2 children passed the phonics screening and 100% of PP children in this cohort).</li> <li>Focus on basic skills works and needs to continue in Y2.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Continue with daily Sounds Write whole class sessions and additional intervention.</li> <li>Additional teacher (within experienced Y2 team) to teach in smaller classes &amp; deliver interventions.</li> <li>SENDSCO support to work with target students.</li> </ul>

**Total cost: £9,000 (TLRs for Phase Leaders, 1 term additional teacher KS1, Phonics training for teachers)**

<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact so far</b>	<b>Lessons learned</b> (and whether you will continue with this approach)
<b>A</b> Close the gaps for PPG students in Year 4, ensuring higher attainment and rates of progress, particularly in writing and maths.	LSA targeted interventions before school in arithmetic.  LSA phonics interventions during school day.	<ul style="list-style-type: none"> <li>6 pupils in Year 4 are PP. 67% (4/6) achieved EXS in reading, writing and mathematics despite lockdown. 100% made at least expected progress. The 2 pupils still WTS have made significant progress (1 accelerated progress in reading, both accelerated in maths). They are expected to achieve EXS by the end of KS2.</li> <li>When schools were fully open, a daily LSA maths intervention was in place before school. During lockdown, LSA interventions moved online and one PP student attended the critical worker provision.</li> <li>Summer term – small group teaching in maths and reading to boost children ready for Year 5.</li> </ul>	<ul style="list-style-type: none"> <li>‘Small steps’ teaching approach highly effective (see Rosenshine Principles of Instruction).</li> <li>Small group teaching in maths supported these students and helped them build confidence.</li> <li>Morning interventions focused on basic skills and gave the children a chance to practice.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Continue with teaching models and focus on staff CPD.</li> <li>DHT to support with Y5 additional groups in 2021 – 2022 (maths focus).</li> <li>Morning interventions will be in place from September 2021.</li> </ul>
<b>B.</b> Improve reading fluency, phonic knowledge and quality of handwriting for PP students in Year 1. Improve arithmetic fluency, and support pupils in developing characteristics of learning.	KS1 interventions in phonics & arithmetic. Additional, experienced teacher in KS1 to deliver quality interventions.	<ul style="list-style-type: none"> <li>9 pupils in Y1 are PP. This year group has been most heavily impacted by lockdown, missing a term of R and a term of Y1. 3/9 children are working at expected standard in all subjects, 5/9 made expected progress in reading and writing and 6/9 in maths.</li> <li>LSA provision was made during lockdown with remote 1:1 Zoom lessons 2 – 3 times per week.</li> <li>In the autumn term, an additional KS1 teacher did phonics boosters. 3/9 PP children are currently on track to pass phonics.</li> <li>Engagement in class has improved since September, and children are focused and well supported during phonics lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Y1 is a high need year group and has been heavily impacted by lockdown. There are a number of children who are in the PP and SEND categories and require additional support, especially in speech and language and reading.</li> <li>The whole-class approach to phonics means children feel included and are more focused. Small group interventions had a positive impact pre-lockdown.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Additional LSA and teacher support for Y2.</li> <li>SENDCO focus for those assessed as needing support.</li> <li>Continue with whole class phonics &amp; interventions.</li> </ul>
<b>Total cost: £35,000 (2 terms additional teacher KS1, LSA 2 days Year 1)</b>			

<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact so far</b>	<b>Lessons learned</b> (and whether you will continue with this approach)
Improve attendance rates for PP / FSM students in Years 1 and 4.	EWO employed to monitor students and follow up on absences / provide reports for parents. Support team to contact parents on 1st day of absence.	<ul style="list-style-type: none"> <li>• PP attendance Y4 96.6%; Y1 94%.</li> <li>• Non-PP attendance Y4 98.4%; Y1 98.3%</li> <li>• Y4 engagement with online learning good. All absences for Y4 authorised due to illness.</li> <li>• Y1 PP percentage is lower due to holidays in term time, but attendance for this group has improved.</li> </ul>	<ul style="list-style-type: none"> <li>• EWO provides effective support and liaises closely with SLT.</li> <li>• SLT, Phase Leader and class teacher discuss attendance regularly and offer support when needed.</li> <li>• For pupils with lower attendance, monitoring and individual support is put in place.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Continue with EWO support.</li> <li>• Continue to monitor and review PP attendance (especially for current Y1 cohort).</li> </ul>
Offer a range of opportunities for enrichment activities for PP / FSM pupils (COVID-19 restrictions permitting).	Ensure all PP students have access to at least one enrichment activity per term. Raise awareness with parents of financial support available.	<ul style="list-style-type: none"> <li>• 7 PP pupils took up the offer of subsidised after school clubs.</li> <li>• Y5/6 pupils also attended free football club.</li> <li>• 11+, piano, French, Gymnastics, puzzle club and taekwondo were taken up.</li> <li>• Holiday club was also offered to two PP pupils at no cost by Energy Kidz (holiday club provider).</li> <li>• KS2 children were very positive about attending clubs and resulted in noticeable improvement in engagement and positive attitude at school.</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 children were positive about attending clubs.</li> <li>• Football and netball clubs encouraged participation in sports.</li> <li>• R &amp; KS1 parents needed more support to access the activities.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Make sure all parents are aware of enrichment support for PP, and try to ensure all disadvantaged students attend at least one club.</li> <li>• Encourage more R &amp; KS1 pupils to engage with enrichment activities.</li> </ul>
<b>Total cost: £7,500</b>			