



At Hadley Wood Primary School we value the abilities and achievements of all of our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium Grant (PPG) to provide our most disadvantaged pupils with the support that they need to become '**confident, capable and caring**' young citizens.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We are committed to meeting their pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child

who is entitled to Free School Meals, and consequently the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Background

The Pupil Premium Grant is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. It is also used for pupils who have been on the FSM register but no longer qualify. Schools have the freedom to spend the grant, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

In order to meet the above requirements, the Governing Body and staff of Hadley Wood Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors and staff of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for socially disadvantaged pupils, the Governors and staff of Hadley Wood Primary recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium Grant to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Identification, implementation and development of provision

We believe in maximising the use of the PPG by aligning it with the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Academic intervention in addition to social, emotional and behavioural support is implemented through termly Pupil Progress Meetings. Analysis of tracking and progress is used as a vehicle to identify concerns and presenting issues and also as a measure of impact during the review process. In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer; from within, through training or from without by accessing external expertise. The schools sees staff training in specific areas of expertise as a means to maximise value for money and ensure the longevity of PPG funded provision for future groups of pupils in school. For example, training teaching assistants in order to implement and deliver more effective interventions such as MIDAS and IDL. All PPG funded intervention and provision is assessed and evaluated to measure impact. Subsequently, activities are either maintained or modified for future implementation and any ineffective approaches are stopped.

Hadley Wood Primary School - Pupil Premium Strategy Statement 2019-20



1. Summary information					
School	Hadley Wood Primary School		Headteacher	Fran Worby	
Academic Year	2019-20	Total PP budget	£24,060	Date of most recent PP Review	April 2020
Total number of pupils	210	Number of eligible PP pupils <i>* please note that the allocation is for the 2019-20 financial year and therefore figures may differ</i>	16 (8%)	Date for review of this strategy	July 2020
2. Current attainment					
NB: The pupil premium attainment data for 2018-19 was gathered from 17 eligible pupils (Year 1 – Year 6) across the school. 4 of our PP children are on the SEN register, two of which have EHCPs			Pupils eligible for PP at Hadley Wood (17)	Pupils not eligible for PP at Hadley Wood (163)	
% achieving ARE in Reading July 2019			76%	86%	
% achieving ARE in Writing July 2019			65%	83%	
% achieving ARE in Mathematics July 2019			53%	85%	
End of Key Stage 2 Assessments					
NB: The pupil premium attainment data for 2018-19 was gathered from 5 eligible pupils in Year 6.			Pupils eligible for PP at Hadley Wood (5)	Pupils not eligible for PP at Hadley Wood (30)	
% achieving ARE in Reading July 2019			80%	88%	
% achieving ARE in Writing July 2019			80%	100%	
% achieving ARE in Mathematics July 2019			80%	92%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Pupils eligible for PP are achieving less than expected progress (in line with national and school expectations) in reading, writing and mathematics				
B.	Low level poor behaviour choices of small groups of children across the school (many eligible for PP) is having a detrimental effect on the expectations of children, their academic progress and that of their peers				
C.	Pupils eligible for PP display poor communication skills and poverty of vocabulary				
D.	Low levels of resilience and self-belief due to poor social and emotional skills				
External barriers					
E.	Pupils eligible for PP have less access to enrichment opportunities and opportunities to boost confidence, affecting well-being and expectations for learning				

4. Desired outcomes		Success criteria			
A.	Children to make better than expected progress in reading, writing and mathematics to diminish the difference on their non-disadvantaged peers both locally and nationally	The % of children achieving at or above age related expectations is in line with non-pupil premium children			
B.	Low level behavioural issues addressed in a consistent whole-school approach	Fewer behaviour incidents recorded for these pupils (reports to parents / Governors as evidence)			
C.	All pupils are in receipt of good or better teaching of the English curriculum objectives including specific teaching of grammar and spelling.	Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority			
D.	Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life. Levels of engagement and participation of pupil premium children will be maintained across the school.	Quality first teaching and targeted interventions ensure gaps are addressed and % of children achieving at or above ARE increases.			
E.	Pupils' well-being is supported effectively to ensure they are ready for learning and develop a passion for learning.	Increase in the number of PP pupils attending after school clubs. Pupil surveys reflect increase in well-being. Pupils are engaged in class and increasing participation in			
5. Planned expenditure 2019-20					
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?

<p>A. Children to make better than expected progress in reading, writing and mathematics to diminish the difference on their non-disadvantaged peers both locally and nationally</p> <p>C. All pupils are in receipt of good or better teaching of the English curriculum objectives including specific teaching of grammar and spelling.</p>	<ul style="list-style-type: none"> - Higher expectations through quality CPD in core subjects for all staff - Ongoing school CPD - External CPD opportunities 	<ul style="list-style-type: none"> • We want to spend some of our Pupil Premium Grant to increase the expectations for learning across the whole school with quality CPD for teachers and support staff. A strong programme of CPD will enable our staff to focus attention firmly on raising standards for all our children, including those eligible for PP • Research evidence highlights good or better teaching impacts significantly on pupil outcomes • All children have the right to a broad and balanced education. Progress in certain groups was below expected, particularly in mathematics and reading 	<ul style="list-style-type: none"> - Identify areas of need for supporting and planning for pupils eligible for PP - Clear programme of CPD and impact from each training session, ensuring value for money - Use INSET days and staff meetings to deliver whole school training - Performance Management of all staff to identify areas of need 	<p>HT</p>	<p>January 2020 and July 2020</p>
Budgeted Cost					£1,665
<i>9 X Supply teacher (@£185 each) for CPD</i>					
<p>Implementation</p> <ul style="list-style-type: none"> • RB attended 'Leading Learning a catalyst for Change' training sessions across the course of the year. As part of this training she led an in-school project developing writing and reading for pleasure across KS1. • FB attended Science ninja training sessions across the course of the year. As part of this training she led an in-school project developing scientific engagement and pupil skillset. • GT attended developing art session. As a result of this she was able to develop our art provision as a school to ensure that it catered for the needs of all pupils including those from disadvantaged backgrounds. • PB and JAS attended training led by Isabella Wallace on 'Talk Less Teaching' to develop more practical approaches to learning in order to engage our disadvantaged and disaffected learners. • GC attended Maths Mastery training led by the NCETM to develop maths provision across the school and implement a more practical approach to learning for our disadvantaged pupils • ES attended a series of humanities training sessions to develop our geography provision across the school. As a result we have implemented the big Question approach to learning to develop pupil curiosity and independent learning skills • Staff CPD delivered by GC to introduce MIDAs whole school approach to reading and writing • Monitoring of writing through learning walks, book looks and data analysis 					

Impact

- At CP2, writing levels of PP children are still below non-PP peers and only in line with data from last year. There is some evidence that reluctant PP readers are beginning to engage for sustained periods of time but this was hampered by school closure in March 2020 due to the COVID-19 pandemic
- Allocated timetable for support staff to deliver MIDAS intervention in the 2020-2021 academic year to ensure this happens regularly
- SPAG improved across the school. The introduction of the whole school Big Question approach engaged pupils and fostered natural curiosity. Staff commented positively on its ability to guide teaching and learning. Roll this out across all non-core subjects in the next academic year.

<p>A. Children to make better than expected progress in reading, writing and mathematics C. All pupils are in receipt of good or better teaching of the English curriculum objectives including specific teaching of grammar and spelling.</p>	<p>- Support children in their learning by targeted, supported and personalised learning within the classroom</p>	<ul style="list-style-type: none"> • Deploying highly skilled additional adults to support the learning within the classroom, allows the teacher to implement greater differentiation and targeted support for children, whether falling behind or in need of stretching • At Hadley Wood, we are striving to ensure that we have a highly skilled and motivated TA in every class offering half a day support for core curriculum areas, despite budget cuts, as we believe in the benefit that their support has on the whole class, particularly those in need of challenge and support in all areas of the curriculum • Additional small group maths support from a highly experienced and skilled class teacher 1 x day per week across KS2 to increase rates in progress in mathematics • Detailed records of attainment in the form of a Pupil Premium Personal Profile will be kept by the Inclusion Manager and updated to reflect provision, support and attainment following each check point • Regular SLT meeting to take place half termly to discuss provision and decide whether further adjusts are required 	<ul style="list-style-type: none"> - Deployment of 2 x full time HLTAs across KS2 for English and maths support as well as additional targeted teaching of MIDAS reading intervention - Deployment of part-time HLTA in Year 2 for English and Maths support as well as additional targeted teaching across the curriculum - Deployment of additional TAs across the school for additional classroom support - Deployment and skillset of TAs will be reviewed as part of performance management 	<p>HT & Inclusion Manager</p>	<p>January 2020 and July 2020</p>
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Budgeted Cost £8,000

Contribution to HLTA and TA support with targeted teaching across the school; contribution to the salary of an experienced maths intervention teacher

Implementation

- Strong team partnerships are apparent in all year groups between teachers and support staff. All teams know and understand the children well and support the needs of all pupils by the delivery of quality first teaching.
- Teachers implement of a range of strategies as part of quality first teaching, including: use of the Big Question, building on prior learning, use of the deliberate mistake, relevant differentiation, vocabulary development, bar modelling, effective use of manipulatives, book stamp to record pupil conferencing, etc.
- Teachers use the MIDAS approach to deliver whole class sessions to develop the children's reading, comprehension and inference skills for all abilities.
- A MIDAS intervention programme is implemented in all KS2 classes to support children who are not yet secure with age related reading objectives.
- As part of CPD, all support staff spent one day at another school to experience the role of a teaching assistant in a different setting to increase their skill set.
- All children in receipt of the Pupil Premium Grant have a Pupil premium Personal Profile, PPPP, which records their attainment, effort scores and progress in reading, writing and maths. Teachers document adjustments and provisions made to support eradicating and minimising their barriers to learning to optimise learning outcomes. PPPPs are reviewed after every checkpoint to ensure children are accessing effective provision.

Impact

- At CP2, writing levels of PP children are still below non-PP peers and only in line with data from last year. There is some evidence that reluctant PP readers are beginning to engage for sustained periods of time but this was hampered by school closure in March 2020 due to the COVID-19 pandemic.
- Review of PPPP documents to be timetabled with the Inclusion Manager in the new academic year 2020-2021 to maintain focus on eradicating and minimising barriers to learning and optimise learning outcomes.
- Allocated timetable for support staff to deliver MIDAS intervention in the new academic year 2020-2021 to ensure this happens regularly.

<p>D. Self-confidence, challenge and opportunities</p> <p>E. Pupils well-being is supported effectively</p>	<ul style="list-style-type: none"> - increase awareness of mental health and wellbeing - Provide support for pupils who require it 	<ul style="list-style-type: none"> • The context of our school, as well as the context of society in general, is changing dramatically. Social media and the internet is increasing our children's negative perceptions of themselves, particularly in the area of mental health and own personal wellbeing. • A CREW (creativity, resilience, engagement and wellbeing) theme week has been planned for the spring term for the whole school (including staff) to develop a greater understanding of mental health issues. • Nurture Group provision is utilised effectively • Pastoral support plans are developed for those that need and parent workshops are held to support parents 	<ul style="list-style-type: none"> - CREW Wellbeing Week - Policy and procedures - Staff CPD 	<p>HT and Inclusion Manager</p>	<p>January 2020 and July 2020</p>
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Cost of Nurture Group resources; cost of wellbeing week resources **Budgeted Cost** **£500**

Implementation

- Successful CREW Week in February facilitated all pupils developing a stronger sense of mental health and strategies to promote the wellbeing of all pupils.
- Positive experience of yoga and mindfulness during CREW Week to promote calmness and wellbeing for all pupils.
- PB and all TAs attended Nurture Training delivered by Julia Hide, BSS, to support pupils with attachment, emotional and behavioural difficulties.
- PB and JAS attended training led by Isabella Wallace on 'Talk Less Teaching' to develop more practical approaches to learning in order to engage and boost the confidence of our disadvantaged and disaffected learners.
- Nurture Room rota for break and lunch times to support identified pupils with their emotional disposition, develop social skills and experience a positive playtime.
- Behaviour for Learning Policy outlines the positive school ethos of listening to children and understanding that all forms of behaviour are a form of communication.
- Comprehensive 'Good to be Green' reward system implemented across the school to support positive behaviour.
- The Leuven Scale is implemented to record levels of wellbeing and engagement at every checkpoint and feed into adjustments in provision to promote increased levels.

Impact

- Positive feedback from children and staff regarding CREW Week, refine for the academic year 2020/2021 and incorporate wellbeing strategies into daily practice.
- Nurture Room to be reviewed and rebranded as CREW Room in 2020/2021 to provide an environment to support pupils with a range of emotional and behavioural needs.
- Reduced playground incidents reflect the effectiveness of the Nurture room provision at break and lunch times.
- Focus on well-being and supporting pupils' mental health on return to school in September after lockdown due to Covid 19 pandemic using Attigo resources

<https://sites.google.com/merryhills.org.uk/pshesite/home>

<p>B. Low level behavioural issues addressed in a consistent approach</p> <p>E. Pupils well - being is supported effectively to ensure they are ready for learning and develop a passion for learning</p>	<p>- Philosophy for Children (P4C) training / resources for staff to deliver high quality PSHE</p>	<ul style="list-style-type: none"> Investment in good quality PSHE will enable the school to focus on behaviour choices and behaviour as a form of communication whilst also ensuring that children are focussing on the 'bigger picture' as we prepare them for life in today's society. Some of our children are unable to communicate about social and ethical issues due to lack of exposure and opportunities. http://p4c.com/ Development of the school Behaviour Policy and introduction of the 'Good to be green' behaviour scheme to promote consistent whole-school approach to behavioural management Use of INSET time to train staff on the principles of the 'Good to be Green' behaviour system 	<ul style="list-style-type: none"> P4C training and resources Update and purchase of PSHE resources as required P4C and mindfulness workshop for selected children Purchase of the 'Good to be Green' behaviour system materials Behaviour incidents will be discussed in line with policies and school values when recorded on MIS (ScholarPack) Impact will be measured through articulation of values in action and fewer incidents recorded 	<p>HT, PSHE lead, Inclusion Manager, SLT</p>	<p>July 2020</p>
<p><i>Cost of updated PSHE/P4C materials and training; cost of purchasing the 'Good to Be Green' behaviour scheme</i> Budgeted Cost £ 400</p>					
<p>Implementation</p> <ul style="list-style-type: none"> Philosophy 4 Children is included in PSHE lessons to encourage debate and discussion. A refresher training session, at the end of the autumn term, enabled teachers new to the school to implement P4C. Comprehensive 'Good to be Green' reward system implemented across the school to support positive behaviour. Reaccreditation of the Values Mark, in July 2019, reflects the school's embedded ethos which supports pupils' personal development in many diverse aspects of life. Opportunities for Pupil voice include: School Council, House Captains and the School Parliament. <p>Impact</p> <ul style="list-style-type: none"> Children are able to articulate and share their views across the curriculum and especially in P4C and PSHE lessons. Bronze, silver and gold certificates awarded in achievement assembly to promote a passion for learning as part of our 'Good to be Green' reward system. Reduced playground incidents reflect the effectiveness of the Nurture room provision at break and lunch times. For the new academic year, 2020/2021, we intend to continue to offer all pupils opportunities to develop personally alongside the challenge of the acute changes in education due to the Covid 19 pandemic. 					
<p>Quality of Teaching for All - Total Budgeted Cost £10,565</p>					

ii. Targeted Support

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?
<p>A. Children to make better than expected progress in reading, writing and mathematics</p> <p>B. Low level behavioural issues addressed</p> <p>D. Pupils develop stamina and independence to achieve personal targets</p> <p>E. Pupils well - being is supported effectively</p>	<ul style="list-style-type: none"> - Nurture Group for language and social skills as well as development of communication and academic potential - Online Literacy and Numeracy Support programme - Mentoring, Behaviour and Inclusion Support for teaching and support staff - Consistent approach to 	<ul style="list-style-type: none"> • At Hadley Wood, we believe that behaviour is a form of communication and we wish to ensure that children are able to articulate their feelings. In turn, this will have an impact on children's attitude to school life and attendance. A Nurture Group will take place every break time and lunch time to ensure that pupils (specifically including those eligible for PP if required) develop self-confidence and self-awareness. • An online Literacy and Numeracy support program will enable children, staff and the parents to access resources for the promotion of Literacy, communication and Numeracy skills (IDL) 	<ul style="list-style-type: none"> - Resources and cost of intervention programme - Progress measured through data systems, including Pre- Key Stage Standards, Early Learning Goals and National Curriculum objectives - Children will develop communication skills to be able to access the next stages in their learning - Nurture group for those who require it at lunchtimes - Parent support as required - SENCO will support/mentor teaching staff 	Inclusion Manager and relevant staff	January 2020 and July 2020

Budgeted Cost **£8,200**

Nurture Intervention Groups = £2500; IDL subscription = £700; Contribution to SENDCo salary for overseeing, resourcing and managing this targeted support = £5000

Implementation

- Nurture Room rota for break and lunch times to support identified pupils with their emotional disposition, develop social skills and experience a positive playtime.
- Behaviour for Learning Policy outlines the positive school ethos of listening to children and understanding that all forms of behaviour are a form of communication.
- IDL Literacy and Numeracy used at school and at home to support pupils develop and secure literacy and mummy skills.

Impact

- Reduced playground incidents reflect the effectiveness of the Nurture room provision at break and lunch times.
- Nurture Room to be reviewed and rebranded as CREW Room in 2020/2021 to provide an environment to support pupils with a range of emotional and behavioural needs.
- Due to the Covid 19 pandemic IDL assessments were not taken. TAs will be trained to use IDL and assessments will be taken in the new academic year by the end of September and scheduled to coincide with checkpoints at the end of each term.

<p>A. Children to make better than expected progress in reading, writing and mathematics</p> <p>C. All pupils are in receipt of good or better teaching of the English curriculum objectives</p>	<p>- Objective led targeted teaching and booster groups</p>	<ul style="list-style-type: none"> All PP children (including under attaining and more able) will be able to access good quality targeted teaching (where relevant) in the form of additional reading sessions, MIDAS intervention groups and early morning boosters. Children will be identified by teachers in Pupil Progress Meetings and class assessments. Support in school in small groups or 1:1 will enable children to work at the required pace to gain a deeper understanding of concepts and skills taught Year 6 children will have additional support in the build up to SATs using https://www.cgpbooks.co.uk/ and access to early morning maths and English boosters led by the Year 6 class teacher and HLTA 	<ul style="list-style-type: none"> Highly skilled support staff used to provide additional reading sessions, MIDAS across the school where identified for PP children These children will make progress in line with their peers Purchase of Y6 revision guides for SATs Provision of early morning booster sessions in Year 6 At least 80% of children eligible for PP will meet ARE 	<p>HT, Inclusion Manager; deployed Support Staff, Year 6 class teacher</p>	<p>January 2020 and July 2020</p>
Budgeted Cost					£2605
<i>CGP Revision books for PP children in Year 6; contribution to TA support with targeted interventions across the school, contribution to early morning booster sessions</i>					
<p>Implementation</p> <ul style="list-style-type: none"> Teachers use the MIDAS approach to deliver whole class sessions to develop the children's reading, comprehension and inference skills for all abilities. A MIDAS intervention programme is implemented in all KS2 classes to support children who are not yet secure with age related reading objectives. CGP Revision books are used to revisit and secure concepts to promote improved SATs and learning outcomes. PP children access relevant Targeted Teaching and booster groups to secure and improve learning outcomes. All children in receipt of the Pupil Premium Grant have a Pupil premium Personal Profile, PPPP, which records their attainment, effort scores and progress in reading, writing and maths. Teachers document adjustments and provisions made to support eradicating and minimising their barriers to learning to optimise learning outcomes. PPPPs are reviewed after every checkpoint to ensure children are accessing effective provision. <p>Impact</p> <ul style="list-style-type: none"> At CP2, writing levels of PP children are still below non-PP peers and only in line with data from last year. There is some evidence that reluctant PP readers are beginning to engage for sustained periods of time but this was hampered by school closure in March 2020 due to the COVID-19 pandemic. Review of PPPP documents to be timetabled with the Inclusion Manager in the new academic year 2020-2021 to maintain focus on eradicating and minimising barriers to learning and optimise learning outcomes. Allocated timetable for support staff to deliver MIDAS intervention in the new academic year 2020-2021 to ensure this happens regularly. CGP Revision books to be used in the new academic year, 2020/2021, to support PP children to secure concepts and catch up as part of the recovery curriculum in response to the Covid 19 pandemic. 					
Targeted Support - Total Budgeted Cost					£10,805

iii. Other Approaches					
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?
E. Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations	- To widen the educational experiences of all PP children and provide appropriate resources to enable children to flourish	We wish for all children and their parents to feel fully engaged in all aspects of school life.	<ul style="list-style-type: none"> - Trips subsidy - Extra-curricular clubs subsidy - Music tuition subsidy - Resources as appropriate and required 	HT, Inclusion Manager, SBM, Welfare & Admin Officer	July 2019
<i>Cost of 1 club per pupil per term' subsidiary of school trips estimate</i>				Budgeted Cost	£2000
<p>Implementation</p> <ul style="list-style-type: none"> • Children in receipt of PP access all aspects of the curriculum including attending educational trips, learning experiences, music tuition, workshops, etc. • Children in receipt of PP access extra-curricular clubs run by Hadley Wood School staff such as chess and sport clubs, etc. <p>Impact</p> <ul style="list-style-type: none"> • All PP children who attend extra-curricular clubs share a common experience with their peers, developing a range of skills and promote cultural capital. • All PP children will be encouraged to attend an extra-curricular club run by Hadley Wood School in the new academic year 2020/2021, to increase curriculum skills and develop cultural capital. 					
D. Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning E. Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning	- To provide the opportunity for all Y5 and Y6 pupils to attend a school journey	<ul style="list-style-type: none"> • We wish for all Y5 and Y6 pupils to attend the school journeys so that they can bond together and develop social skills to equip them for Secondary School and future life. • https://www.pgl.co.uk/en-gb/adventure-holidays/centres/osmington-bay?gclid=EAlaIqObChMlg_fBqqmD5gIVTLdCh3q0AshEAAyASAAEgLONPD_BwE • https://www.tolmers.org.uk/ 	<ul style="list-style-type: none"> - School journey Y6 (PGL) subsidy - School journey Y5 (subsidy) 	HT, SBM	July 2019
<i>Cost of Y6 children for PGL (approx. £460) and Y5 children to Cuffley Camp (approx. £230)</i>				Budgeted Cost	£690

Implementation

- Children in receipt of PP access part payment towards school journey fees to Tolmers in Y5 so they experience a range of outdoor activities alongside their peers.
- Children in receipt of PP access part payment towards school journey fees to PGL in Y6 so they experience a range of outdoor activities to promote resilience, confidence and social skills alongside their peers.

Impact

- All PP children who attend school journey share a common experience with their peers, developing a range of skills to encourage independence and promote cultural capital.
- The school journey experience develops self-confidence and wellbeing indicated by increased Leuven scales.

Other Approaches - Total Budgeted Cost £2690

Hadley Wood Primary School Pupil Premium 2019-20 Total Budgeted Cost £24,060

In reality, the total cost far exceeds our pupil premium allocation. However, our approach, as outlined on the first page, is a whole school and every child approach, aiming that all children can become fulfilled, healthy and successful through the correct provision.