

Pupil premium strategy statement (primary)

1. Summary information					
School	Highweek Primary School				
Academic Year	2018 to 19	Total PP budget	£152,429	Date of most recent PP Review	Nov 18
Total number of pupils	351	Number of pupils eligible for PP	122	Date for next internal review of this strategy	Nov19

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	The resilience and attitudes to learning of PP children are improving but not always sufficiently secure to enable them to make the best possible progress and can be a barrier to them demonstrating progress and ARE when challenged; data shows a narrowing of the gaps and we need to continue the good work that we have started in this area.
B.	A significant number of PP pupils come into school with poor communication and language and with low PSED. Their progress as they move through the school is hindered by poor vocabulary weak comprehension skills. This is impacting onto the progress and attainment in reading and maths reasoning.
C.	Well-being and developing a good mental health is a challenge for many of the PP children within the school. This impacts on their ability to focus on their learning, which impacts on the progress they make preventing them from reaching their academic potential.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	There is a clear link between vulnerability of some families and the children's abilities to perform well at school without tailored program of support.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Strengthen the good work that has been made in developing a culture of Growth Mindset throughout the whole school community to impact on learning to learn, meta cognition, self-regulation, learning styles, progress, attitudes, behaviour, pupil and family resilience.	Improve PP pupil engagement in learning and resilience. Pupils setting their own learning goals, embracing challenge, becoming more assessment capable and a shared emphasis on progress. This will be measured by Teacher assessment and in pupil progress meetings. Targets set to <i>close the gap</i> are achieved. Improved pupils outcomes in attainment and progress for all year groups.

B.	To continue to improve oral language skills for pupils eligible for PP in Year 1 and equip them with the language and communication skills to access the curriculum and learning at an age appropriate level. Strengthen reading skills through a systematic approach to early reading and writing and then use the good progress made here to build reading in greater depth and understanding at KS2.	Pupils eligible for PP in Year 1 make rapid progress by the end of the year so that 60% eligible for PP meet age related expectations Reading results for KS1 and 2 PP are in line with NA, with the gap has reduced between PP and non PP and higher ability PP are in line with their peers. Children's dialogue and reasoning skills to support improved understanding and deeper thinking in learning. Evidence through data.
C.	Target groups (PP/SEND and MAT) identified and are provided with the opportunity to make accelerated progress through clear and specific use of resources in developing their using and applying and reasoning.	All PP pupils make greater progress. Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths. Targets set to <i>close the gap</i> are achieved
D.	Promote well-being and good mental health for all children using the philosophy of Growth Mindset and Mind UP. This will lead to greater levels of self-regulation which impacts on the progress they make in all areas of development.	Pupils are more resilient in test situations and see an increase in the scores they achieve. There is an increase in the number of children being given roles and responsibilities within the school, there is an increase in the participation in representing the school within the community. Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). There is an increase in the number of children attending after school and holiday clubs that are offered. There is a good uptake on courses being run to support parents as well as children.

4. Planned expenditure					
Academic year	2018 to 2019				
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>Growth mindset culture and self-efficacy is embedded and embraced by all.</p> <p>Philosophy for Children is supporting an enquiry based approach to open up children’s learning through the exploration of ideas.</p>	<p>Embed Growth Mindset and pupil self-efficacy using Philosophy for Children (P4C) approaches.</p> <p>Use Challenging learning resources to deliver whole school themes on a half termly cycle.</p> <p>Revisit and explore higher questioning in staff meeting to ensure we are providing challenge in response to questions we use.</p>	<p>The approach has been embraced by the pupils, staff, Governors and many parents and is beginning to be acknowledged in the wider community.</p> <p>We have successfully introduced Philosophy for Children and we now need to dovetail this, with dialogue, to provide the most effective vehicle for development of vocabulary, reasoning and higher level thinking in pupils.</p> <p>Children’s resilience, the quality of children’s contributions and work, dialogue, and even children’s relationships with each other including behaviour have all strengthened.</p>	<p>Use INSET days to deliver training. Ongoing development and focus on growth mindset in team meetings, staff meetings TA and MTA meetings</p> <p>Hold regular staff meeting input and reflection on practice, including looking at most effective forms of feedback for children.</p> <p>Trial, review and share best practice.</p> <p>Develop action research groups to promote positive learning attitudes in girls, PP and vulnerable groups.</p> <p>Use pupil mentoring and conferencing to target. Link to Closing the gap SDP.</p>	Jennie Carter and Judy Martyn	Jan 18. April 19 and June 19
2. There is a culture for feedback that makes children and adults think,	Agree the principles of feedback for pupils and staff based on what is working well and where we want	The impact of Growth Mindset can be felt at all levels. It is evident from the strengthened	Feedback principles for children and staff are agreed and in use.	Jennie Carter and Judy	Jan 18. April 19 and June 19

<p>talk, share perspectives and reflect</p> <p>Feedback that children receive is more specific and focused and adds greater progress.</p> <p>Solo taxonomy is providing clear guidance and children are able to thoughtfully reflect on their progress.</p>	<p>develop further.</p> <p>Share good practice through regular peer triads, learning walks and staff meetings.</p> <p>Implement the 3 key questions for feedback to pupils and link into solo taxonomy.</p> <p>Refine use of solo taxonomy so that it identifies surface and deep approaches to learning and ensure it is age appropriate, creating a developmental approach across the key stages that ensures progression.</p>	<p>culture of team work by adults; this is in turn impacting on learning in the classroom. Use of Preview work has been a particular strength. The introduction of dialogue to support pupils' language and reasoning skills has made a good start and there is further capacity to support raising standards in Maths and Reading.</p>	<p>Values document for assemblies altered to reflect revised values</p> <p>Children are familiar with 3 key questions for feedback</p> <p>Displays completed for each core value and its language.</p> <p>Peer triads completed focusing on use of feedback</p> <p>Pupil survey completed to gather views of children on feedback.</p> <p>Quality feedback in place for all year groups.</p> <p>Solo taxonomy is secure and identifies deep approaches to learning.</p>	<p>Martyn</p>	
<p>3.Develop a clear language for learning that supports thinking, reasoning and feedback across all learning.</p>	<p>During whole school INSET revisit our core values and the vocabulary we will use.</p> <p>Re adjust our core values and mission statement to reflect outcome and share with stakeholders.</p> <p>Share our core values and attitudes with children through assembly themes and Dialogue sessions.</p> <p>Teach the shared language/vocabulary across the school to include explicit thinking skills and attitudes.</p> <p>Teachers link vocabulary teaching to topic themes and subject units.</p>	<p>All stakeholders need to develop a shared language of feedback to compliment and support the language of learning which has been developed for growth mind-set.</p> <p>While all stakeholders are now able to discuss what good learning looks like and feels like we need to develop that further so that everyone knows what to expect and is able to recognise good quality feedback.</p>	<p>INSET day developing</p> <p>Core values and attitudes are identified and shared with stakeholders</p> <p>Learning environments and books are reflecting core attitudes and skills</p> <p>Core language and vocabulary secure and understand and used by all.</p> <p>Children can identify thinking vocabulary and learning vocabulary.</p>	<p>Jennie Carter and Judy Martyn</p>	<p>Dec 18. April 19 and June 19</p>

	Link this into classroom learning environment, displays such as thinking ladders and learning walls.				
Build a programme across the whole school which will develop both direct instructions in vocabulary and also the culture and environment to promote effective vocabulary learning	Close the word gap for all children by developing a whole school vocabulary development approach.	Research has shown that The number of pupils who have a limited vocabulary is increasing. The gap is greatest in disadvantaged families and is impacting onto their ability to achieve in line with their peers.	Provide extended CPD opportunity for all staff through taking part in LA project on Closing the Word Gap.	Judy Martyn, Jennie Carter and Shleby Chew.	July 19
<p>1. Improved Speech and Language communication skills and PSED development for targeted children within KS1.</p> <p>Children in Year 1 have additional speech and language support from specialist teaching programme. Children spending time in EYFS provision to help them develop and access learning at the stage they are at now. With a view that there will be a transition as they make progress and close the gap in preparation for Year 2.</p>	<p>Evaluate the provision in place for Year 1 children. Targeted pupils are receiving one to one precision teaching of RWI.</p> <p>Bespoke group work on PSED to be completed with the sports coach on a daily basis.</p> <p>Yr. 1 pupils to access research project on effective vocabulary teaching by Rose Brooks DDC Advisory teacher for communication and interaction team.</p> <p>Yr1's to be explicitly taught focused vocabulary to address the gap.</p> <p>Find ways for children to receive additional language and communication development. For children to have additional transition time on EYFS type provision to help them develop.</p>	<p>We are beginning to close the gap between the differing groups, but we are not there 'yet' for all vulnerable groups</p> <p>Growth Mindset is most powerful with low income families, they will excel over their wealthier peers – backed up by research – Prof. Carol Dweck. GM can give pupils high self-worth and high regard for themselves this is especially relevant for PP children. Real self-worth only comes from having good resilience. This is powerful for PP pupils.</p> <p>Developing the vocabulary of disadvantaged pupils' vocabulary is essential to enable academic progress in all subjects</p> <p>Feedback and feedforward are a powerful strategy for boosting progress and needs to be targeted at PP pupils.</p> <p>Good mental health, well-being and resilience are crucial to unlocking the barriers to learning.</p>	<p>Baseline of need and tracking is established so small steps progress can be measured. Entry data for the S&L research project gives a detailed picture. Effective timetable of provision and intervention is established for those Yr. 1 pupils who not achieve GLD. The progress of the targeted pupils at Yr. 1 is better than that of their peers, therefore the gap is closing</p> <p>The progress of the targeted pupils at Yr. 1 is better than that of their peers, therefore the gap is closing.</p> <p>Exit data from research project shows rapid progress.</p> <p>RWI data shows sufficient progress to re integrate pupils into group sessions.</p> <p>SLT monitoring and teaching and learning evaluations</p>	<p>Victoria Benfield, Sam Herbert.</p>	<p>Aut 18</p> <p>Aut 18</p> <p>Aut 18</p> <p>Aut 18 and Aut 19</p> <p>Spr 19</p>

		Ensuring high levels of well-being in disadvantaged children is critical for success and we have begun to explore this through use of MindUp.	RWI advisor report termly shared with SLT and Gobs Entry and exit data analysis shared with staff and Gobs Termly report to SLT by EYFS and SENCO.		
<p>2. Close the 'word gap' by establishing a whole school vocabulary development approach to ensure that disadvantaged pupils have a vocabulary range that matches that of their peers.</p> <p>Pupils limited word gap is diminishing and pupils are able to access and comprehend texts comfortably (have knowledge of 98% of words)</p> <p>Pupils have enhanced vocabulary to aid reasoning skills to support their learning.</p>	<p>School to take part in LA project on Closing the Word Gap.</p> <p>School to work with advisor across 2 terms and provide training to staff</p> <p>Support staff in changing practice in their classrooms.</p> <p>Strategies for Closing the Vocabulary Gap Project are linked into developing children's vocabulary.</p> <p>Emphasis to be on developing new vocabulary- challenge is for children to use it in dialogue or in writing.</p>	Research has shown that The number of pupils who have a limited vocabulary is increasing. The gap is greatest in disadvantaged families and is impacting onto their ability to achieve in line with their peers.	Staff attend launch day and share information with staff. 3 CPD staff meetings and LA advisor visit is accessed. final 3 CPD staff meetings and LA advisor visit completed.	Shelby Chew, Jennie Carter.	Dec 18. April 19 and June 19
<p>Children are reading at age related expectations in line with national expectations or above at KS1 and KS2.</p> <p>Comprehension skills are improving and are no longer a barrier to</p>	<p>Revisit guided group work to ensure that at KS1 decoding & reading comprehension skills will be included in RWI small group teaching.</p> <p>At KS2 cracking comprehension is used along with a spelling activity to focus on developing vocabulary and comprehension.</p> <p>Introduce Cracking Comprehension</p>	3-year trend of improvement in writing 67%,82%,88%and it is now above the NA. It is a strength of the school. However, no children achieved greater depth and this needs to be an area of focus for us. In addition, writing by the end of EYFS is below NA for all children and in particular boys. Attainment in reading at KS2 also	<p>SLT Monitoring</p> <p>Drop in observations</p> <p>Termly data drops including comprehension scores</p>	Shelby Chew, Marie Taylor and Liz Eden	Dec 18. April 19 and June 19

<p>accessing more challenging texts. Teachers will deliver reciprocal teaching in line with the new programme of study</p>	<p>Scheme to Yr. 2 to help close the gap between PP and Non PP. Extend and develop use of whole class guided reading session into all of Key Stage 2. Reciprocal reading to be strengthened across the school.</p> <ul style="list-style-type: none"> • Phase meeting to share ideas and resources for reciprocal reading. • Moderation and Teacher Assessment of Guided Reading activities. • Child evidence in Literacy skills book to support Teacher Assessment. <p>Dialogue Time is to become embedded within class teaching- no longer needs to stand alone.</p>	<p>has a 3-year improving trend 37%,56%,79%, and is for the first time above the NA and is closer to the attainment and progress in Writing. Results in SPAG plateaued for 2018 and sit slightly below NA -3.6%. 31% achieved greater depth, broadly in line with NA. Self-evaluation has identified that children's spelling is not secure. RWI continues to have significant impact in raising standards in Phonics, Writing and Reading at KS1. At KS2 the focus on developing vocabulary, comprehension and language through strategies such as Accelerated Reading, Dialogue and cracking comprehension and use of quality texts has really supported improvements in reading skills while also fostering a love of Reading in children.</p>	<p>Share information with staff and Gov's T & L.</p> <p>Report to SLT and Gov's</p> <p>Drop in observation and SLT monitoring</p>		
<p>B. Improve and strengthen pupils reading and writing skills so greater progress is made for all groups of children</p> <p>Develop pupils reading comprehension and reasoning skills</p>	<p>Embedding Read Write Inc. throughout EYFS and KS1 on a daily basis (accelerated learning of basic skills in literacy for all pupils)</p> <p>Continue to provide opportunities for pupils 'dialogue' to widen pupils' vocabulary, depth of thinking, quality of questioning and debate. Introduce P4C to expand on the children developing concepts through dialogue.</p>	<p>Phonics is an improving trend over time and evidences the school's focus on phonics over the last 3 years, but more recently the impact of introducing RWI into the KS1 in a robust and co-ordinated way. The focus on RWI needs to continue and embed in EYFS and KS1 to ensure that all gaps are narrowed or cease. Phonic skills, vocabulary, comprehension and ability to interpret texts through reasoning has been strengthened through RWI and the introduction of</p>	<p>Programmes selected based on evidence of effectiveness. Lead teacher monitors and coaches other staff on a weekly basis. 3 development days a year will evaluate the impact of its implementation. Termly pupils assessment measure impact and progress for all pupils Application and impact through monitoring. Ensuring weekly dialogue or</p>	<p>Sam Herbert, Marie Taylor, Liz Eden</p> <p>Jennie Carter</p>	<p>Nov 18, Jan, April,, June 19</p>

		Growth Mindset and Dialogue. PP – There is no in-school gap between PP and non PP	p4c session.		
Total budgeted cost					£30,929
Review of expenditure					£
Evaluation and Estimated impact :					
Lessons learned (will you continue to use this)					
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?
A. Ensure that those pupils who did not achieve GLD are targeted for rapid progress to reach ARE by the end of KS1	Targeted early years' intervention and support (Self-regulation, social and emotional, language and communication).	EEF toolkit identifies early intervention as key to PP pupils making good progress.	Track these pupils and ensure that they are receiving specific intervention through effective provision mapping.	Victoria Benfield	Jan 19. April 19 and June 19
B. Improved Speech and Language communication skills and PSED development for targeted children within KS1.	Children in Year 1 have additional speech and language support from specialist teaching programme.	EEF and Sutton Trust identify oral language interventions having a positive impact upon children's learning.	Use of LA project tracking data	Victoria Benfield	Dec 18, April 19, June 19

C. PP language and communication skills are improved sufficiently them to access learning EYFS CCL is improved and outcomes are at NA and the gap is narrowed or ceased.	Speech and language interventions and groups. Early referrals to speech and language for support and assistance. One member of staff to attend all EYFS speech and Language appointments in school to then be able to implement and share targets with other staff.	EEF toolkit identifies early intervention as key to PP pupils making good progress. Research shows that Growth Mindset has the biggest impact on disadvantaged children, as shown by Carole Dweck.	SEND/CO/ PP and EYFS LEAD to ensure targeted pupils are tracked. Weekly meetings. Speech Link assessments carried out for early identification and then children are grouped accordingly. EYFS supervisor and Nursery TA to run communication and language groups daily.	Victoria Benfield	Dec 18, April 19, June 19
D. Development of children's dialogue and reasoning skills to support improved understanding and deeper thinking in learning.	P4C sessions within KS2 and dialogue opportunities during a variety of lessons. KS1 children to be taught dialogue sessions prior to introducing P4C. Target dialogue groups to promote language and reasoning with those pupils who are reticent to work as part of a whole class.	EEF toolkit identifies early intervention as key to PP pupils making good progress. This will support the development of higher achieving PP pupils.	Monitoring and discussions. Coaching staff to support staff to implement. Children will be able to use greater vocabulary gained within other areas of learning and including their writing. Progress will improve and the gap will narrow.	Jennie Carter	Dec 18, April 19, June 19
E. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Jane Bassett	April 19

F. Continue to develop provision through the preview hub to support social, emotional and behaviour needs to encourage better learning focus within lessons to maximise progress.	Specific PP children targeted through time tabled sessions throughout the day including break times and lunch times. Led by SENDCO, sports coach and additional support staff. The approach will include Mind Up, to ensure continuity of language and approach for the children.	Through using Mind Up children are better able to identify triggers and know what they can do to help manage their own emotions and communicate with an adult if they need support. Children regularly adopt a Growth Mindset approach to their learning and the challenges that they face in their lives. That children are able to communicate their thoughts so that support can be put in place before children's emotions become overwhelming.	Pupils setting their own learning goals, embracing challenge. Being independent resilient learners. Children become more aware of their emotions and the impact that it has on their ability to focus and learn.	Victoria Benfield	Dec 18, April 19, June 19
E. Improved progress for children in reading and writing.	Targeted 1:1 RWI catch up intervention for children identified from termly data. Targeted Language and Literacy for children in LKS2.	Children who need additional support to enable them to make progress within reading and writing will have additional support on top of their daily RWI group. Children will be supported in developing their Literacy skills in a daily targeted Language and Literacy	Through termly assessments and analysis of the RWI data. As well as looking at the progress that has been made in their writing including CLJ books, within their reading checking the progress that is being made both in their decoding and their	Liz Eden, Marie Taylor and Judy Martyn	Dec 18, April 19, June 19
F. Progress data in termly surgeries and from monitoring activities identify that vulnerable pupils are making rapid progress to close the gap.	Provision maps to be updated and revised every three weeks and targeted provision reflects the progress that children are making. Children who do not make progress despite being targeted on provision maps to have a Graduated response which informs a My Plan to be shared with parents. Targeted groups of children identified for focused feedback and conferencing. Children with EHCP's to have a My plan and a personalised timetable Pupil Progress meetings to discuss the progress and barriers PP/ SEN consultations with SENDCo to ensure that provision meets needs.	Improve the outcomes for disadvantaged and vulnerable groups using a variety of strategies, with early identification and intervention through working with home and school.	Meeting and report to SEND/PP Gov and to GB. PP and send Audit completed. Termly progress data reported and impact measured	Victoria Benfield	Dec 18, April 19, June 19
Total budgeted cost					£69,950
Review of expenditure					£

Evaluation and Estimated impact :**Lessons learned (will you continue to use this)****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?
A. Promote well-being and good mental health for all children using Mind-Up and normal magic	Run a daily normal magic session for pupils who are vulnerable to low mood and poor self-regulation. Using Mind Up approach P4C and dialogue activities Using parent workshops to support children and home Using forest school approach to help support children Introducing Mind up throughout the whole school. Introduce buddies for vulnerable children to be supported at unstructured times. Target group of vulnerable pupils on using P4C to support meta cognition and self-regulation.	Children are better able to identify triggers and know what they can do to help manage their own emotions and communicate with an adult if they need support. That children are able to communicate their thoughts so that support can be put in place before children's emotions become overwhelming	Complete Mind up training day and roll out the programme in all classrooms to support well-being levels and self-efficacy.	Judy Martyn	Dec 18, April 19, June 19
B. That children have a more focused lunch time and are able to engage with a variety of different sport activities that are on offer.	Sports Coach to develop children's skill levels and participation in team games during lunch time. Including Girls that can, play leaders, skill development sessions.	To enable children to learn a variety of different games that they are able to play and engage with a wider circle of friends.	The children will return after lunch having experienced a more positive lunch time. There will be less disputes during team games.	Jane Bassett	Dec 18, April 19, June 19
C. Children to be able to access a safe and happy lunch time that meets their individual needs.	Lunch club provision for children who struggle to engage and access a normal lunch routine. They will be able to eat in a smaller, quieter room and be supported by 2 key adults. The children will be able to participate in activities	Being able to offer support to children who find lunch times difficult to manage and engage with. These children often need access to an alternative provision in a quieter space within the school.	The children will return after lunch having experienced a more positive lunch time. There will be less disputes during lunch time.	Victoria Benfield	Dec 18, April 19, June 19

	that they are interested in and can suggest.				
D. For children to be able to make good or better progress because they are more emotionally stable and secure.	Children and family support worker, working with targeted children to help to identify and remove the barriers. Right for children support in place to access family support within the home	We want children to attend school more regularly and when they are in school are able to thrive and feel safe.	Improved attendance for children. Reduction in the escalation of CIN to CP. There will be stronger partnership working with vulnerable families who are able to access wider support in the community. The gap will close for the children in their learning as they make accelerated progress.	Victoria Benfield	Dec 18, April 19, June 19
E. For children to be able to participate in enrichment activities that they wouldn't normally be able to access.	Bursary to be made available to selected pupils to ensure inclusion within the Eleven before eleven.	Providing a bursary for selected pupils ensures that all pupils have equal access to school visits that enrich their curriculum, increasing first hand experiences and remove potential cost barriers.	Book scrutiny of topic work shows an improvement in the quality and presentation of their learning when it has a direct link to the experiences.	Judy Martyn	Dec 18, April 19, June 19
F. To improve the self-esteem and the self-confidence of pupils.	Providing school uniform at a reduced cost to ensure that they are able to wear the same as their peers by removing potential cost barriers.	Providing school uniform at a reduced cost to ensure that they are able to wear the same as their peers by removing potential cost barriers. This increases their self-confidence and sense of belonging to the school community and helps to foster the pride and belonging.	Pupils self-esteem and self-confidence is improved as well as developing the community ethos of being part of the school community and creating a sense of pride being associated with the school	Judy Martyn	Dec 18, April 19, June 19
G. Preview after school club	To be able to provide the pupils with a safe and supportive setting in order for them to be able to complete preview learning tasks.	Providing children with the opportunity to attend preview after school club enables them to engage with their home learning and get additional support with something as required.	Pupils have higher levels of engagement with the preview learning tasks and they take a greater pride in the presentation of the homework when it has been done in preview homework club. More pupils are completing the preview learning tasks that have been set as home learning.	Victoria Benfield	Dec 18, April 19, June 19
Total budgeted cost					£51,550
Review of expenditure					£
Evaluation : Estimated impact :					
Lessons learned (will you continue to use this)					

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk