



## Pupil premium strategy statement:

1. Summary information						
<b>School</b>	<b>Forest Lodge Community Primary School</b>					
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£307,560	<b>Date of most recent PP Review</b>	September 17	
<b>Total number of pupils</b>	553	<b>Number of pupils eligible for PP</b>	232 (Jan 2017 census)	<b>Date for next internal review of this strategy</b>	April 18	
2. Current attainment and progress						
	All pupils		Pupils eligible for PP		Pupils not eligible for PP	
	School	National	School	National	School	National
EYFS 2016-17						
Pupils achieving a good level of development (GLD)	64%		61%		66%	
Pupils achieving at least the expected standard in Reading	68%		70%		64%	
Pupils achieving at least the expected standard in Writing	65%		63%		62%	
Pupils achieving at least the expected standard in Number	72%		74%		67%	
Y1 Phonics 2016-17						
Pupils achieving the expected standard in Y1 Phonics	82%	81%	72%	68%	89%	84%
KS1 2016-17						
Pupils achieving at least the expected standard in Reading	69%	76%	66%	61%	72%	78%

Pupils achieving at least the expected standard in Writing	66%	68%	66%	52%	66%	71%
Pupils achieving at least the expected standard in Maths	75%	75%	79%	60%	72%	78%
<b>KS2 2016-17</b>						
Pupils achieving at least the expected standard in Reading	72%	71%	69%	77%	75%	
Pupils achieving at least the expected standard in Writing	78%	76%	81%	81%	75%	
Pupils achieving at least the expected standard in Maths	87%	75%	84%	80%	89%	
Pupils achieving expected standard or above - Combined	68%	61%	66%	67%	71%	
Average progress score in Reading	-2.5		-2.8		-2.0	
Average progress score in Writing	0.1		0.04		0.27	
Average progress score in Maths	0.1		0.03		0.24	
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>						
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>						
<b>A.</b>	Additional SEND needs for some PP pupils – despite pupils with low prior attainment making better than expected progress in most areas and year groups, additional SEND needs (including inhibited communication skills) continue to be a barrier to achieving ARE.					
<b>B.</b>	Pupil Premium children making expected progress but fewer are attaining ARE than non-PP children.					
<b>C.</b>	Lower levels of subject specific vocabulary which impact on learning.					
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>						
<b>D.</b>	Engagement of PP parents in child's learning.					
<b>E.</b>	Lower attendance and punctuality rates for PP pupils.					
<b>F.</b>	Limited experience of a wide variety of out-of-school personal development opportunities.					

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success
<b>A.</b>	Increased the percentage of PP pupils with SEND issues attaining ARE in all year groups.	PP children with SEND issues targeted for specific interventions. Differences in attainment between identified children and 'others' are diminished.
<b>B.</b>	Diminished difference in attainment between PP and 'other' pupils in all year groups.	Teacher assessment and summative assessment data show diminishing differences in attainment (ARE) between PP children and 'other' children in reading, writing and maths.
<b>C.</b>	Raised attainment of PP children at end of KS1 and KS2	More children eligible for PP achieve ARE at the end of KS1 and KS2 leading to a diminishing of the difference between PP children and 'others'.
<b>D.</b>	Increase in PP families engaging with home – school learning partnership.	Increase in parents of PP children attending events in school eg. parent's meetings, performances, class events and Reading Café.
<b>E.</b>	Increased attendance and punctuality rates for pupils eligible for PP to diminish any differences between PP and non-PP children in all cohorts.	Reduce the number of persistent absentees among PP children. Reduce the percentage of lates among PP children. Overall PP attendance to be in line with 'other' pupils.
<b>F.</b>	All PP children encouraged to widen their life experiences through engagement in extra-curricular activities.	Percentage of PP children engaging in extra-curricular activities including after-school clubs, Reading Café, residential trips and specialist music tuition continue to increase.

5. Planned expenditure	
<b>Academic year</b>	
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	
<b>i. Quality of teaching for all</b>	

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>Diminished difference in attainment between PP and 'other' pupils in all year groups.</p>	<p>Reducing class sizes and increasing opportunities for feedback through:            -Additional teacher and TA in Y2, Y3, Y5 and Y6 - Summer term.            -Additional teacher and TA in Y3, Y4 and Y6 – Autumn and Spring terms.</p> <p>Mastery approach for Maths implemented.            Purchase maths resources for mastery approach.            All staff aware of PP children in class and groups.            Progress of PP children monitored through Professional Dialogues.</p>	<p>Spring 2 assessment data shows differences in attainment between PP children and 'others'.            EEF Toolkit predicted impact            Feedback +8 months            Mastery learning +5 months            Reducing class size +3 months            Teaching Assistants +1 month</p>	<p>Effective feedback evidenced in work scrutiny.            Difference between PP children and 'others' diminished in target year groups.</p> <p>Whole school CPD sessions on Mastery approach for Maths.            Use of Mastery approach evident in planning and teaching – monitored through scrutiny and learning walks.            Resources used in classes and groups.            Professional Dialogue sheets completed, progress discussed and interventions implemented for PP children causing concern.</p>	<p>SLT            PP Lead</p> <p>Maths Leads            PP Lead</p>	<p>Half-termly  <i>In Y6, the differences in attainment over the previous year have been reduced.</i>  <i>In Y5, the differences in attainment over the previous year have been reduced in Reading and Combined.</i>  <i>In Y3, the differences in attainment over the previous year have been reduced in Maths and Combined.</i>  <i>In Y2, the differences in attainment over the previous year have increased.</i></p> <p>Maths – end of Spring term</p> <p>Half-termly from Autumn term</p>
<b>Total budgeted cost</b>					£183,088.59

<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>
Increased the percentage of PP pupils with SEND issues attaining ARE in all year groups.	All teachers aware of PP children with SEND issues – interventions timetabled. TAs delivering targeted reading, writing and maths interventions to small groups.	In majority of year groups percentage of children with SEND issues is higher within PP group than non-PP group.  EEF Toolkit predicted impact Small group tuition with TAs +4 months	Pupil Progress meetings Monitoring by SENCO and AHT Analysis of in-school data – feedback given	SENCO AHT PP Lead	End of Autumn term and end of Spring term.  <i>To be implemented at the beginning of the Autumn term.</i>
Increased the percentage of PP pupils with SEND issues attaining ARE in all year groups.	Training for selected TAs in Lego Play Interaction. Lego Play groups implemented for targeted children.	In majority of year groups percentage of children with SEND issues is higher within PP group than non-PP group.  EEF Toolkit predicted impact Small group tuition with TAs +4 months	Identified sessions on TA timetables for Lego Play Observations of Lego groups	SENCO AHT PP Lead	End of Autumn term and end of Spring term.  <i>Training to take place in Autumn term. Groups to be operational shortly after.</i>

<p>Raised attainment of PP children at end of KS1 and KS2</p>	<p>Academic coach 0.6 with Y5 and Y6 cohorts – Summer term.          Interventions teacher 0.6 with Y2.          Interventions teacher 0.6 with Y6 (Autumn and Spring terms).          Y6 Easter School          Y6 after school tuition – Maths focus with small groups.          1:1 reading tuition with targeted pupils in Y2          Free breakfast clubs during KS1 and KS2 SATs weeks.</p>	<p>At KS2, the percentage of PP pupils attaining ARE was lower than PP nationally and 'other' pupils within school.          At KS1, the percentage of PP pupils attaining ARE was lower than PP nationally and 'other' pupils within school.            EEF Toolkit predicted impact          Feedback +8 month          Small group tuition +4 months          Qualified teacher small group tuition has been shown to be effective previously.</p>	<p>Programme of work planned by teacher in consultation with class teacher.          Implementation monitored through learning walks; review of progress and attainment in Professional Dialogues and test results.            After school tuition sessions attended by targeted pupils.          Impact shown through results.</p>	<p>SLT          Y5/6 Lead          PP Lead</p>	<p>Termly  <i>Of the 43 Y6 pupils who worked with the Academic Coach on Writing interventions, 81.4% attained Expected standard (ARE) whilst 25.6% attained Greater Depth. Of the 14 pupils on Maths interventions, 64.3% attained Expected standard (ARE). Of the 17 Y5 children on Writing interventions, 94.1% achieved expected progress.</i>    <i>30 Y6 children attended the Easter School. Of those who were PP, 88% achieved ARE in Reading, 100% achieved ARE in Maths, 94% achieved at least Expected standard in Writing and 81% achieved ARE Combined.</i></p>
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					<p>100% of the Y6 pupils targeted for after school maths tuition attained ARE on KS2 tests.</p> <p>Free breakfast clubs were well attended by Y6 and Y2.</p> <p>Interventions teachers for Y2 and Y6 will commence at the beginning of the Autumn term.</p> <p>Y2 pupils receiving additional reading 1:1 with a TA made an average of 5 book band levels progress.</p>
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<b>Total budgeted cost</b>					£48,244.51
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**iii. Other approaches**

<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>
Increase in PP families engaging with home – school learning partnership.	<p>Appoint TLR with responsibility for parental engagement.</p> <p>Termly parent events with a curriculum focus.</p> <p>Establish ‘Friends of Forest Lodge’ to encourage parental interaction/involvement with school life.</p>	<p>Analysis of parent events (classroom based) highlighted low attendance.</p> <p>EEF Toolkit predicted impact Parental Involvement + 3 months ‘Increased parental engagement can improve academic performance’ – NFER Report into Parental Engagement 2013</p>	<p>TLR appointed.</p> <p>Feedback sheets and list of attendees from events.</p> <p>‘Friends of Forest Lodge’ established – record of participants – events organised.</p> <p>Courses run by external agency – record of attendees.</p>	<p>HT</p> <p>Parental Engagement and SMSC Lead</p> <p>Class teachers</p> <p>PP Lead</p> <p>Leicester Adult Education</p>	<p>End of Autumn and Spring terms</p> <p><i>Parental Engagement and SMSC Lead with TLR appointed and will commence role at the beginning of the Autumn term.</i></p>

	Parent workshops run by Leicester Adult Education.				
Increased attendance and punctuality rates for pupils eligible for PP to diminish any differences between PP and non-PP children in all cohorts.	Walking Bus Breakfast Club Rewards and incentives	April 2016 – March 2017 attendance for PP children 94.3%, with percentage of lates double that of non-PP children. Differences diminished over previous year.  Proven correlation between attendance and attainment.	Half-termly monitoring of attendance data Evaluation of any specific interventions for targeted pupils Attendance of PP children discussed in pupil progress meetings	AHT Attendance Officer	End of Autumn and Spring terms End of the academic year  <i>Breakfast Club has been well attended. Attendance for PP pupils has increased by 2% over the previous academic year. Unauthorised absence figures have decreased by 1.3% over Summer term 2016 as has the difference between PP and non-PP pupils. The percentage of lates remains double that of non-PP children.</i>



<p>All PP children encouraged to widen their life experiences through engagement in extra-curricular activities.</p>	<p>After School Club Subsidised residentials in Y2, Y4 and Y6 Specialist music tuition – guitars, piano and strings Swimming for Y3 &amp; 4</p>	<p>EEF Toolkit predicted impact Outdoor adventure learning +3 months Arts participation +2 months Sports participation +2 months</p>	<p>Parent and child surveys/ feedback for ASC Pupil questionnaires for residentials Observations/learning walks by Music Leads and pupil questionnaires Establish and maintain system of recording achievements in swimming</p>	<p>HT ASC Coordinator Music Leads Sports Coach</p>	<p>Termly <i>After School Club has been well attended. Plans are in place to target more PP families.</i></p> <p><i>53% of pupils participating in the Y6 residential were in receipt of PP.</i></p> <p><i>Music tuition continued to be provided. A revised programme of specialist tuition will be implemented from Autumn 2.</i></p> <p><i>Children in Y4 attended swimming lessons and developed new, or progressed with existing, swimming skills. A method for recording children's achievements in swimming has been agreed with the LA – to commence in the Autumn term.</i></p>
<b>Total budgeted cost</b>					<b>£76,176.98</b>

6. Review of expenditure				
Previous Academic Year		2016-17		
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
Improve attainment at end of KS2 for those pupils eligible for PP	Additional teacher and teaching assistant to create smaller class sizes Academic Coaching teacher 0.5 Easter School	End of KS2 SATs showed attainment in Reading and combined (RWM) was higher for PP than for all pupils within school but lower for Maths and Writing. Progress in Reading for PP pupils was higher than national for those with middle (0.06) and high (0.53) prior attainment; in Writing progress for PP pupils was higher than national for those with middle (0.07) and high (3.74) prior attainment and in Maths progress was between 0.43 and 1.63 points lower than all pupils with a similar starting point nationally. The percentage of PP pupils achieving the high scaled score was higher than the All pupils school figure in Reading, Writing and combined but was the same in Mathematics. Teacher assessment data for Summer 2 showed that the Y6 cohort had made greater than expected progress in Reading, Writing and Maths. Children eligible for PP had made greater progress in Writing and Maths than non-PP children and only 0.1 less progress in Reading. The data also showed that the percentage of more able PP children attaining beyond ARE was higher in	The change of assessment criteria and progress measures for 2016 means that the end of KS2 data is not directly comparable with previous years.  Lessons learned: need to look at the level of challenge in Maths; the development of reasoning skills; the use of mathematical vocabulary; the interventions used with children with low prior attainment across all subjects and resourcing more challenging extracts for reading.  Continue to provide 1:1 or small group support and to run Easter School. Continue to fund additional FT teacher and teaching assistant to reduce class sizes.	£61,256.08

		<p>Reading, Writing and combined, and only marginally lower in Maths than the non-PP children.</p> <p>Teacher assessment figures for the current Y6 cohort (end of Spring 2) show that differences between PP and non-PP children have diminished compared with the end of Spring 2, Y5. In addition, the percentage of PP children attaining ARE in Reading, Writing and Maths has increased (and has increased more than the percentages for non-PP children).</p>		
<p>Improve attainment at end of KS1 for those pupils eligible for PP</p>	<p>Smaller class sizes, with TA in each class (two terms), additional TA (0.6) for reading booster sessions</p>	<p>End of KS1 SATs showed attainment in Reading was similar but was lower in Writing and Maths for PP children compared to all pupils within school and with national.</p> <p>Teacher assessment figures for the current Y2 cohort (end of Spring 2) show that differences between PP and non-PP children have diminished, in all but Writing, since the end of Spring 2, Y1. In addition, the percentage of PP children attaining ARE in Reading, Writing, Maths and combined has increased.</p>	<p>The change of assessment criteria and progress measures for 2016 means that the end of KS1 data is not directly comparable with previous years.</p> <p>Continue to provide additional support with reading. Establish interventions for writing.</p>	<p>£40,398.60</p>

<p>Improve attainment of PP children and diminish differences between PP and non-PP children</p>	<p>Smaller class sizes in Y5 and Y3, with additional teacher and TA in each year group,</p>	<p>Teacher assessment figures for the current Y5 cohort (end of Spring 2) show that the percentage of PP children attaining ARE in Reading, Writing, Maths and combined has increased since the end of Spring 2, Y4. Whilst differences between PP and non-PP children have diminished in Reading and combined, they have increased in Writing and Maths. It is important to note that 24% of the PP group have SEND – one of the highest rates in the school. In addition, there have been social and emotional benefits for this cohort as a result of the smaller class size, fewer behavioural issues (leading to a more stable learning environment) and an increase in children’s self-confidence.</p> <p>Teacher assessment figures for the current Y3 cohort (end of Spring 2) show that the percentage of PP children attaining ARE in Writing and combined has increased when compared with the percentage achieved last year (as a Y2 cohort) at the end of Spring 2; Maths has remained the same whilst Reading has decreased slightly.</p>	<p>Reducing class sizes has had positive outcomes with regards to raising the attainment of PP children however the impact on diminishing differences has been mixed. The positive impact on children’s well-being should also be taken into consideration.</p> <p>Triangulation of evidence is required to identify barriers to the success of this approach. Tighten monitoring and evaluation.</p>	<p>£96,098.28</p>
			<p><b>Total Cost</b></p>	<p><b>£197,752.96</b></p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Raise attainment of PP children in Y5 and Y6</p>	<p>Academic Coach, 0.8 for summer term, 0.6 for autumn and spring with Y5 and Y6 cohorts</p>	<p>Positive impact in Y6 summer term with continuing academic coaching. Of the 20 children targeted in writing, 95% made expected, or better than expected, progress. Of the 16 children targeted in maths, 81% made expected, or better than expected progress.</p> <p>Positive impact in Y5 summer term with continuing academic coaching. Of the 15 underachieving children targeted for writing, 80% achieved ARE; 90% of the PP children in this group achieved ARE.</p> <p>Positive impact Y5 autumn and spring terms. 17 underachieving children with low starting points targeted for writing – achieved average points progress of 2.9 (expected is 2 points). 14 of this group were PP children who achieved an average points progress of 3.1 (accelerated progress).</p> <p>Positive impact Y6 autumn and spring terms. 21 children targeted for 6 weeks focussing on spelling of Y3/4 words. 19 could spell less than 40% of the list; following intervention, 16 could spell 80%+ of the list. 37 children targeted for writing – achieved average points progress of 2.6 (expected is 2 points). 22 of this group were PP children who achieved an average points progress of 2.5. From February, 19 children targeted for maths – achieved an average points progress of 1.4 (expected 0.5). 10 of this group were PP children who achieved an average points progress of 1.7.</p>	<p>As an intervention, this contributed to the overall progress measures.</p> <p>Focussed tuition allows for in-depth development of strategies and misconceptions to be addressed. Issue with children not applying learning in whole class situations.</p> <p>Develop approach to allow class teachers to carry out some interventions with expectation that skills etc. transfer to whole class situations. Extend to 0.8 for autumn and spring terms to encompass larger Y5 cohort and lower attaining Y6 cohort (historical).</p>	<p>£22,361.57</p>
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Raise attainment of PP children in Reading in Y1 and Y2	Teaching assistant 0.6	<p>Positive impact. Targeted 8 underachieving readers in both Y1 and Y2. Y1 children moved an average of 3.6 book band levels. Y2 children moved an average of 2 book band levels and all achieved ARE.</p> <p>In the autumn and spring terms, 10 Y1 children targeted who progressed an average of 3.4 book band levels and 3 Y2 children targeted who progressed an average of 2 book band levels.</p>	<p>Children developing reading, speaking and listening skills in addition to their self-confidence. Continue with funding.</p> <p>Develop monitoring and evaluation system to include pupil/parent voice.</p>	£7,436.04
Raise attainment of Y6 underachieving pupils in Maths	Small group tuition with teacher	Positive impact - 9 children targeted in spring 2 made an average points progress of 1.0 (expected is 0.5). 7 of this group were PP children who made an average of 1.3 points progress.	Targeting of specific pupils was successful. Continue in new academic year. Extend intervention to a group in autumn term.	£423.42
Raise attainment of underachieving pupils in Reading.	Lexia licence for 3 years	Minimal impact – 96 of 165 children regularly accessed program. Should impact on struggling readers through phonics and comprehension activities. Children have been progressing through the program towards their ARE in reading.	<p>Only 16% of children meeting recommended usage; low level of monitoring by staff; not impacting in Y5 and Y6.</p> <p>Monitoring carried out by English Lead has resulted in planned overhaul of Lexia with actions to be implemented in summer and autumn terms. Monitoring and evaluation of Lexia to be more rigorous with a view to discontinuing if impact cannot be shown.</p>	Paid previous financial year

Raise attainment of underachieving pupils in Maths	Conquer Maths licence	Usage has varied throughout KS2 from an average of 30.1 lessons to 10.8 lessons. Beneficial for children as it can be accessed at home to support learning in school.	As an intervention, this is contributing to whole school progress however specific impact is difficult to measure.  Program to be funded externally in 2017-18.	£1850
			<b>Total Cost</b>	<b>£32,071.03</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased attendance and punctuality rates for PP pupils	Walking Bus Breakfast Club Rewards and Incentives	Attendance for PP children has risen from 93.2% (Aug 2015 – March 2016) to 94.3% (Aug 2016 – March 2017) and the difference between PP and non-PP has diminished from 0.96% to 0.19%. The percentage of unauthorised absences has also decreased for PP children and the difference with non-PP children has diminished. The percentage of 'lates' for PP children has fallen slightly however it remains double that of non-PP children. Approximately 55 children regularly attend Breakfast Club.	Further embed strategies for improving attendance. Extend Walking Bus to a second route based on further analysis of PP persistent late attenders and absentees. Investigate alternative incentives for children – feedback indicates that certificates for weekly attendance have minimal impact.	£17,040  (staffing and resources)

<p>Extend learning beyond the school day</p>	<p>After School Club 3 times weekly</p>	<p>Summer term – 70% of children attending from Y1 to Y6 achieved ARE.</p> <p>During Autumn and Spring terms, 73 children attended regularly of which 27.4% were eligible for PP. 63% of children attending had achieved ARE for the end of Spring term.</p> <p>Positive comments from parents and pupils on range of activities offered and skills acquired.</p>	<p>As an intervention, this is contributing to whole school progress however specific impact is difficult to measure.</p> <p>Next year attendance at extra-curricular clubs will be more rigorously targeted, with letters to parents encouraging their child's participation.</p> <p>Continue funding as this approach develops children's life skills in non-academic areas.</p>	<p>£24,909.30</p>
<p>All children in Y3 and Y4 able to swim 10m.</p>	<p>6 swimming sessions per class with qualified swimming instructors</p>	<p>All children have attended swimming lessons and developed new, or progressed with existing, skills.</p>	<p>The swimming curriculum, and participating year groups, was revised last year and is still in a process of development. Meeting arranged for summer term with LA to facilitate ways in which children's achievements can be recorded and recognised. Continue with funding as this promotes necessary life skills.</p>	<p>£3,218.50</p>



<p>To ensure that all pupils can access the full programme of residential visits and curriculum enhancing activities</p>	<p>Subsidise cost of residential visits.</p> <p>Fund performances by visiting theatre group three times a year.</p>	<p>Pupils in Y2, 4 and 6 have had the opportunity to live away from home and experience outdoor adventurous activities, many of which children have not had the opportunity to experience before. Not only has this enriched their school experience but it has contributed to the development of social skills and improved their physical skills and fitness.</p> <p>All pupils have been able to watch and discuss performances, aiding with language acquisition. This type of enrichment has a positive impact on speaking and listening skills.</p>	<p>Continue with this valuable and inclusive use of funding whilst developing focussed measures of impact.</p>	<p>£9000</p> <p>£1,644</p>
<p>Provide specialised music tuition for pupils who wish to learn an instrument</p>	<p>Free access to guitar, violin, cello, viola, piano and piano lessons.</p>	<p>PP children have had the opportunity to take up music lessons if they wish to learn. 40 out of the 125 pupils (32%) who have received music lessons are PP. This has given children the opportunity to learn new skills and experience performing live to an audience – something which they may not otherwise have the opportunity to do.</p> <p>The termly music mornings have been well supported by parents.</p>	<p>Continue with funding.</p> <p>Children are not progressing to the point at which they can sit external music exams. Music leaders to investigate barriers and address them for August 2017.</p>	<p>£13,820.26</p>
			<p><b>Total Cost</b></p>	<p><b>£69,632.06</b></p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Analysis of SIMS attendance data

Analysis of Target Tracker ARE Summary reports and progress data

RAISEonline data 2016 - validated

Analysis of data provided by Academic Coaching teacher

Lexia learning walk completed by English Lead

Analysis of reading intervention data for Y1 and Y2

Conquer Maths funding bid by Maths Lead