

## Deeplish Primary Academy

### Pupil Premium Allocation (2018-2019)

We were allocated **£18,480** for our pupil Premium children in **Year One**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p><b>EEF – Mastery Learning</b></p> <p><b>EEF– Giving quality feedback</b></p> <p>Children not understanding key vocabulary and concepts</p> <p>Lack of practice of spoken English</p>	<p>Three teacher (HLTA) model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p><b>£13,750</b></p> <p><b>(110,000÷8)</b></p>	<p><b>Smaller groups</b></p> <p><b>More time for the children spent with the teacher</b></p> <p><b>Teacher to know children better and have a greater understanding of various learning needs and strengths</b></p>
<p><b>Evaluation / Impact:</b></p>			
<p><b>EEF Target group –</b> All disadvantaged</p> <p>Parents' reticence to come into the academy</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Family afternoons, activities and experiences</p>	<p><b>£1,000</b></p>	<p><b>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</b></p> <p><b>Spring: Held an event/activity with at least a 40% up take (Parents and children)</b></p> <p><b>Summer: Held an event/activity with at least a 60% up take (Parents and children)</b></p>

**Evaluation / Impact:**

<b>Focus /Barrier to learning (from EEF Toolkit)</b>	<b>Provision</b>	<b>Cost</b>	<b>Specific Intended Outcomes/Termly milestones</b>
To provide children with access to specialist support in order to address any additional needs	Speech and Language therapist one day a week Parent support worker (0.5) Bereavement councillor training	£3853.50	<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment</b>

**Evaluation / Impact:**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning	£868	<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.</b>
<b>Evaluation / Impact:</b>			
To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast	Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.	<b>£333</b>	
<b>Evaluation / Impact:</b>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To improve and enable socializing skills to take place and develop	Friendship groups		<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p><b>Children identified and list given to RS</b></p>
<b>Evaluation / Impact:</b>			
<p>To improve and enable socializing skills to take place and develop</p> <p>To develop the resilience and team working skills</p> <p>To develop a greater capital culture</p>	Circus Skills Day	£747	<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p><b>Greater resilience within class work leading to greater achievement and attainment</b></p> <p><b>Greater capital culture/experiences and wider knowledge of skills in the world</b></p>
<b>Evaluation / Impact:</b>			

<p>To develop the resilience and team working skills</p> <p>To develop a greater capital culture</p>	<p>PE (Jack Kendal)</p>	<p>£3992</p>	<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p><b>Greater resilience within class work leading to greater achievement and attainment</b></p> <p><b>Greater capital culture/experiences and wider knowledge of skills in the world</b></p>

### Deeplish Primary Academy

### Pupil Premium Allocation (2018-2019)

We were allocated **£25,080** for our pupil Premium children in **Year Two**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p><b>EEF – Mastery Learning</b></p> <p><b>EEF– Giving quality feedback</b></p> <p>Children not understanding key vocabulary and concepts</p>	<p>Three teacher model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p><b>£13,750</b></p> <p><b>(110,000÷8)</b></p>	<p><b>Smaller groups</b></p> <p><b>More time for the children spent with the teacher</b></p> <p><b>Teacher to know children better and have a greater understanding of various learning needs and strengths</b></p>

Lack of practice of spoken English			
<b>Evaluation / Impact:</b>			
<b>EEF</b> <b>Target group –</b> All disadvantaged  Parents' reticence to come into the academy	Supporting families to provide opportunities outside the curriculum.  Family afternoons, activities and experiences	<b>£1,000</b>	<b>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</b>  <b>Spring: Held an event/activity with at least a 40% up take (Parents and children)</b>  <b>Summer: Held an event/activity with at least a 60% up take (Parents and children)</b>
<b>Evaluation / Impact:</b>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
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To provide children with access to specialist support in order to address any additional needs	Speech and Language therapist one day a week Parent support worker (0.5) Bereavement councillor training	£3853.50	<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment</b>
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**Evaluation / Impact:**

<b>Focus /Barrier to learning (from EEF Toolkit)</b>	<b>Provision</b>	<b>Cost</b>	<b>Specific Intended Outcomes/Termly milestones</b>
To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning	£868	<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.</b>

**Evaluation / Impact:**

<p>To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast</p>	<p>Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.</p>	<p><b>£333</b></p>	
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**Evaluation / Impact:**

<p><b>Focus /Barrier to learning (from EEF Toolkit)</b></p>	<p><b>Provision</b></p>	<p><b>Cost</b></p>	<p><b>Specific Intended Outcomes/Termly milestones</b></p>
<p>To improve and enable socializing skills to take place and develop</p>	<p>Friendship groups</p>		<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p><b>Children identified and list given to RS</b></p>

**Evaluation / Impact:**

	Whole class trip to Chill Factor e	Share of £28,000	<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p><b>Greater resilience within class work leading to greater achievement and attainment</b></p> <p><b>Greater capital culture/experiences and wider knowledge of skills in the world</b></p>
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**Evaluation / Impact:**

To develop the resilience and team working skills	<p>Music Sessions</p> <p>PE (Lewis Shaw)</p>	£3992	<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p><b>Greater resilience within class work leading to greater achievement and attainment</b></p> <p><b>Greater capital culture/experiences and wider knowledge of skills in the world</b></p>
To develop a greater capital culture	After school IT club (CW) linking to the wider world, personal interests and general knowledge	To be allocated	

## Deeplish Primary Academy

### Pupil Premium Allocation (2018-2019)

We were allocated **£14,520** for our pupil Premium children in **Year Three**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p><b>EEF – Mastery Learning</b></p> <p><b>EEF– Giving quality feedback</b></p> <p>Children not understanding key vocabulary and concepts</p> <p>Lack of practice of spoken English</p>	<p>Three teacher model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p><b>£13,750</b></p> <p><b>(110,000÷8)</b></p>	<p><b>Smaller groups</b></p> <p><b>More time for the children spent with the teacher</b></p> <p><b>Teacher to know children better and have a greater understanding of various learning needs and strengths</b></p>
<p><b>Evaluation / Impact:</b></p>			
<p><b>EEF</b></p> <p><b>Target group –</b></p> <p>All disadvantaged</p> <p>Parents' reticence to come into the academy</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Family afternoons, activities and experiences</p>	<p><b>£1,000</b></p>	<p><b>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</b></p> <p><b>Spring: Held an event/activity with at least a 40% up take (Parents and children)</b></p> <p><b>Summer: Held an event/activity with at least a 60% up take (Parents and children)</b></p>

**Evaluation / Impact:**

<b>Focus /Barrier to learning (from EEF Toolkit)</b>	<b>Provision</b>	<b>Cost</b>	<b>Specific Intended Outcomes/Termly milestones</b>
To provide children with access to specialist support in order to address any additional needs	Speech and Language therapist one day a week Parent support worker (0.5) Bereavement councillor training	£3853.50	<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment</b>
<b>Evaluation / Impact:</b>			
To ensure children are ready to learn throughout the day.	Provide fruit for KS2 children at playtime	<b>£275</b>	<b>KS2 children will have fruit</b> <b>Staff will notice an improved level of concentration after play compared to in previous years when there was no fruit.</b>

**Evaluation / Impact:**

<b>Focus /Barrier to learning (from EEF Toolkit)</b>	<b>Provision</b>	<b>Cost</b>	<b>Specific Intended Outcomes/Termly milestones</b>
To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning	£868	<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.</b>
<b>Evaluation / Impact:</b>			
To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast	Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.	<b>£333</b>	

**Evaluation / Impact:**

<b>Focus /Barrier to learning (from EEF Toolkit)</b>	<b>Provision</b>	<b>Cost</b>	<b>Specific Intended Outcomes/Termly milestones</b>
To improve and enable socializing skills to take place and develop	Friendship groups		<b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b>  <b>Children identified and list given to RS</b>
<b>Evaluation / Impact:</b>			

**Evaluation / Impact:**

To develop the resilience and team working skills of Year 6 children	Music Sessions PE (Jack Kendal)	£3992	<b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b>  <b>Greater resilience within class work leading to greater achievement and attainment</b>  <b>Greater capital culture/experiences and wider knowledge of skills in the world</b>
To develop a greater capital culture	After school IT club (CW) linking to the wider world, personal interests and general knowledge	To be allocated	

**Deeplish Primary Academy**

**Pupil Premium Allocation (2018-2019)**

We were allocated **£25,080** for our pupil Premium children in **Year Four**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>EEF – Mastery Learning</p> <p>EEF– Giving quality feedback</p> <p>Children not understanding key vocabulary and concepts</p> <p>Lack of practice of spoken English</p>	<p>Three teacher model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p>£13,750</p> <p>(110,000÷8)</p>	<p>Smaller groups</p> <p>More time for the children spent with the teacher</p> <p>Teacher to know children better and have a greater understanding of various learning needs and strengths</p>
<p><b>Evaluation / Impact:</b></p>			
<p>EEF Target group – All disadvantaged</p> <p>Parents' reticence to come into the academy</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Family afternoons, activities and experiences</p>	<p>£1,000</p>	<p>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</p> <p>Spring: Held an event/activity with at least a 40% up take (Parents and children)</p> <p>Summer: Held an event/activity with at least a 60% up take (Parents and children)</p>

**Evaluation / Impact:**

<b>Focus /Barrier to learning (from EEF Toolkit)</b>	<b>Provision</b>	<b>Cost</b>	<b>Specific Intended Outcomes/Termly milestones</b>
To provide children with access to specialist support in order to address any additional needs	Speech and Language therapist one day a week Parent support worker (0.5) Bereavement councillor training	<b>£3853.50</b>	<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment</b>
<b>Evaluation / Impact:</b>			
To ensure children are ready to learn throughout the day.	Provide fruit for KS2 children at playtime	<b>£275</b>	<b>KS2 children will have fruit</b> <b>Staff will notice an improved level of concentration after play compared to in previous years when there was no fruit.</b>

**Evaluation / Impact:**

<b>Focus /Barrier to learning (from EEF Toolkit)</b>	<b>Provision</b>	<b>Cost</b>	<b>Specific Intended Outcomes/Termly milestones</b>
To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning	<b>£868</b>	<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.</b>
<b>Evaluation / Impact:</b>			
To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast	Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.	<b>£333</b>	

**Evaluation / Impact:**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To improve and enable socializing skills to take place and develop	Friendship groups		<b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b>  <b>Children identified and list given to RS</b>

**Evaluation / Impact:**

<b>EEF Target group –</b> All disadvantaged  To provide extra opportunities for learning and experiences	Supporting families to provide opportunities outside the curriculum.  Family afternoons, activities and experiences  Year Four residential	<b>To be allocated</b>	<b>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</b> <b>Residential – one night</b>  <b>Spring: Held an event/activity with at least a 40% up take (Parents and children)</b>  <b>Summer: Held an event/activity with at least a 60% up take (Parents and children)</b>
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**Evaluation / Impact:**

To develop the resilience and team working skills of Year 6 children	Music Sessions PE (Lewis Shaw)	£3992	<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p><b>Greater resilience within class work leading to greater achievement and attainment</b></p> <p><b>Greater capital culture/experiences and wider knowledge of skills in the world</b></p>
To develop a greater capital culture	After school IT club (CW) linking to the wider world, personal interests and general knowledge	To be allocated	

**Deeplish Primary Academy**

**Pupil Premium Allocation (2018-2019)**

We were allocated **£26,400** for our pupil Premium children in **Year Five**

<b>Focus /Barrier to learning (from EEF Toolkit)</b>	<b>Provision</b>	<b>Cost</b>	<b>Specific Intended Outcomes/Termly milestones</b>
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<p><b>EEF – Mastery Learning</b></p> <p><b>EEF– Giving quality feedback</b></p> <p>Children not understanding key vocabulary and concepts</p> <p>Lack of practice of spoken English</p>	<p>Three teacher model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p><b>£13,750</b></p> <p><b>(110,000÷8)</b></p>	<p><b>Smaller groups</b></p> <p><b>More time for the children spent with the teacher</b></p> <p><b>Teacher to know children better and have a greater understanding of various learning needs and strengths</b></p>
<p><b>Evaluation / Impact:</b></p>			
<p><b>EEF</b></p> <p><b>Target group – All disadvantaged</b></p> <p>Parents' reticence to come into the academy</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Family afternoons, activities and experiences</p>	<p><b>£1,000</b></p>	<p><b>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</b></p> <p><b>Spring: Held an event/activity with at least a 40% up take (Parents and children)</b></p> <p><b>Summer: Held an event/activity with at least a 60% up take (Parents and children)</b></p>
<p><b>Evaluation / Impact:</b></p>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide children with access to specialist support in order to address any additional needs	Speech and Language therapist one day a week Parent support worker (0.5) Bereavement councillor training		<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment</b>
<b>Evaluation / Impact:</b>			
To ensure children are ready to learn throughout the day.	Provide fruit for KS2 children at playtime	<b>£275</b>	<b>KS2 children will have fruit</b>  <b>Staff will notice an improved level of concentration after play compared to in previous years when there was no fruit.</b>
<b>Evaluation / Impact:</b>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning		<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.</b>
<b>Evaluation / Impact:</b>			
To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast	Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.		
<b>Evaluation / Impact:</b>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
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<p>To improve and enable socializing skills to take place and develop</p>	<p>Friendship groups</p>		<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p><b>Children identified and list given to RS</b></p>
<p><b>Evaluation / Impact:</b></p>			
<p><b>EEF</b> <b>Target group –</b> All disadvantaged</p> <p>To provide extra opportunities for learning and experiences</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Family afternoons, activities and experiences</p> <p>Year Five residential</p>		<p><b>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</b> <b>Residential – two nights</b></p> <p><b>Spring: Held an event/activity with at least a 40% up take (Parents and children)</b></p> <p><b>Summer: Held an event/activity with at least a 60% up take (Parents and children)</b></p>
<p><b>Evaluation / Impact:</b></p>			

To develop the resilience and team working skills of Year 6 children	Music Sessions PE (Lewis Shaw)		<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p><b>Greater resilience within class work leading to greater achievement and attainment</b></p> <p><b>Greater capital culture/experiences and wider knowledge of skills in the world</b></p>
To develop a greater capital culture	After school IT club (CW) linking to the wider world, personal interests and general knowledge		

### Deeplish Primary Academy

### Pupil Premium Allocation (2018-2019)

We were allocated **£29,040** for our pupil Premium children in **Year Six**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p><b>EEF – Mastery Learning</b></p> <p><b>EEF– Giving quality feedback</b></p> <p>Children not understanding key vocabulary and concepts</p>	<p>Three teacher model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p><b>£13,750</b></p> <p><b>(110,000÷8)</b></p>	<p><b>Smaller groups</b></p> <p><b>More time for the children spent with the teacher</b></p> <p><b>Teacher to know children better and have a greater understanding of various learning needs and strengths</b></p>

Lack of practice of spoken English			
<b>Evaluation / Impact:</b>			
<b>EEF</b> <b>Target group –</b> All disadvantaged  Parents' reticence to come into the academy	Supporting families to provide opportunities outside the curriculum.  Family afternoons, activities and experiences	<b>£1,000</b>	<b>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</b>  <b>Spring: Held an event/activity with at least a 40% up take (Parents and children)</b>  <b>Summer: Held an event/activity with at least a 60% up take (Parents and children)</b>
<b>Evaluation / Impact:</b>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
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To provide children with access to specialist support in order to address any additional needs	Speech and Language therapist one day a week Parent support worker (0.5) Bereavement councillor training	£3853.50	<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.</b>
<b>Evaluation / Impact:</b>			
To ensure children are ready to learn throughout the day.	Provide fruit for KS2 children at playtime	<b>£275</b>	<b>KS2 children will have fruit</b> <b>Staff will notice an improved level of concentration after play compared to in previous years when there was no fruit.</b>
<b>Evaluation / Impact:</b>			

<b>Focus /Barrier to learning (from EEF Toolkit)</b>	<b>Provision</b>	<b>Cost</b>	<b>Specific Intended Outcomes/Termly milestones</b>
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To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning	£868	<b>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.</b>
<b>Evaluation / Impact:</b>			
To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast	Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.	<b>£333</b>	
<b>Evaluation / Impact:</b>			

<b>Focus /Barrier to learning (from EEF Toolkit)</b>	<b>Provision</b>	<b>Cost</b>	<b>Specific Intended Outcomes/Termly milestones</b>
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To improve and enable socializing skills to take place and develop	Friendship groups		<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p>Children identified and list given to RS</p>
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**Evaluation / Impact:**

<p><b>EEF Target group –</b> All disadvantaged</p> <p>To provide extra opportunities for learning and experiences</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Family afternoons, activities and experiences</p> <p>Year Six residential</p>	<p><b>To be allocated</b></p>	<p><b>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</b></p> <p><b>Spring: Held an event/activity with at least a 40% up take (Parents and children)</b></p> <p><b>Summer: Held an event/activity with at least a 60% up take (Parents and children)</b></p>
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**Evaluation / Impact:**

To develop the resilience and team working skills of Year 6 children	<p>Prince William</p> <p>PE (Jack Kendall)</p>	<p>£7500</p> <p>£3992</p>	<p><b>Socializing skills improving leading to fewer passive children in class and more productive group/team work</b></p> <p><b>Greater resilience within class work leading to greater achievement and attainment</b></p>
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			<b>Greater capital culture/experiences and wider knowledge of skills in the world</b>
To develop a greater capital culture	After school IT club (CW) linking to the wider world, personal interests and general knowledge	To be allocated	