

Pupil Premium Strategy Statement for Ryders Green Primary School 2017/18 and Impact Summary for 2016/17

1. Summary information					
School	Ryders Green Primary School				
Academic Year	2016/17	Total PP budget	£249 657 with carry forward of £17497	Date of most recent PP Review	PP review with Governors in Autumn 2017
Total number of pupils	465	Number of pupils eligible for PP	186	Date for next internal review of this strategy	Sept 2016 November 2016 March 2017

All pupils	<i>School</i>	<i>National</i>
% achieving expected standard in Reading, Writing and Maths	55%	61%
Average progress in Reading	-3.1	0.0
Average progress in Writing	1.2	0.0
Average progress in Maths	0.6	0.0
Average scaled score in Reading	101	104
Average scaled score in Writing	N/A	N/A
Average scaled score in Maths	104	104
Average scaled score in SPAG	106	106
A high level of attainment in reading, writing and maths	5%	9%

Pupil Premium V Non-Pupil Premium 2016/17 School Information

	Y6		Y5		Y4		Y3		Y2		Y1	
	Pupil Premium	Non Pupil Premium										
Reading												
2016/2017	+4.4	+4.9	+5.2	+5.2	+2.7	+2.8	+3.0	+3.0	+2.9	+3.2	+3.5	+3.2
Writing												
2016/2017	+5.3	+5.8	+4.8	+4.6	+2.9	+2.7	+2.1	+2.2	+2.8	+3.1	+3.2	+3.3
Maths												
2016/2017	+3.6	+4.3	+3.7	+3.6	+3.1	+2.9	+2.7	+2.7	+3.2	+3.1	+3.1	+2.9

Key Stage 1 Information for disadvantaged children 2016/2017

	At least expected standard		Greater depth	
Reading	62% (sch)	76% (nat)	14%	28%
Writing	52%	68%	10%	16%
Maths	57%	75%	19%	21%
Science	76%	83%		

Key Stage 2 Information for disadvantaged children 2016/2017

	Progress score	Scaled score 100+		High scaled score		Average score	
		Sch	Nat	Sch	Nat	School	National
Maths		72%	75%	20%	23%	104	104
Writing		80%	76%	32%	18%		
Reading		48%	71%	8%	25%	101	104
RWM		48%	55%				
Science		92%	82%				

Year 1 Phonics Screening Test

	2014		2015		2016		2017	
	School	National	School	National	School	National	School	National
Disadvantaged	58	63	76	66	67	70	84	81

- Green represents PP children are at least in line with their non-PP peers.

Year 2 Phonics Screening Test

	2015		2016		2017	
	School	National	School	National	School	National
Disadvantaged	82	92	92	86	84	92

- Green represents PP children are at least in line with their non-PP peers.

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

- A.** Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.

B.	Low ability pupils who are eligible for PP are making less progress than other ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	Children who achieve medium prior attainment at the end of Key Stage 1 are making less progress across Key Stage 2 to achieve at least the expected level in RWM at the end of KS2.
D.	Behaviour issues for a small group of Years and 6 pupils (eligible for PP) is having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are 94% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS1 for low attaining pupils eligible for PP in RWM	Pupils eligible for PP identified as low ability make as much progress as 'other' pupils identified as low ability, across Key Stage 1 in maths, reading and writing. Measured in Y1 and 2 by teacher assessments and successful moderation practices established across the school.
C.	Greater % of PP pupils with medium prior attainment reaching the expected and higher standard in RWM with focus on Reading	The % of pupils eligible for PP identified as medium prior attainment at end of KS1 in RWM will close the gap on the % of non PP children reaching at least the expected standard at the end of key Stage 2. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the school.
D.	Behavioural issues of Year 5 and 6 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 86% to 96% in line with 'other' pupils.

4. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills in Reception B. Improved progress for low attaining pupils in KS1 C. Improved progress for medium prior attaining pupils in KS2	Staff training on high quality feedback through collaboration. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYS AHT.	We want to invest some of the PP in longer-term change, which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback through collaboration is an effective way to improve attainment, and it is suitable as an approach that we can further embed across the school. We will be using a data tracking system that allows the children's learning to be assessed in relation to ARE and identify the next step in learning.	Lead Consultant coaching with staff. Use staff training sessions to deliver training. Peer observation after the coaching, to embed learning. Lessons from training embedded in school policy. Support staff support	AHT Deputy Head, English Leader	Jan 2017 March 2017
C. Improved progress for medium prior attaining pupils in RWM, particularly Reading	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils. We also are going to form smaller groups to enable any children's gaps can be built upon.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Consultant support. Support staff support	English lead and DHT	Jan 2017 March 2017
B. Improved progress for low attaining pupils In RWM, particularly Maths in KS1	CPD and teaching approach to allow greater depth of learning	Low ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 1 in Maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils. We also are going to form smaller groups to enable any children's gaps can be built upon.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Support staff	AHT and DHT	
Total budgeted cost					£195,000

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. Improved oral language skills in Reception</p> <p>B. Improved progress for low attaining pupils in KS1</p> <p>C. Improved progress for medium prior attaining pupils in KS2</p>	Weekly small group sessions pupils with experienced learning support in addition to standard lessons.	<p>We want to provide extra support to accelerate attainment. Small group interventions with highly qualified learning support staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>- RWI, EAL starter, Singapore Maths, Bug Club and Fresh Start</p>	<p>Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>TA's will evidence their impact through their provision mapping and planning with teachers.</p>	Maths Co-ordinator, Year Leaders for Year 1 and 2, AHT and DHT	Mar 2017
Total budgeted cost					£35,000
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. Increased attendance rates for pupil premium children.	PSA employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. DRB briefing for school leaders identifies addressing attendance as a key step.	<p>Thorough briefing of support worker about existing absence issues.</p> <p>PSA and HT will collaborate to ensure embedded provision and standard school processes work smoothly together.</p> <p>March 2017 – PP Year 1 to 6 95.9% with Reception 95.5%. That's an increase of 1.9%</p>	Head Teacher and PSA	Jan 2017 March 2017
D. Behavioural issues of Year 5 and 6 pupils addressed.	Develop therapeutic mentoring and relaxation approaches running	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can	Ensure identification of target pupils is fair, transparent and properly recorded progress tracker and therapeutic mentoring records. Monitor behaviour but also monitor whether improvements in behaviour translate into	Year 5 and 6 teachers, Inclusion Leader	March 2017 June 2017

	alongside behaviour recovery. Use mentors to engage with parents before intervention begins.	be effective, especially for older pupils.	improved attainment. Our progress tracker demonstrates therapeutic mentoring and behaviour recovery is having a positive impact on specific children's progress and attainment in learning.		
A, B, C, D Provision of sports, musical and outdoor extra-curricular opportunities to enrich children's learning by providing opportunities for them to apply their RWM skills.	We are going to offer after school clubs delivered by specialist music and P.E staff, teaching staff and HLTA's. We will also offer opportunities for children to experience scientific and artistic places of interest to further understand events and processes.	Children learn by experience, by exploring and experiencing they adapt their misconceptions. In providing these opportunities they adapt their misconceptions to more accurate explanations and apply their skills of Maths and English across the curriculum to a greater depth.	We will make sure the children attend the sessions, and their hours are recognised by the Children's University. Evidence of their experiences are evidenced in Curriculum weeks, Year portfolios, school council, talks, children's learning and galleries on the website. We have carried out our second Children's University Graduation this year and should be going to Wolverhampton University this Summer Term for our very first gold certificates to be awarded. We will be carrying out Year 6 Residential in mid-June.	DHT/ Children's University Leader	March 2017 June 2017
A, B, C, D Use of school trips as opportunities to apply RWM skills and explore the wider curriculum.	We are going to offer a subsidised opportunity for children to experience school trips.	Children need to be provided opportunities to explore outside to enable them to widen their vocabulary investigate and comprehend more than they would in their classroom.	Through pupil feedback and the progress of learning monitored through school work, Year portfolios and our online progress tracking system. Trips to Warwick Castle, Safari Park, RAF Cosford, Back to Back houses, the Farm, Roman Bishops Wood and Iron Bridge have been completed. We have also welcomed visits from the Animal Man, Think-tank Science Museum, Roman and Greek impersonators.	DHT, AHT	March 2017 June 2017
Total budgeted cost					£20,000

5. Review of expenditure			
Previous Academic Year	2015/16 PP funding £229940 (see 2015/16 document) plus £24442 remaining from 2014/15 = £253,382		
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)
Online assessment system to pinpoint children's learning more precisely and organise next steps in learning to accelerate children's progression. (£2845.95)	Help disadvantaged children to close the gap on their peers particularly in KS1 and lower KS2.	We measured the impact on attainment for all children, not just PP eligible. In Reading, Writing and Maths and Science our school progress tracker demonstrates we have closed the gap. See KS2 and KS1 data.	Staff members were positive about the training and believe it has affected attitudes of students. We will repeat the training, and continue implementing the approach and monitoring pupil response.
Collaborative learning programme to increase engagement and boost progression in learning. (£579.49)	Collaborative learning programme to increase engagement and boost progression in learning.	Collaborative learning programme to increase engagement and boost progression in learning. In Reading, Writing and Maths and Science our school progress tracker demonstrates we have closed the gap.	Collaborative learning programme is to be further embedded across the school.
Replenish and restore an effective RWI phonics scheme across KS1 and KS2. (£16,531.48)	*RWI phonics support strategies for those who need additional help in reading, writing and maths.	Our disadvantaged children are at least in-line with national expectations (see information above).	We will continue to use our RWI scheme to boost phonics teaching and learning in the lower school and those who need it.

<p>Buying extra resources to support all children including all needs.</p> <p>(£27,545.05)</p>	<ul style="list-style-type: none"> *Use the Albion Sport Foundation to offer emotional and social opportunities to children with specific learning needs through sport. *Use a yoga based teacher to relax children so they can learn the skills to feel calm and be mentally well. *Introduce a more reasoning based Maths curriculum in Key Stage 1 and Year 3. *Comprehension packs from Year 1 to 6 to help boost skills of lower ability and the more able children. *Extra resources to help the high SEN needs of children. *Use of Imagination Studio to enable children experience processes and events that are part of their curriculum, so that they can relate to them in their learning. 	<ul style="list-style-type: none"> *Children feel more confident in their selves and being able to work effectively in a team. *Children have learnt the skills to manage their emotional and social needs so they can remove their barrier to learning. *Singapore Maths is being piloted over 2016/17. *Comprehensions have impacted on the progress the children have made across the whole school (see information above). *Resources have helped staff ensure the high SEN needs of children can access learning based on their needs. *The imagination studio is being used across the school to provide the children with opportunities to experience and explore, such as "I've never been to the sea". 	<ul style="list-style-type: none"> *We will continue with the Relax Kids and West Bromwich Albion outreach programme. *We will continue to use these comprehensions and focus on the more able children in 2016/17. *Resources will continue to be bought to help high needs SEN children to access their learning. *We will continue to upskill the staff so they can use the imagination studio confidently and effectively.
<p>Unspent Pupil premium money from previous year</p> <p>(£24,442)</p>	<ul style="list-style-type: none"> *Books based on Literary and Prize winning authors for confident readers; and some furniture for libraries across the school. *Rising Star Assessments to identify progress in SPAG and reading though KS1 and 2. No nonsense spelling scheme to boost reading scores. *Rising Star half termly assessments and topic progress tests. *EYS resources for outdoor learning such as play and pump station, mud pie kitchens and sensory music and light instruments. *Provide opportunities for the children to experience and effectively and safely play team games and skills in playgrounds. *Music recorders and stands, staging for ensembles. 	<ul style="list-style-type: none"> *Our school progress tracker shows we have closed the gap between PP and non-PP. *Our Key Stage 2 external SPAG data shows we significantly performed higher than the national average, *Half termly assessments have helped secure accurate teacher assessments by increasing confidence in teachers and consistently in how we assess children's progress in reading. *Outdoor learning resources have helped improved the knowledge and understanding of the world of Reception children. *KS1 and KS2 children have been given more opportunities to explore and experience the world around them; and build their ability and skill to trust, be honest and work as a team. *Music ensembles have been a marvellous success evidenced in parent feedback and uptake of playing an instrument. 	<ul style="list-style-type: none"> *We will continue to buy books and furniture to reading areas across the school to raise the profile of reading and give the children a wide range of recommended books to read. *We will continue to purchase additional resources to embed Rising Star assessments in Reading, SPAG and spelling across the school; so staff feel confident in judging an assessment. *EYS resources and KS1 and KS2 outdoor resources will be bought where necessary in order to provide opportunities for children to experience and apply their skills. *We need to further embed a recorder club across the school.
<p>ii. Targeted support</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>

<p>Increase teaching assistance support to increase targeted support within</p> <p>Help raise standards of Year 2 and Year 6 FSM children in writing, reading and maths. £139,809</p>	<p>Help boost the attainment and progress of children whose first language is not believed to be English.</p> <p>Buying extra resources to support all programmes.</p>	<p>We helped to boost PP children so 85% achieved expected progress of 3 tracker points per academic year on the new curriculum; and at least 35% of the children achieve more than 4.5 tracker points per academic year to ensure more than expected progress.</p> <p>Our KS1 and KS2 data is inline and above national expectations. (see information above); our provision mapping for all groups of children if they need extra intervention provides evidence of the impact our teaching assistants make.</p>	<p>Our data supports this and we continue with this next year. We have monitored how we have closed the gap on the PP and non-PP gap.</p> <p>We will continue with our strategies from last year however focus on Maths in KS1, Reading across the whole school; and our more able children.</p>
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iii. Other approaches			
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
<p>Provision of sports, art and musical extra-curricular opportunities to enrich children's learning by providing opportunities.</p> <p>£21765</p>	<p>Children are members of Children's University achieving accredited certificates through extra-curricular clubs.</p> <p>Online resources such as Pearson Bug Club and My Maths Interactive</p> <p>Opportunities to experience Scientific, historical places and environments of interest on site and off site.</p>	<ul style="list-style-type: none"> • Staff provided 23 after school clubs. • 20 children received Bronze Certificate (22 hours), 3 children achieved the Silver Award (50 hours) • 230 children were involved in the clubs • Strawberries and Songs, Summer concert allowed children to demonstrate their improved instrument skills. • Football team participated in friendly tournament with local schools. • Website and year group portfolios demonstrate the opportunities children experienced. This meant they could apply reasoning and empathetic skills, and widen their understanding of vocabulary and processes and events. • Solar dome, and redeveloped playground offer opportunities to build upon children's strength and apply skills and understanding learnt in the classroom. Website, curricular books, Y3 art exhibition and year group portfolios evidence the impact. 	<p>Next year we will continue to offer extra-curricular opportunities and continue with the Children's university with further focus on how the clubs have impacted on children's skills and aspiration. We will demonstrate this on the school website and use curricular weeks to exhibit and demonstrate progress in skills and aspiration. The purchase of iPads across the school will ensure that My Maths and Pearson Bug club is embedded across the school and children are able to use the facility at home.</p>
<p>Participating in the Cool Milk system £2367.36</p>	<p>Pupil premium children do not have to pay for a daily drink of milk.</p>	<p>Pupil premium children have a daily drink of milk.</p>	<p>This will continue next year.</p>

Planned expenditure					
Academic year	2017/2018				
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.					
iv. 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?
A. Improved oral language skills in Reception B. Improved progress for low attaining pupils in KS1 C. Improved progress for medium prior attaining pupils in KS2	Staff training on high quality feedback through collaboration. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYS AHT.	We want to invest some of the PP in longer-term change, which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback through collaboration is an effective way to improve attainment, and it is suitable as an approach that we can further embed across the school. We will be using a data tracking system that allows the children's learning to be assessed in relation to ARE and identify the next step in learning.	Lead Consultant coaching with staff. Use staff training sessions to deliver training. Peer observation after the coaching, to embed learning. Lessons from training embedded in school policy. Support staff support	AHT Deputy Head, English Leader	November 2017
C. Improved progress for medium prior attaining pupils in RWM, particularly Reading	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils. We also are going to form smaller groups to enable any children's gaps can be built upon.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Consultant support. Support staff support	English lead and DHT	Jan 2018 March 2018
D. Improved progress for low attaining pupils In RWM, particularly Maths in KS1	CPD and teaching approach to allow greater depth of learning	Low ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 1 in Maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils. We also are going to form smaller groups to enable any children's gaps can be built upon.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Support staff	AHT and DHT	Ten weekly cycle

Improved progress for disadvantaged children in reading	CPT for support staff to allow them to make accelerated progress to be in line with Age Related Expectations.	Disadvantaged children who are working significantly behind their age will receive 1:1 support in reading through a 10 week targeted intervention program. Staff will receive CPD support both externally and internal support to deliver the 'Switched on' Reading program.	Ongoing monitoring of progress on a ten week cycle by the English subject lead. Course selected based upon advice from English consultant. Ongoing contact with the delivery of Switched On reading from course lead.	AHT DHT English Leader	
Total budgeted cost					£185,000
i. 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. Improved oral language skills in Reception B. Improved progress for low attaining pupils in KS1 C. Improved progress for medium prior attaining pupils in KS2	Weekly small group sessions pupils with experienced learning support in addition to standard lessons.	We want to provide extra support to accelerate attainment. Small group interventions with highly qualified learning support staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. - RWI, EAL starter, Singapore Maths, Bug Club and Fresh Start	Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. TA's will evidence their impact through their provision mapping and planning with teachers.	Maths Co-ordinator, Year Leaders for Year 1 and 2, AHT and DHT	Mar 2018
Total budgeted cost					£25,000
ii. 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?

<p>E. Increased attendance rates for pupil premium children.</p>	<p>PSA employed to monitor pupils and follow up quickly on absences. First day response provision.</p>	<p>We can't improve attainment for children if they aren't actually attending school. DRB briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of support worker about existing absence issues.</p> <p>PSA and HT will collaborate to ensure embedded provision and standard school processes work smoothly together.</p>	<p>Head Teacher and PSA</p>	<p>Dec 2017 Jan 2018 March 2018</p>
<p>D. Pastoral issues of disadvantaged pupils addressed.</p>	<p>Develop therapeutic mentoring and relaxation approaches running alongside behaviour recovery.</p> <p>Use mentors to engage with parents before intervention begins.</p> <p>Designated member of staff to monitor and support the delivery and impact of therapeutic mentoring.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded progress tracker and therapeutic mentoring records. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>All teachers</p> <p>Overseen by therapeutic mentor lead.</p>	<p>December 2018 March 2018 June 2018</p>
<p>A, B, C, D Provision of sports, musical and outdoor extra-curricular opportunities to enrich children's learning by providing opportunities for them to apply their RWM skills.</p>	<p>We are going to offer after school clubs delivered by specialist music and P.E staff, teaching staff and HLTA's. We will also offer opportunities for children to experience scientific and artistic places of interest to further understand events and processes.</p> <p>Bug Club to be used to provide support with developing reading skills both at school and home. Children to be given opportunity in KS1 to develop reading skills in after school club using</p>	<p>Children learn by experience, by exploring and experiencing they adapt their misconceptions. In providing these opportunities they adapt their misconceptions to more accurate explanations and apply their skills of Maths and English across the curriculum to a greater depth.</p>	<p>We will make sure the children attend the sessions, and their hours are recognised by the Children's University. Evidence of their experiences are evidenced in Curriculum weeks, Year portfolios, school council, talks, children's learning and galleries on the website.</p>	<p>HT/DHT/ Children's University Leader</p>	<p>March 2018 June 2018</p>

<p>A, B, C, D Use of school trips as opportunities to apply RWM skills and explore the wider curriculum.</p>	<p>technology and the focus on reading skills.</p> <p>We are going to offer a subsidised opportunity for children to experience school trips.</p> <p>Increase links with Library services to bring them into school and take children to the library to provide skills to parents and children to increase their reading skills.</p>	<p>Children need to be provided opportunities to explore outside to enable them to widen their vocabulary investigate and comprehend more than they would in their classroom.</p> <p>Develop links with the local community and see how they can access the library outside of school for no additional costs. This will increase their access to reading for pleasure outside of school.</p>	<p>Through pupil feedback and the progress of learning monitored through school work, Year portfolios and our online progress tracking system.</p>	<p>DHT, AHT</p>	<p>March 2018 June 2018</p>
Total budgeted cost					<p>£22,160</p>