



## Hawridge and Cholesbury CE School - 3 Year Pupil premium strategy statement

### 3 Year Strategy Statement Details

Academic years covered by statement	2019-2022
Publish date	December 2019
Review date	November 2020
Statement authorised by	Rosie Phillips
Disadvantaged pupils lead	Caroline Davey & Heather Woodward
Governor lead	Kerry Jones

### School overview 2019-2020

School name	Hawridge and Cholesbury CE School
Pupils in school	197 (October 2019 Census)
Proportion of disadvantaged pupils	11.7% (23 children)
Proportion of FSM	7.1%
Pupil premium allocation this academic year	£36,950
Pupil premium per child	£1,320

### Cohort information 2019-2020

Characteristic	Number in group	% of group
Boys	9	39.1%
Girls	14	60.9%
SEN support	4	17.4%
EHC plan	1	4.3%

### Disadvantaged pupil progress scores for last academic year

Measure	Score 2018-2019	Score 2017-2018	Score 2016-2017
Reading	-2.2	-3.9	2.2
Writing	0.7	-11.8	4.3
Maths	-4.8	-1.7	-2.0

## Disadvantaged pupil performance overview for last 3 academic years

### EYFS: Achieving GLD:

Measure	% Disadvantaged pupil 2018-2019	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2017-2018	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2016-2017	Compared to non-disadvantaged pupils
<b>GLD</b>	0%	75%	33.3%	70.4%	50%	70.4%

### Year 1: Achieving expected standard in Phonics Screening Check:

Measure	% Disadvantaged pupil 2018-2019	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2017-2018	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2016-2017	Compared to non-disadvantaged pupils
<b>Phonics</b>	33.3%	85.2%	33.3%	77.8%	75%	76.9%

### KS1: Meeting expected standard:

Measure	% Disadvantaged pupil 2018-2019	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2017-2018	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2016-2017	Compared to non-disadvantaged pupils
<b>Reading</b>	100%	70.4%	75%	88.5%	50%	78.6%
<b>Writing</b>	100%	63%	50%	92.3%	50%	64.3%
<b>Maths</b>	66.7%	66.7%	50%	84.6%	0%	75%

### KS1: Meeting high standard:

Measure	% Disadvantaged pupil 2018-2019	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2017-2018	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2016-2017	Compared to non-disadvantaged pupils
<b>Reading</b>	33.3%	22.2%	0%	42.3%	0%	60.7%
<b>Writing</b>	0%	7.4%	0%	26.9%	0%	42.9%
<b>Maths</b>	0%	18.5%	0%	34.6%	0%	46.4%

## KS2: Meeting expected standard:

Measure	% Disadvantaged pupil 2018-2019	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2017-2018	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2016-2017	Compared to non-disadvantaged pupils
Reading	50%	76.2%	75%	84.6%	33.3%	90%
Writing	83.3%	85.7%	50%	92.3%	33.3%	75%
Maths	50%	71.4%	50%	76.9%	33.3%	75%

## KS2: Achieving High Standard:

Measure	% Disadvantaged pupil 2018-2019	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2017-2018	Compared to non-disadvantaged pupils	% Disadvantaged pupil 2016-2017	Compared to non-disadvantaged pupils
Reading	16.7%	28.6%	25%	38.5%	0%	45%
Writing	16.7%	28.6%	0%	23.1%	0%	5%
Maths	16.7%	9.5%	25%	46.2%	0%	15%

## Strategy aims for disadvantaged pupils

	Aim
<b>Priority 1</b>	Increase the number of disadvantaged children making at least expected progress in maths at KS2 to be in line with the national average progress score.
<b>Priority 2</b>	Reduce the percentage attainment difference between disadvantaged children and non-disadvantaged children in reading, writing and maths to be 15% or less.
<b>Priority 3</b>	Reduce the percentage attainment difference between disadvantaged and non-disadvantaged children in the Phonics Screening Check (PSC) to be 30% or less.
<b>Priority 4</b>	Widen experiences and raise attainment for disadvantaged children through Hawridge and Cholesbury's ambitious curriculum and through engagement with enrichment opportunities.
<b>Barriers to learning these priorities address</b>	22% of disadvantaged children are also children with SEND, the average attendance of disadvantaged children is 94.13% (lower than the 97% school target), parental engagement and lack of learning support outside of school, accessibility to rich extra-curricular experiences is restricted owing to finances.
<b>Projected spending</b>	£58,998

## Teaching priorities for current academic year

Aim	Activity
<p><b>Priority 1</b> Increase the number of disadvantaged children making at least expected progress in maths at KS2 to be in line with the national average progress score.</p> <p style="text-align: center;"><b>&amp;</b></p> <p><b>Priority 2</b> Reduce the percentage attainment difference between disadvantaged children and non-disadvantaged children in reading, writing and maths to be 15% or less.</p>	<ul style="list-style-type: none"> <li>• Embed Quality first teaching (QFT) across the school – EEF show that the largest impact on learning comes from QFT.</li> <li>• Embed mastery maths approach.</li> <li>• Additional daily arithmetic lessons to take place for all children in all classes.</li> <li>• Supplementary mental arithmetic practice for those children not receiving practice at home from LSA/ parent volunteer/ times table buddy. EEF suggest that Peer Tutoring can have an average impact of an additional 5 months progress.</li> <li>• Targeted verbal feedback to be given to disadvantaged children in every lesson to redirect or refocus their actions to achieve a goal, by aligning effort and activity with an outcome. EEF suggest feedback can have an average impact of an additional 8 months progress.</li> <li>• Teachers to ensure a number of questions in each lesson are directed to disadvantaged children.</li> <li>• Pixl data used by teachers to plan lessons to address gaps in whole cohort/ group learning.</li> <li>• Pixl data used by teachers to plan lessons to address gaps in whole cohort/ group learning and support the achievement of the following whole school targets:               <ul style="list-style-type: none"> <li>-95% of disadvantaged children achieve ARE/ELG in reading by the end of the summer term 2020.</li> <li>-80% of disadvantaged children achieve ARE/ELG in writing and maths by the end of the summer term 2020.</li> </ul> </li> </ul>
<p><b>Staff involvement:</b> All teachers &amp; LSAs Jude Kretschmer (Maths) Jemma Wale (Literacy) Caroline Davey (Assessment &amp; PPG) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p>	<ul style="list-style-type: none"> <li>• Whole school staff training on working memory.</li> <li>• Teachers to build children’s vocabulary by modelling and identifying vocabulary in quality texts, media etc. This to be reflected on displays in classrooms.</li> <li>• Teachers planning to show increased opportunities for cross curricular reading, writing and maths activities.</li> <li>• Teachers to promote a passion for reading to address pupil voice survey on reading October 2019.</li> </ul>
<p><b>Priority 3</b> Reduce the percentage attainment difference between disadvantaged and non-disadvantaged children in the Phonics Screening Check (PSC) to be 30% or less.</p>	<ul style="list-style-type: none"> <li>• All relevant staff (including new staff) receive RWI training to deliver quality phonics lessons and ‘tutoring’. EEF states: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</li> </ul>

<p><b>Staff involvement:</b> KS1 teachers &amp; LSAs Specialist Phonics LSA Jemma Wale (Literacy) Caroline Davey (Assessment &amp; PPG) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p>	<ul style="list-style-type: none"> <li>• Phonics team meetings across EYFS and KS1 to monitor attainment and progress to ensure the following target is met: -90% of disadvantaged children to achieve the expected standard in the phonics screening check in June 2020.</li> <li>• Head teacher to conduct phonics screening trials regularly.</li> <li>• Establish smaller group phonic teaching sessions across Windmills and Year 1 using RWI scheme by appointing an additional Phonics Specialist LSA to work across KS1 with a particular focus on targeting low achieving and disadvantaged pupils.</li> </ul>
<p><b>Priority 4</b> Widen experiences and raise attainment for disadvantaged children through Hawridge and Cholesbury's ambitious curriculum and through engagement with enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>• Subject leaders implement and develop their area of the FRESH curriculum to include a range of experiences and opportunities giving all children the knowledge and cultural capital they need to succeed in life.</li> <li>• Teachers planning is coherent, sequenced and shows progression and ambition for all children.</li> <li>• Targeted verbal feedback to be given to disadvantaged children in every lesson to redirect or refocus their actions to achieve a goal, by aligning effort and activity with an outcome. EEF suggest feedback can have an average impact of an additional 8 months' progress.</li> <li>• Teachers to ensure a number of questions in each lesson are directed to disadvantaged children.</li> <li>• Teachers planning to show increased opportunities for cross curricular reading, writing and maths activities.</li> <li>• One additional planned curriculum day to be provided each term to provide new experiences for all children. E.g. 'behind Chesham' or art/ theatre visits.</li> <li>• Employed 'Engagement Leader' to build and develop relationships with parents and engagement with learning both at home and at school.</li> </ul>
<p><b>Staff involvement:</b> All teachers &amp; LSAs Caroline Davey (Assessment &amp; PPG) Lucia White (Curriculum) All subject coordinators Heather Woodward (PPG) Rosie Phillips (Head teacher)</p>	
<p><b>Barriers to learning these priorities address</b></p>	<p>Attendance, parental engagement and support with learning at home, children with special educational needs, children with low self-esteem, personal emotional resilience and negative mindset.</p>
<p><b>Projected spending</b></p>	<p>£19,001</p>

## Targeted academic support for current academic year

Measure	Activity
<p><b>Priority 1</b> Increase the number of disadvantaged children making at least expected progress in maths at KS2 to be in line with the national average progress score.</p> <p style="text-align: center;"><b>&amp;</b></p> <p><b>Priority 2</b> Reduce the percentage attainment difference between disadvantaged children and non-disadvantaged children in reading, writing and maths to be 15% or less.</p>	<ul style="list-style-type: none"> <li>• Results from weekly Terrific Times Table tests and from the Pixl Times Table app to highlight the need for additional interventions to be put into place to improve mental recall of times tables.</li> <li>• Use of Pixl by teachers to create Individual Pupil Reports detailing current attainment of individuals and highlight any gaps in their learning.</li> <li>• Fully implement Pixl boosters to target gaps in learning in reading, writing and maths for all children, regardless of need, and use Pixl PLCS to carefully track and measure the impact of the intervention.</li> <li>• Increased focus on the attainment and progress of disadvantaged children in Pupil Progress Meetings (PPM) to ensure learning is targeted to individual needs.</li> <li>• Additional resources to be purchased to support learning in reading, writing and maths such as CPG revision guides, a set of reading books to suit the interests of disadvantaged children, subscription to First News to widen accessible reading genre, a whole-school subscription to Times Table Rock Stars and Numbot which encourages learning at home.</li> <li>• Disadvantaged children to read daily 1:1 with an adult.</li> <li>• Reading club – weekly lunchtime club where children can go and listen to a story being read by an LSA.</li> <li>• School to promote the free eBooks on the Oxford Owl website.</li> <li>• Disadvantaged children to be given free access to one story start session and one homework session per week to allow them the space, time and support needed with homework and to give access to reading. Children to be actively encouraged to attend.</li> <li>• Additional weekly booster sessions to be provided for targeted children after school, led by LSA.</li> <li>• Teachers to hold half termly learning mentor meetings with their disadvantaged children to review book evidence, targets and highlight next steps. PPG leads to also attend these meetings once per term to ensure the best provision is being provided.</li> </ul>
<p><b>Staff involvement:</b> All teachers &amp; LSAs Jude Kretschmer (Maths) Jemma Wale (Literacy) Caroline Davey (Assessment &amp; PPG) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p>	
<p><b>Priority 3</b> Reduce the percentage attainment difference between disadvantaged and non-disadvantaged children in the Phonics Screening Check (PSC) to be 30% or less.</p>	<ul style="list-style-type: none"> <li>• Additional phonics booster sessions offered to targeted children to close gaps.</li> <li>• Targeted phonics work packs to be given out during the Spring term to support learning of phonics at home.</li> <li>• Appoint an additional Phonics Specialist LSA to work across KS1 with a particular focus on targeting low</li> </ul>

<p><b>Staff involvement:</b>          KS1 teachers &amp; LSAs          Phonics Specialist LSA          Jemma Wale (Literacy)          Caroline Davey (Assessment &amp; PPG)          Heather Woodward (PPG)          Rosie Phillips (Head teacher)</p>	<p>achieving and disadvantaged pupils</p>
<p><b>Priority 4</b>          Widen experiences and raise attainment for disadvantaged children through Hawridge and Cholesbury's ambitious curriculum and through engagement with enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>• Curriculum days and trips to be planned to meet the needs of the existing cohort of disadvantaged children to ensure these provide opportunities to extend their current experiences.</li> <li>• Employed 'Engagement Leader' to build and develop relationships with parents and engagement with targeted learning opportunities both at home and at school.</li> </ul>
<p><b>Staff involvement:</b>          All teachers &amp; LSAs          All Curriculum Coordinators          Caroline Davey (Assessment &amp; PPG)          Lucia White (Curriculum)          Miss Smith/ Miss James/Mrs Ditta (Story Start and Homework club)          Heather Woodward (PPG)          Rosie Phillips (Head teacher)</p>	
<p><b>Barriers to learning these priorities address</b></p>	<p>Parental engagement and support with learning at home, attendance, time for teachers to engage fully with data, children with special educational needs, children with low self-esteem, personal emotional resilience and negative mindset.</p>
<p><b>Projected spending</b></p>	<p>£16,217</p>

### Wider strategies for current academic year

Measure	Activity
<p><b>Priority 1</b>            Increase the number of disadvantaged children making at least expected progress in maths at KS2 to be in line with the national average progress score.</p> <p style="text-align: center;"><b>&amp;</b></p> <p><b>Priority 2</b>            Reduce the percentage attainment difference between disadvantaged children and non-disadvantaged children in reading, writing and maths to be</p>	<ul style="list-style-type: none"> <li>• Phonics and Maths workshops offered for parents to develop their knowledge and understanding of how to support their children at home. Engagement leader and Workshop leader to actively invite and encourage parents of disadvantaged children to attend to help reduce barriers to learning.</li> <li>• Yearly Battle of the Books competition to encourage reading at home.</li> </ul> <p>Evidence shows that disadvantaged pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school which can lead to a significant, negative impact on their outcomes in school. To address this and to foster a sense of well-being and</p>

<p>15% or less.</p> <p style="text-align: center;"><b>&amp;</b></p> <p><b>Priority 3</b></p> <p>Reduce the percentage attainment difference between disadvantaged and non-disadvantaged children in the Phonics Screening Check (PSC) to be 30% or less.</p>	<p>greater self-esteem we will provide the following activities:</p> <ul style="list-style-type: none"> <li>• Forest school - All children across the school receive Forest School sessions over the course of the year which helps build self-esteem, confidence, communication and social skills as well as motivation and concentration.</li> <li>• Nurture group – selected children attend weekly nurture session. Nurture sessions focus on social and emotional needs, giving help that is needed to remove the barriers to learning. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.</li> <li>• Art Therapy – selected children attend weekly art therapy sessions. These sessions help children to manage emotional difficulties and express them through artwork. It develops more positive attitudes to learning and increased well-being. EEF suggest an additional 2+ months progress can be made by those involved with arts participation.</li> </ul>
<p><b>Staff involvement:</b></p> <p>All teachers &amp; LSAs Phonics Specialist LSA Jude Kretschmer (Maths) Jemma Wale (Literacy) Helen Ansell (Forest School Teacher) Annie Lowe (Art Therapist) Caroline Davey (Assessment &amp; PPG) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p>	
<p><b>Priority 4</b></p> <p>Widen experiences and raise attainment for disadvantaged children through Hawridge and Cholesbury’s ambitious curriculum and through engagement with enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>• Employed ‘Engagement Leader’ to build and develop relationships with parents and engagement with learning both at home and at school.</li> <li>• Provide Bronze level Arts Award for disadvantaged children.</li> <li>• Provide subsidy for the provision of school trips for disadvantaged children.</li> <li>• Regular Kith and Kin days to encourage parental engagement with Hawridge and Cholesbury’s curriculum and to promote learning through nature.</li> <li>• Yearly ‘Fit for Fun’ week to promote the impact of healthy eating and fitness on readiness to learn to children and parents.</li> <li>• Provide opportunities for learning beyond the classroom: <ul style="list-style-type: none"> <li>-disadvantaged children to be offered one free weekly after-school club.</li> <li>-disadvantaged children to be offered a 50% reduction on tuition of a musical instrument through Bucks Music Centre (school subsidise 50%).</li> </ul> </li> <li>• Disadvantaged children to be given free access to one story start session and one homework session per week to allow them the space, time and support needed with homework, to give access to reading and to encourage attendance and prompt arrival for school. Children to be actively encouraged to attend.</li> </ul>
<p><b>Staff involvement:</b></p> <p>All teachers All Curriculum Coordinators Miss Smith/ Miss James/Mrs Ditta (Story Start and Homework club) Caroline Davey (Assessment &amp; PPG &amp; Arts Award Adviser) Lucia White (Engagement Leader) Heather Woodward (PPG) Rosie Phillips (Head teacher)</p>	
<p><b>Barriers to learning these priorities address</b></p>	<p>Parental engagement, attendance, children with SEND, children with low self-esteem, personal emotional resilience and negative mindset.</p>
<p><b>Projected spending</b></p>	<p>£23,780</p>

## Monitoring and Implementation

Area	Main Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>• Embedding the use of Pixl so all staff are familiar and at ease in using the system to highlight gaps in attainment.</li> </ul>	Use of staff meeting time to input and prepare data. Training for teachers on analysing and using data effectively. Detailed PPMs to monitor and review targeted provision.
Targeted support	<ul style="list-style-type: none"> <li>• Timetabling and staffing Pixl boosters so that gaps in learning can be addressed.</li> <li>• Establishing smaller groups for phonics.</li> </ul>	Staff training, re-deployment of staff to enable smaller groups for phonics and for Pixl boosters to take place across the school.
Wider strategies	<ul style="list-style-type: none"> <li>• Encouraging parents to engage with the wider curriculum offers available.</li> </ul>	Employ Engagement Leader to build relationships with parents and teachers to provide parents with regular reminders.

## Review: last year's aims and outcomes

1. Summary information					
School	Hawridge and Cholesbury Church of England School				
Academic Year	2018/19	Total PP budget	£35,640	Date of most recent PP Review	21.5.18
Total number of pupils	199	Number of pupils eligible for PP	26	Date for next internal review of this strategy	June 2019

2. Review of expenditure				
Previous Academic Year		1. 2018/2019		
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
80% achieve ARE progress in reading maths and writing	Quality First Teaching and Mastery Maths	67% achieve ARE at H&C. This is in comparison to 64% nationally.	Mastery maths shows strong performance in reasoning paper which indicates Mastery Maths is having a positive effect. A key focus going forward will be on arithmetic knowledge and fluency. Eg number bonds and times tables to ensure this is also a strength across the school. Quality First Teaching seen as the key to embedding all learning at H&C which drive standards up.	£9000
Higher numbers reaching greater depth in KS2	Encouraging critical thinking and connections across the curriculum	In KS2 this year, 11% of pupils reached greater depth in maths, reading and writing. This is in line with the national expectations of 11%.	During the 2018/2019 year our new school FRESH curriculum was launched. A key strand to this was to build rounded individuals. The FRESH approach will be continued in 2019/2020 in line with the OFSTED new framework with the idea of exposing children's minds to a whole raft of new ideas, theories, books and investigations etc. This allows children to explore many subjects during which they are asked to think more broadly and critically.	£200

Phonics to exceed national standard	Read Write Inc phonics	80% of Year 1 children passed the Phonics Screening Check (PSC) this year. The national average was 82%. The gap has closed between the school and national by 7% as last year only 73% passed the PSC.	Read Write Inc is now fully embedded across EYFS and KS1. The new KS1 teaching and support staff for 2019/2020 have been well trained by Read Write Inc and are now working daily with all children to reach all phonics goals.	£1500
<b>ii. Targeted support</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>
Raise achievement in reading	PPG pupils to have dedicated time to read with an LSA	Reading continues to be a strong focus at H&C. In KS1 all children are listened to reading each week by an adult. PPG children receive daily reading time with an adult to help them develop their reading progress and comprehension simultaneously	Continue to make this a focus. In addition all Free Reader children will now be given a Directed Reading book to read at home/school. This is a high quality text, comprehension and vocabulary etc to help children make accelerated progress in reading.	£500
Consolidate class learning and greater practise	PPG need time, space and support with homework and access to reading  Free weekly session of story start and homework club	PPG children regularly using the weekly offer of homework club and story start. They work alongside other children being given support with their homework and other learning tasks. For KS1 children they read in this environment to another adult.	Continue to actively encourage this facility as it helps many children consolidate their classroom learning.	£2152
Growth in children's confidence with classwork and displaying basics in writing and maths to support new higher level work	LSA support in KS1 and KS2 giving targeted support. Formal, small group approach to consolidate learning eg maths, sentence construction, spelling, handwriting, speech and Language	LSA support is now specifically timetabled and more focused. Booster groups started in the summer term to target weaker areas of understanding.	This will continue in Autumn 2019 onwards. It uses the PIXL methodology to consolidate and extend learning in small groups in all year groups.	£11000
<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	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

		for PP, if appropriate.		
To build self-esteem, independence, social skills, self-awareness and self-regulation. For teachers to see benefits of observing children in a different educational setting	Forest Schools	All children across the school benefit from the outside classroom of Forest Schools. It develops the all-round character of the child and allows them to develop in a different environment. It helps build resilience and allow self-regulation to be practised.	Continue with Forest Schools with all classes benefitting from 6 weeks each in the Wild Wood.	10628 £4836
To build self-esteem, confidence, social skills and positive attitudes	ELSA	Strengthened self-esteem in many children across the school. It has allowed them to validate their own emotions and speak about a variety of feelings, understanding all of these are experienced regularly by a variety of people in daily life and are quite normal.	Continue providing ELSA self-esteem intervention for children identified. There is an intervention designed for all academic classes so children can undertake the intervention each academic year to develop their self-esteem if required.	£1209
To provide a safe environment to explore social, emotional and behaviour issues	Art with Annie	Allows a variety of children a new environment to express themselves. This is via the art but also via the conversational side/teamwork nature of the activity.	Annie has now qualified as an Art Therapist. The school and Annie have set up a new agreement based around Art Therapy and Annie will continue to work with vulnerable children weekly.	£3315
To support families across the school	PAFT – Parents as First Teachers	A good core of parents exploring new ways of interacting with their children. A holistic approach to parenting with parental support for one another.	Our PAFT leader has left the school so this will not continue next year. However, the new role of Engagement Leader has been introduced and this role will actively work with and encourage families to engage with H & C curriculum and enrichment opportunities.	£2418
Expand the breadth of books and vocabulary experienced	Reading Club	A core group of children listening to variety of books being read by an adult or themselves. A rich discussion of the stories, themes and vocabulary	Continue in 2019/2020 with hopefully an expanded base of children.	£250