

Holy Trinity CE Primary School Pupil Premium Strategy 2019-20

1. Summary information					
School	Holy Trinity CE Primary School				
Academic Year		Total PP budget	£67,215	Date of most recent PP Review	
Total number of pupils	206	Number of pupils eligible for PP		Date for next internal review of this strategy	

2. Current attainment		
No in Cohort- 31 No of PPG -	<i>Y6 % of disadvantaged pupils at EXS</i>	<i>Y6 % of all pupils at EXS+</i>
% achieving in reading, writing and maths	56%	65%
% at EXS+ in reading	67%	75%
% at EXS in writing	67%	78%
% at EXS in maths	56%	72%

No in Cohort- 31 No of PPG -	<i>Y6 % of disadvantaged pupils at GDS</i>	<i>Y6 % of all pupils at GDS</i>
% achieving in reading, writing and maths	22%	26%
% at EXS+ in reading	22%	26%
% at EXS in writing	22%	29%
% at EXS in maths	22%	29%

No in Cohort- 26 No of PPG - 6	<i>Y2 % of disadvantaged pupils at EXS</i>	<i>Y2 % of all pupils at EXS+</i>
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% at EXS+ in reading		73%
% at EXS in writing		77%
% at EXS in maths		77%

	% of disadvantaged pupils who passed	% of pupils who passed
Phonics screening check Year 1 2019	72%	82%
Phonics screening check End of year 2 2019	100%	96%

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

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	23% of pupils in the school are eligible for pupil premium of these 25% have SEND many of which have complex needs, 20% have EAL and 31% are summer born.
B.	Low levels on entry of PPG pupils particularly in communication, literacy and language.
C.	Social, emotional and SALT needs of children eligible for pupil premium in all year groups impacts on the progress of individual children

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Parental engagement.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the progress and attainment of children eligible for pupil premium to be broadly in line with their peers by July 2020.	Evidence by raise attainment in Phonics check, KS1 and KS2 SATs as well as AM7 data. Pupils eligible for PP to make accelerated progress across the school in Reading, Writing and Maths. This is to measured and tracked formally on a termly basis and monitored through half termly in pupil progress meetings. Targets set to raise expectations so all staff understand the requirement for accelerated progress.
B.	To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths across KS1/2.	100% of PPG children will make good or better progress in Reading, Writing and Maths in Years 1-
C.	To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening	85% of pupils will achieve the require standard.

	Check.	
D.	Improve oral language and communication skills for pupils eligible PP across the school.	Pupil eligible for PP in Reception and KS1 will make rapid progress by the end of the year so that pupil eligible for PP meet or exceed age related expectations. Children across the school who need improved oral skills will be identified and appropriate interventions will be put into place to diminish the difference
E.	Emotional resilience to be improved for targeted pupils to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn. Access to school counsellor as and when needed.	Pupils will have consistently positive attitudes to learning by coming to school ready to learn. Children will feel supported and know how to seek support if they require it. Progress and attainment for targeted pupils will be accelerated.
F.	Parental engagement will improve. Parents will attend meetings for their children and take an interest in their out of school learning including the importance of reading. Further engage parents through marvellous me. Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school. The children express their feelings and emotions through counselling, nurture club, Lego therapy sessions and social skills sessions	Parents will take an interest in their children's learning and attendance at meetings will improve. Parents will feel informed and able to support their children in their learning. Parents will hear their children read regularly and provide help and encouragement with their out of school learning. Pupils progress in RWM will be accelerated because of the additional support from home. Tracked on a termly basis through pupil progress meetings.
G.	To provide additional extra-curricular opportunities for PPG pupils.	100% of PPG pupils will be offered extra-curricular activities across a broad range of opportunities. Activities that require a financial contribution will be subsidised.

5. Planned expenditure					
Academic year	2019-2020				
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 To increase the progress and attainment of children eligible for pupil premium to be broadly in line with their peers by July 2020.	DH and SLT to support development of teaching and learning across all year groups with a focus on KS2. Maintain a focus on high quality teaching across the school.	School SEF identifies the need to accelerate attainment and progress by improving teaching and learning across the school. Staff to continue to embed the HfL Essential Maths Planning, Whole School Guided Reading approach and HfL Writing resources.	Monitoring of teaching and learning using termly observations, work scrutiny, progress and attainment data.	HT, SLT, PPG lead	December 2018 March 2019 July 2019
A To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths across KS1/2.	To ensure all teachers set ambitious progress and attainment targets for all children including those who receive Pupil Premium.	Pupil Premium review from previous academic year identified that children are not making rapid enough progress in order to reach their targets. The in school difference between PP and non PP children narrowed slightly from 2017- 2018 however this need to significantly narrow over this academic year	All pupils will meet their targets and progress will be accelerated. Monitor across all year groups termly	HT, SLT, PPG lead	December 2018 March 2019 July 2019

<p>A. Progress and attainment of children eligible for pupil premium to be in line with other children nationally by July 2019</p>	<p>Additional adult to support focused YR 6 reading intervention Wednesday PM</p> <p>Additional adults to support in breakfast maths boosters Friday PM</p>	<p>The % of PPG children reaching the expected standard is below that of non PPG children.</p> <p>Evidence indicates small groups are an effective means of intervention due to the greater amount of feedback from the teacher, more sustained engagement and work very closely matched to learners needs. Groups of children to be carefully selected and to work with a qualified teacher to target their needs</p>	<p>Monitoring of teaching and learning using observations Reading, work scrutiny, progress and attainment data termly.</p>	<p>HT, SLT, PPG lead</p>	<p>December 2018 March 2019 July 2019</p>
<p>C To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening Check.</p>	<p>All TA's to support with Phonics every day. Children in small focused groups from year 1-3. Children identified after year three will receive extra support.</p>	<p>Short regular sessions additional to normal teaching when highlighted by the phonics lead. One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p>	<p>Regular assessment and review of progress Regular review of targeted pupils</p>	<p>HT, SLT, PPG lead, phonics lead</p>	<p>December 2018 March 2019 July 2019</p>
<p>D Improve oral language and communication skills for pupils eligible PP across the school.</p>	<p>Screening to take place for all children in reception from SALT.</p> <p>Screening of new children to the school in any academic year group who are causing concern.</p>	<p>1 in 10 children under 5 years of age experiencing some degree of difficulty in learning language and communication skills, early identification is crucial. Studies of oral language intervention consistently show positive benefits on learning, including oral language skills and reading comprehension. Increased staff awareness through easy tracking is beneficial in ensuring children are targeted correctly.</p>	<p>Children with speech and language issues will be quickly identifies and targeted intervention can begin through specialist trained Teaching Assistants. Further enhanced support can be given by SALT.</p> <p>Progress can be monitored through assessments and further support put in place if needed. Children will be able to access the curriculum due to the support and strategies in place</p>	<p>HT, SLT, PPG lead, SENCO SALT</p>	<p>December 2018 March 2019 July 2019</p>

F Parental engagement will improve. Parents will attend meetings for their children and take an interest in their out of school learning including reading.	Parents reading session to run once weekly for reception to year 2.	This has been a huge success in reception for the previous few years. It will raise the profile of reading within the school especially in the lower years.	Children will have an increased understanding of the importance of reading by seeing their parents support this opportunity. Children will make progress through increased reading. Children will read for pleasure	HT, SLT PPG lead	December 2018 March 2019 July 2019
Total budgeted cost					15501 (Additional Teaching) 14830 (Learning support) £30,331
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A To accelerate progress of all PPG pupils	Teaching Assistants have been up skilled to offer further support in this area targeting children during HQFT and focused in class intervention.	Data for PPG pupils shows they must make accelerated progress to diminish the differences with all pupils nationally. Some pupils need targeted support to diminish differences and to have individual support matched to their need The data for PPG pupils shows they must continue to make accelerated progress to diminish the differences with all pupils nationally	On-going training for all staff Booster groups data monitored half-termly Pupil Progress Meetings Teacher and TA observations Planning monitoring Book scrutiny Part of the SIP - reviewed regularly by SLT	HT, SLT PPG lead	December 2018 March 2019 July 2019

<p>C To increase % of pupils reaching required standard for Y1 Phonics Screening Check</p>	<p>School employs a phonics lead to work in KS1 alongside the English lead. Teaching Assistants have been up skilled to offer further support in this area. This is regularly reviewed by the phonics lead.</p>	<p>Short regular sessions additional to normal teaching. Timetabled for three afternoons a week.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching from the previous year data. (Children will be assessed in November, February and April)</p>	<p>Regular assessment and review of progress Regular review of targeted pupils</p>	<p>HT, SLT PPG lead, Phonics Lead</p>	<p>December 2018 March 2019 July 2019</p>
<p>D Improve oral language and communication skills for pupils eligible PP across the school.</p>	<p>Specialist Speech and Language Therapist every Tuesday and ongoing assessment support provided for identified children.</p>	<p>Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. Specialist speech and lanague therapist within school provides support to children who are identified as having a need but also by increasing still awareness of speech and language needs therefore improving early identification, as well as resources and upskilling staff.</p>	<p>Children with speech and language issues will be quickly identified and targeted intervention can begin using focussed targets. Progress can be monitored and further support put in place if needed. Children will be able to access the curriculum due to the support and strategies put in place</p>	<p>SENCo Class teachers.</p>	<p>December 2018 March 2019 July 2019</p>
<p>D Improve oral language and communication skills for pupils eligible PP across the school.</p>	<p>SEN support (No ENF) To ensure children eligible for PPG with communication and language needs have access to Communication in Print, and EAL children have access to vocabulary groups.</p>	<p>Staff to support children who have PP and SEND who are not in receipt of ENF funding. 25% of PP children also have SEND. Strategies implemented by 1-1 staff to reduce difficult and dangerous behaviours backed up by Hertfordshire Steps training.</p>	<p>Children who have SEND will make progress. This will be tracked in the appropriate way for each individual e.g. Hertfordshire levels, P scale</p>	<p>SENCO, class teacher, SLT</p>	<p>December 2018 March 2019 July 2019</p>

<p>D Improve oral language and communication skills for pupils eligible PP across the school</p>	<p>PP children to be offered the opportunity to attend breakfast club daily. This ensures they have been fed and also gives them an opportunity to read with an adult before school.</p>	<p>Staff to read with PP children during breakfast club. This will increase reading levels but also provide children an opportunity to sit with an adult 1-1 before school in turn increasing emotional wellbeing</p>	<p>Children who attend will make progress in line with their peers who would read at home daily with a parent. Children will have improved concentration because they will have had breakfast before school and a calm start to their day. Monitor the impact through data and by teachers seeing them come into class ready to learn.</p>	<p>Class teacher</p>	<p>December 2018 March 2019 July 2019</p>
<p>D Improve oral language and communication skills for pupils eligible PP across the school.</p>	<p>Specialist teaching assistant to support children for whom English is an additional language.</p>	<p>With an increasing number of children coming to the school with EAL we have put into place a number of groups for the children to come together and learn basic vocabulary where they have no English. One TA in KS2 and one TA in KS1. Over the last academic year the children with EAL have had good outcomes and this intervention is valued as well as boosting self-esteem and confidence.</p>	<p>Children with EAL will make rapid progress in acquiring basic English Language skills. Children will feel supported and valued by having the additional intervention. Children will feel part of the community by having other children to work alongside who also have EAL. Monitored by progress across the curriculum each term.</p>	<p>Class teacher, SLT</p>	<p>December 2018 March 2019 July 2019</p>
<p>E Emotional resilience to be improved for targeted pupils to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn. Access to school counsellor as and when needed.</p>	<p>Lunchtime provision 'Lunch Club' for children with PP and/or SEND to spend time in a quieter structured environment</p>	<p>Often children with PP come from chaotic homes and some also have SEND. These children find it really beneficial to attend a quiet, structured club during lunchtime rather than be outside for the full session. They still have the opportunity for fresh air and exercise. This has been very effective over the previous academic year and allows children to return to class ready to learn.</p>	<p>Children with SEND and PP will have an increased sense of well being, remain calm and ready to learn. Monitored daily by class teachers.</p>	<p>Class teacher, SLT</p>	<p>December 2018 March 2019 July 2019</p>

<p>E Emotional resilience to be improved for targeted pupils to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn. Access to school counsellor as and when needed.</p>	<p>To provide nurture support to children who are identified as needing this level of support. Qualified member of staff to carry out the sessions.</p>	<p>Nurture groups provide children with support towards their social, emotional and academic progress. School to begin to use the Boxall profile scores to track children.</p>	<p>Monitor at the end of each block of sessions using the Boxall profile</p>	<p>SENCO, Nurture TA, SLT.</p>	<p>December 2018 March 2019 July 2019</p>
<p>E Emotional resilience to be improved for targeted pupils to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn. Access to school counsellor as and when needed.</p>	<p>To provide session with school counsellor 2 days a week for identified children.</p>	<p>This has been a very useful intervention within the school for the last few academic years. Children are able to access it through the use of the PP funding. Children have had an increased sense of wellbeing by taking part in the sessions</p>	<p>Monitor weekly</p>	<p>HT, SLT, PPG lead SENCO</p>	<p>December 2018 March 2019 July 2019</p>
<p>Emotional resilience to be improved for targeted pupils to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn.</p>	<p>Pastoral Support Worker to work alongside the children and families. She will ensure that the wider needs of the child is met so they are able to come to school equipped and ready to learn. Pastoral Worker is also able to refer to the Allsorts children centre.</p>	<p>It has been identified that our children need support with both academic, material and emotional needs. This member of staff works alongside families who are in need. The rationale for this is around Maslow's Hierarchy of Needs by ensuring that children are coming to school feeling safe, cared for with their needs met as only when this is the case are they able to learn.</p>	<p>Monitored through pupil progress meetings by teaching recognising whether children are coming to school ready to learn. This is also a good opportunity to highlight children and families who would benefit from this support</p>	<p>HT, SLT, PPG lead SENCO, Class teachers.</p>	<p>December 2018 March 2019 July 2019</p>

Total budgeted cost					£15500 (school counsellor)
					8189 (learning support)
					3100 (parent support worker)
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?
D Improve oral language and communication skills for pupils eligible PP across the school.	Music tuition for targeted pupils. 1:1 and also small group tuition. Opportunities for individual children to participate in gifted and talented events such as with the school choir.	Children are given opportunities for appropriate challenge across a range of different areas of learning. Children given access to opportunities that they would not otherwise be able to and for some children this provides an additional outlet for them	Measured outcomes for children in targeted subjects	HT, SLT, PPG lead SENCO, Class teachers.	December 2018 March 2019 July 2019
E To give targeted social and emotional support to those eligible for the PPG and their families.	Subsidised residential and day trips for children. Subsidised swimming.	This has worked well over the many years we have offered it as children are able to access education visits and experience they would otherwise not be able to. This enhances the children's educational and life experiences. All children in KS2 will have the opportunity to go swimming. This is something that they look forward to.	Pupil voice after trips have taken place, children's engagement and progress when returning to school has increased.	HT, SLT, PPG lead SENCO, Class teachers	December 2018 March 2019 July 2019
E To provide specialist provision to support pupils with emotional, social and/or	Support with school uniform for parents who may not be able to afford it.	Children will have an increased sense of well being because they are suitably equipped and prepared to come to school. Link to Maslow's Hierarchy of Needs.	Pupil voice.	PPG Lead	December 2018 March 2019 July 2019

behavioural difficulties allowing them to maximise their efforts on learning in the classroom					
E To provide specialist provision to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in the classroom	Assessments and reports using a Educational Psychologist to support with further assessments.	There are an increasing number of children needing further assessment and supports from an educational psychologist. This will allow the school further support and also enhance EHCP and ENF applications.	Assessments, EHCP/NF applications, increased progress and SEMH well being.	HT, SLT, PPG lead SENCO, Class teachers	December 2018 March 2019 July 2019
F Parental engagement will improve. Parents will attend meetings for their children and take an interest in their out of school learning including reading.	Attendance Officer to support with ensuring that children are maintaining regular attendance at school	Children can only make progress if they are in school and accessing lessons. Families need to support the school in its approach towards improving attendance. The attendance officer helps to monitor those children's whose attendance is dropping below the expect level. Fining is in place for families who are unable to maintain good attendance.	Attendance will improve for those not meeting current targets. Better attendance in school will result in better attainment and progress. Legal consequences for consistent and unauthorised low attendance	HT, SLT, PPG lead SENCO, Class teachers	December 2018 March 2019 July 2019
G To provide additional extracurricular opportunities for PPG children.					December 2018 March 2019 July 2019

	Total budgeted cost 2500 (Additional services) 1000(Resources) £300 (swimming) £1000 (attendance support) £1000 (music opportunities) £2500 (resources) £8300.
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6. Review of expenditure				
Previous Academic Year		2018-2019		
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 oral language and vocabulary for Pupils eligible for PP	<ul style="list-style-type: none"> - Review of wider curriculum to ensure there are clear links between subject content, focusing on developing a rich and varied vocabulary - Guided reading sessions to have clear vocabulary focus - Vocabulary enrichment groups to be in KS1 and KS2 - Staff training through speech and language therapist on a vocabulary rich environment - Small group speech and language therapy as and when identified - All reception pupils will be screened using a speech and language screener. 	<p>Wider curriculum reviewed to further develop and enhance the curriculum.</p> <p>Guided reading sessions have a clear vocabulary focus, introduction of half an hour reading after lunchtime focusing on new vocabulary.</p> <p>Vocabulary enrichment groups took place in KS1 and KS2 weekly- pupil voice stated that children enjoyed these.</p> <p>Speech and language sessions happened every Tuesday</p> <p>All reception children were screened and support identified with weekly sessions. Children were reassessed at the end of reception.</p>	Strategies are effective but earlier identification and support needed	Part of additional teaching budget total - £15051

<p>Poor key skills (including Maths and English). Some children within our PP cohort work significantly below national expectation and their peers within school across core subjects within school</p>	<ul style="list-style-type: none"> -Closely monitor evidence in pupils' work that indicate good or better progress. - Analyse any gaps in prior learning. - Disadvantaged pupils will be identified as a specific group, individual work scrutiny and discussed during pupil progress meetings. -observations, work scrutiny pupil interviews. - additional teaching of children who are PPG. - Identify and track pupils on AM7 to ensure that any intervention is having impact and accelerating progress. - Individual learning plan and curriculum maps for identified pupils. - Specific targeted interventions to be planned and taught to accelerate progress. 	<p>22% of PPG pupils made GDS in reading writing and maths compared to 0% the previous year.</p> <p>Gaps in prior learning were analysed in English and maths by subject leaders and class teachers, this was also handed up to the new class teacher for the next academic year.</p> <p>Disadvantaged pupils were focused on during pupil progress meetings and children not making expected progress were identified with specific strategies to accelerate learning.</p> <p>AM7 analysed every half term and curriculum maps/provision maps designed to support pupils to accelerate progress.</p> <p>Specific targeted interventions identified and analysed at the end of each term.</p>	<p>Strategies are effective and to continue in 2019-2020</p> <p>Ensure a larger focus on targeted support including smaller teaching groups e.g reading booster or maths booster with qualified teachers for year six.</p>	<p>Part of additional teaching budget total - £15051</p> <p>Resources - £1000</p>
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<p>There is a high speech and Language need in the school and local area</p>	<ul style="list-style-type: none"> - Private Speech and language therapist in school every Tuesday - Children to be identified through assessment - Planned interventions by speech and language therapist to continue through the school week. - 1:1/1:2 support sessions with identified children and Speech and Language therapist with learning mentor and TA. - Resources to support Speech and Language Therapy. 	<p>Private Speech and language therapist in school every Tuesday.</p> <p>All reception children assessed support and strategies identified. Six children worked in small groups with SALT on targeted intervention every Tuesday. Resources and training given to all staff and TA. These interventions continued through the school week.</p> <p>All children in the intervention made progress and all but 2 signed off. All children with NHS SALT received new targets due to progress made in the academic year.</p> <p>All children new to the school who were causing concern were screened by SALT.</p>	<p>Strategies are effective and to continue in 2019-2020</p>	<p>Part or Learning mentor allocation - £17,860</p>
<p>Some PP children have complex social and emotional needs</p>	<ul style="list-style-type: none"> - PPG children have access to school counsellor. - Parents of PPG children can meet with school counsellor. - Identified social skills groups to include activities in the local community. - Nurture group to run daily for identified children. 	<p>School counsellor supported over 20 children last academic year. Improvements seen in SEMH or home as a result.</p> <p>Social skills groups/activities continued and children SEMH began to improve with a reduction of CPOM incident for specific children who were in small social skills groups.</p> <p>Nurture group did not run daily due to staff sickness.</p>	<p>Strategies are effective and to continue in 2019-2020</p> <p>Nurture to be developed and enhanced next year.</p>	<p>School counsellor £15,500</p>

<p>Attendance rates for pupils eligible for PP are lower than No PP</p>	<ul style="list-style-type: none"> - Teachers to review attendance/punctuality weekly and flag any concerns. - Proactively engage with parent/carers. - Careful tacking of attendance and regular attendance meetings with parents. 	<p>Attendance reviewed termly. Parents invited in for meeting with regards to persistent absenteeism or low attendance. Proactively trying to engage and support parents with referrals to Allsorts children centre to support parents further with this.</p>	<p>Continue to monitor attendance and actively support/engage parents.</p>	<p>Attendance support £1000</p>
<p>Vulnerable families with low income and re-housing/temporary housing</p>	<ul style="list-style-type: none"> - Learning mentor to support intervention groups, family and home situations - learning mentor to meet with parents to ensure that the school can support the wellbeing of the school community - Home visits for all new pupils at the school - Regular meeting with parents to support and direct them to outside agencies for support. Including Allsorts Children's Centre. 	<p>Learning mentor support families and home situations actively engaging in supporting parents.</p> <p>Home visit for all reception parents completed.</p> <p>Regular meeting including referrals and communication with Allsorts Children's centre. Parents also referred to support agencies such as Space DSPL4 family support worker and HABS.</p>	<p>Strategies are effective and to continue in 2019-2020</p>	<p>Additional services £2000</p> <p>Parent support worker - £3100</p>

<p>Outcomes for disadvantaged pupils will be raised through improvements in social interactions opportunities and to boost self-esteem</p>	<ul style="list-style-type: none"> - 20% of PPG pupils will have the opportunities to represent the school in competitive sport during the school year - All PPG children will attend school trips. - PPG pupils will have the opportunity to take part in music lessons - All PPG pupils will attend swimming lessons. 	<p>Over 20% of PPG pupils had the opportunity to represent the school in a sporting event, choir or Gifted and Talented day in English.</p> <p>All PPG children attended their class school trips or residential.</p> <p>Music lessons continued.</p> <p>All KS2 pupils attended swimming lessons</p>	<p>Strategies are effective and to continue in 2019-2020</p>	<p>Part of inclusion support - £8189</p> <p>Swimming £300</p> <p>Trips/journey - £1000</p> <p>Music Lesson - £1000</p>
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