



Pupil premium grant expenditure: Report to governors – 2015/16

The Purpose of Pupil Premium

Figures produced by DfE show that pupils who are eligible for free school meals (FSM) underachieve considerably compared with their non-FSM peers at every key stage. The Government therefore believes it is right that additional funds are available to give the poorest children who achieve less well a better start in life.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The Pupil Premium is additional funding from outside the Schools Budget, given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. Across the country, the Pupil Premium budget rose from £1,875 billion in 2013 - 14 to £2.5 billion in 2014-15. Schools were provided with £1300 per disadvantaged primary pupil, as well as £1,900 for certain former Looked After Children and £300 for Service children. In a statement released by the Schools Minister of the time, this significant increase in funding was to:

enable more targeted interventions to support disadvantaged pupils to be secondary ready and achieve our ambitious expectations for what pupils should know and be able to do by the end of their primary education. Early intervention is crucial: the more disadvantaged pupils who leave primary school with strong literacy and numeracy, the greater their chances of achieving good GCSEs.

The Pupil Premium budget for 2015 -16 has, as stated in the government document (School funding: Pupil Premium - Standard Note: SN/SP/6700), been "Protected in real terms." Primary schools currently receive £1320 per Ever 6 pupil, £1995 for each Looked After child and £300 for each Service child.

Overview of the school

Number of pupils and pupil premium grant (PPG) received 2015-16	
Total number of pupils on roll	420
Total number of pupils eligible for PPG	172 (+3 service children and 3 looked after children)
Amount of PPG received per pupil	£1320 (+ 3 x £300 for service children and £7550 allocated for looked after children)
Total amount of PPG received	£235,490.00

Pupil Premium Numbers

Below are the numbers and percentages of Pupil Premium children in each cohort and year group.

Cohort	Number
Foundation Stage	23/60 (38%)
Mulberry	11/30 (37%)
Plum	12/30 (40%)

Cohort	Number
Year 1	20/60 (33%)
Apple	11/30 (37%)
Cherry	9/30 (30%)

Cohort	Number
Year 2	30/62 (48%)
Pear	13/31 (42%)
Willow	17/31 (55%)

Cohort	Number
Year 3	31/60 (52%)
Holly	15/29 (52%)
Silver Birch	16/30 (53%)

Cohort	Number
Year 4	28/59 (47%)
Cedar	15/30 (50%)
Larch	13/29 (45%)

Cohort	Number
Year 5	31/60 (52%)
Elm	14/30 (47%)
Sycamore	17/30 (57%)

Cohort	Number
Year 6	26/58 (45%)
Beech	14/29 (48%)
Rowan	12/29 (41%)

The percentage of Pupil Premium for the school is 45%. As can be seen from the data above, the greatest numbers of Pupil Premium children are in both Year 3 classes, Willow in Year 2, Cedar in Year 4 and Sycamore in Year 5.

Average Attendance				
Cohort Average Attendance %	Non Pupil Premium %		Pupil Premium %	
	2014-15	2015-16	2014-15	2015-16
Foundation Stage	96.58%	95.30%	91.78%	93.06%
Year 1	95.43%	96.92%	95.41%	95.34%
Year 2	95.80%	96.93%	95.16%	96.42%
Year 3	97.65%	96.39%	95.82%	94.91%
Year 4	95.45%	97.15%	94.69%	96.12%
Year 5	95.77%	96.73%	95.88%	92.72%
Year 6	96.10%	96.01%	95.37%	95.98%
All Years	96.11%	96.49%	94.87%	94.94%

Whole School Average Attendance	
2014-15	2015-16 (to 23/06/2016)
95.49%	95.72%

Progress			
Performance of Pupil Premium (whole school Pupil Premium average) (pupils eligible for free school meals at any point in the last six years or in local authority care)			
Academic Year	2013-14	2014-15	2015-16
% of pupils making expected progress in Reading	78 %	75%	85%
% of pupils making expected progress in Writing	74 %	71%	90%
% of pupils making expected progress in Maths	76 %	77%	91%

Attainment	
Performance of Pupil Premium (whole school Pupil Premium average) (pupils eligible for free school meals at any point in the last six years or in local authority care)	

Academic Year	2013-14	2014-15	2015-16
% of pupils working at age-related expectations or above in Reading	76 %	69%	58%
% of pupils working at age-related expectations or above in Writing	65 %	61%	54%
% of pupils working at age-related expectations or above in Maths	71 %	70%	61%

Performance of Pupil Premium (cohort breakdown) (pupils eligible for free school meals at any point in the last six years or in local authority care)																		
Cohort	Pupil Premium Pupils making expected progress or more (%)									Pupil Premium Pupils working at age-related expectation or above (%)								
	Reading			Writing			Maths			Reading			Writing			Maths		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Foundation Stage	60	68	100	55	68	100	65	79	100	60	68	65	55	68	65	65	79	74
Year 1	100	86	68	97	56	84	100	81	84	81	60	58	68	48	63	72	74	68
Year 2	72	87	86	76	82	100	68	83	89	78	71	70	74	68	67	71	71	70
Year 3	87	82	80	75	86	83	78	85	87	77	89	55	70	82	55	73	86	52
Year 4	82	63	86	64	50	89	65	43	93	82	55	61	65	55	54	77	58	57
Year 5	72	79	77	68	79	77	65	83	83	71	70	42	55	54	23	62	54	39
Year 6	72	63	96	81	75	96	91	83	100	81	71	58	66	54	50	78	67	65
School Average	78 %	75 %	85 %	74 %	71 %	90 %	76 %	77 %	91 %	76 %	69 %	58 %	65 %	61 %	54 %	71 %	70 %	61 %

- In all year groups apart from Years 3 and 5, the percentage of Pupil Premium children working at age-related expectations or above is comparable to last year. There has also been a significant improvement in these children making appropriate or accelerated progress.
- Changes in curriculum, pupil mobility and poor attendance have had a detrimental impact on percentages and have affected some year groups more.

- 33 children have joined Westover Green this academic year. 19 of these children (58%) are Pupil Premium children and data is held for 17. Of these 17 children, only 6 (35%) are working at age-related expectations or above for Reading, 12 (29%) for Writing and 4 (23.5%) for Maths. Most year groups have been affected by mobility and the adverse impact on attainment.
- Attendance across the school is comparable to last year or has increased except for Years 3 and 5. Poor attendance for some children in these year groups has had a major impact on attainment. Six Pupil Premium children in Year 3 have attendance below or considerably below 95%. Of these children, four are working below age-related expectations. In Year 5 the picture is similar. Nine Pupil Premium children have attendance of less than 95% (4 have attendance of less than 80%). Only 2 of these 9 are working at age-related expectations.

Summary of PPG spending 2015/16

Objectives in spending PPG:

- To narrow the gap in attainment between those who are entitled to free school meals (or have been in the past 6 years) and their peers.
- To improve attendance.
- Continue to provide a Home School Liaison Worker and Pastoral Support Worker, including Parenting Classes.
- Provide counselling for some of our more vulnerable pupils.
- To promote active lifestyles (for health and academic purposes).
- Fund extra-curricular opportunities including some free Breakfast club places and subsidised after-school club sessions.
- Enable targeted 1:1 interventions, boosters, Bank Holiday and Saturday SATs surgery, and Easter School.
- Continue to invest in ICT equipment to enable children to access the new curriculum and develop academic confidence.
- Continue to provide a cooking club (and invest in more equipment) to develop understanding of health and hygiene, as well as to enhance English skills in writing a recipe book.
- Continue to provide opportunities to inspire and motivate children towards academic success, through provision of author writing workshops.
- Continue to provide opportunities and develop an awareness of different careers through workshops in art and music, as well as children visiting a range of workplaces in the locality.
- Increase adult-pupil ratios to provide additional small group support and ensure appropriate CPD is provided.
- To subsidise educational and/or residential trips.
- Holiday Schemes for our more vulnerable pupils (Conker Club)
- Encourage parental engagement in home learning.

Summary of spending and actions taken:

The purpose of Pupil Premium funding is to narrow the gap between those who are entitled to free school meals (or have been in the past 6 years) and their peers. Therefore it has been essential to identify and reduce the barriers to learning. Throughout the year, a variety of means have been used to achieve this, including teacher and pupil feedback, reviewing successes of previous actions, discussions with other primary schools in Somerset and monitoring of data.

As well as investing in evidence-based strategies to improve attainment through academic interventions, Westover Green has tried to utilise its funding in a forward-thinking fashion, seeing it essential to provide enrichment activities and opportunities for these pupils, in order to support their holistic development and allow them to develop ambitions and motivation for academic success. This, in turn, enables children to develop more positive attitudes towards learning, which has an advantageous impact upon their academic attainment.

The Pupil Premium funding has also allowed for the school to extend pupil's learning to outside of school hours, with many interventions and enrichment activities taking place before or after the school day (and lunchtimes), as well as during school holidays, occasional Saturdays and a May Bank Holiday. Following the recent Ofsted inspection in January, the inspector stated in his report:

The school provides a good curriculum and a wide range of enrichment activities. Pupils fully appreciate the clubs available to them, including cooking, dance, drama and sports. The curriculum helps pupils develop a good understanding of people of different backgrounds, beliefs and cultures;

In addition to this, the school has continued to make attendance and punctuality a big priority in terms of Pupil Premium spending. This has been especially essential with all year groups now delivering the new, more challenging curriculum. Again, findings in the January Ofsted inspection concluded:

The attendance of pupils has improved significantly since the previous inspection. Leaders have raised the importance of good attendance with pupils and parents; rigorous systems are now in place to monitor each pupil's attendance level. Alongside the local authority education welfare officer, leaders take appropriate action to tackle poor attendees and also, through the home-school liaison worker, to offer families extra support when needed. Attendance of groups of pupils, including disabled pupils and those with special educational needs, is also rising.

Furthermore, Westover Green has fully understood the significance of parental involvement and support in education. Therefore, much time has been directed towards exploring new strategies to involve parents and substantial funding has been committed to ensuring that parents are able to support their children both academically, physically and emotionally. All Pupil Premium children in Years 1 to 6 have been provided with a homework resource pack, enabling them to undertake homework as well as other independent learning. Feedback from parents has been positive, with a greater willingness to support their children.

Outcomes to date:

Due to its continued effective spending of Pupil Premium funding through the Conker Club and Summer Schools (both academic and recreational), for the third consecutive year Westover Green has commenced with a calm and stable start, with no Social Services referrals in the primary weeks of September. This is a deserved reflection of the efforts of our Home School Liaison Worker, who is funded through Pupil Premium.

Our full-time Home-School Liaison worker has worked effectively with pupils, parents and families throughout the year; this includes during school holidays as well as term time. As a result of this, there has been minimum disruption to the pupils' education. Despite any domestic issues, pupils have been encouraged to come to school and have been supported in their ease into the classroom in order to ensure

physical, mental and emotional engagement.

The school has continued with its aim to increase its learning hours through its Pupil Premium spending, by providing more opportunities outside of the school day. This includes after-school clubs and extra-tuition, as well as weekend and school holiday learning and activities. After-school clubs have aided extra-tuition where sibling after-school care is needed.

In most areas attendance has continued to increase across the school. This is due to the funding committed to attendance incentives, including the support provided to families by the Home-School Liaison worker, and is essential for boosting attainment. See bullet point 4 on page 4, referring to the detrimental impact of poor attendance on attainment of children in Years 3 and 5.

Furthermore, Pupil Premium Funding has allowed Westover Green to employ a full-time member of staff for Mathematics interventions from the Autumn term. This is essential for children to succeed in working securely in the new 'Mastery' curriculum. In all year groups apart from Years 3 and 5, the percentage of Pupil Premium children working at age-related expectations is comparable to last year. There has also been a significant improvement in these children making appropriate or accelerated progress.

In addition to supporting Pupil Premium children who are working below age-related expectation in accessing the curriculum, Westover Green believes in targeting all Pupil Premium children to meet their full potential. Lower attaining children have received interventions to bring them in line with or nearer to age-related expectations and interventions have also been put in place to stretch those pupils working at age-related expectation. The needs of more able pupils have been addressed through investing Pupil Premium funding in Gifted and Talented lessons, workshops and residential visits.

Record of PPG spending by item/project 2015/16			
These are some of the items/projects implemented this year. For full break-down please see attachments.			
Item/project	Approximate Cost	Objective	Outcome
Residential Trips (Charterhouse and Pinkery)	£5825	To enable children from low income families to take part in residential trips.	Children developed independence and tried new activities, including trying new foods.
Extra tuition (Maths and English) -	£7000	To provide more personalised teaching and learning time in order to help pupils access the curriculum and boost progress.	The majority of children who attended all or most sessions on offer, made accelerated progress. In Year 5, a group of children receiving extra writing tuition also made accelerated progress.
Accelerated Reading	£9252	To boost reading levels for those working below age-related expectation in Year 2.	For those children completing the programme, progress has been excellent, with the vast majority now reading at or close to age-related expectations, and making on average 25 months progress in 9 months.. Confidence has been boosted. Some children joining the programme in the summer term have not quite completed the programme but have made good progress. With some focused intervention in the autumn term, they should also be working nearer to age-related expectations.

Cooking Club	£200	To develop children's awareness of food hygiene and healthy eating.	Children very much enjoyed cooking and passed their new knowledge and recipes onto their families with pride.
Kilve Courses (Gifted and Talented)	£4548	To enhance the academic and creative abilities of the Gifted and Talented Pupil Premium children.	Children mixed with pupils from other schools and took part in enriching activities outside of school hours.
Counselling Service	£1400	To support those children with emotional needs.	Children have increased confidence and self-esteem. This improves their ability to access the curriculum and develop holistically.
Wrap-around Care funded places	£7323	To provide wraparound care for pupils before and after the school day, providing children with breakfast and after-school sandwiches, as well as engaging activities.	Vulnerable pupils are receiving a healthy breakfast to help them through until lunchtime. Wraparound care also supports attendance and allows siblings to attend extra-tuition sessions and homework club.
Storytelling Workshops	£730	To inspire creative writing in pupils and develop basic writing skills	Children gained confidence in their imagination and began to apply this to their independent writing. 12 Year 5 Pupil Premium children have made accelerated progress with their writing.
Conker Club	£10,000	For the home-school liaison officer to provide engaging and enriching activities during the school holidays.	Pupils participated in activities that maintained links and consistency between school and home during the school holidays. They also developed tactical and teamwork skills through taking part in a range of sporting activities.
Black Rock Team Building - Years 3 and 4	£768	For children to work together, developing tactical and teamwork skills.	Children were encouraged to work together as a team and develop their problem solving skills.
Gardening Club	£620	To learn about the different types of gardening including floral (developing a sense of pride and ownership in how the school looks) and fruit and vegetable (developing understanding of healthy eating and growing food).	Children have a sense of pride in how the school looks and a better understanding of healthy eating and growing food. All classes have been encouraged to grow and use their own produce.
Swimming	£500	For children to participate in swimming lessons regardless of cost.	All children in years 3, 4, 5 and 6 have swimming lessons, developing water confidence and/ or the ability to swim.
E-cadet Programme	£750	For children to develop an awareness of E-Safety.	Children were trained to stay safe on the internet and recognise when situations were not safe. Those children who attended the course then feedback to peers.
Attendance Incentives	£1800	To improve whole school attendance.	Whole school attendance has improved for the academic year so far. Last academic year: 95.49% This academic year (up to 23/06/2016): 95.72%
Year 2 books for independent readers	£255	For able, independent readers to have access to a range of more challenging books, with age-appropriate content (and increase the range of material aimed at engaging boys with reading).	Children have enjoyed choosing and reading these books with an increased level of independence.

Years 1 and 2 Grammar and Storytelling workshops - Annie Fisher and Ann Harvey	£1100	For children to learn about and understand KS1 grammar, through the use of poetry and storytelling. To use this to enhance future writing.	Children enjoyed the workshops and have become more confident when writing. The majority of Year 2 children attending the focused writing sessions have made accelerated progress.
Homework resource pack for PP children in Years 1-6	£850	For children to have the necessary resources to carry out homework and independent learning.	The majority of Pupil Premium children in Years 1 to 6 have received a pack and, as a result, children have been able to undertake homework. There has been positive feedback from parents, with a greater willingness to support their children.
Singing lessons	£1640	For children to develop their pitch and depth of voice.	Children clearly enjoy their singing lessons and some have become sufficiently confident to perform in school productions and public.
Musical instrument lessons	£1725	For children to learn specific instruments such as the piano or saxophone.	Children have enjoyed learning to play an instrument.

Monitoring the Impact

The effectiveness of Pupil Premium projects, items and interventions is monitored according to the purpose of the initiative or item.

Academic interventions are monitored through termly audits and evaluations. These are completed by the class teacher and scrutinized by the Deputy Head/ SENCo and English and Maths subject leaders. The interventions are adapted according to the outcome of the evaluations.

In addition to this, academic progress is also monitored through termly Pupil Progress Meetings, where cohort class teachers report the progress (or concerns) of their pupils to the Head Teacher or Deputy Head. Teachers are asked to identify strategies that work or barriers to achievement. A comparison is made between Pupil Premium and non-Pupil Premium to monitor the gap in progress and attainment. Comparisons are also made to monitor progress of Pupil Premium children throughout the academic year. To support this, teachers are provided with relevant data and analysis by the Pupil Premium co-ordinator. Discussions are then held about how to progress the pupils further. These Pupil Progress meetings then feed into the spending of Pupil Premium for those children who receive the funding.

Furthermore, the Pupil Premium co-ordinator also monitors academic data. Class teachers are asked to provide details of all academic opportunities and interventions that their Pupil Premium children receive. This information is recorded on a cohort SIMs spreadsheet, alongside the term-by-term attainment grade and progress points. This is monitored to ensure that all Pupil Premium children are benefitting from their funding and has also proven to be helpful when monitoring the academic data. The co-ordinator provides staff with termly reports, identifying where there are gaps in provision or where children are working below age-related expectations. Where appropriate, discussions are held with class teachers and support put in place.

As previously stated, Pupil Premium spending is not solely about academic intervention work. It is also about providing the pupils with a wealth of experiences and opportunities. These opportunities are also recorded on the cohort SIMs spreadsheet and monitored by the Pupil Premium co-ordinator. For children who are average achievers, there is the potential to be overlooked, as they may not receive intervention or Gifted and Talented opportunities. They may also choose not to take up the offer of after-school extra-curricula activities or tuition opportunities. Therefore, regular discussions, as well as termly reports, are had with class teachers to ensure no pupils are slipping through the net. Where pupils have chosen not to participate in after-school extra-curricula activities or tuition opportunities, this is recorded on the SIMs spreadsheet and alternatives considered.

All of the above is supported by the recent Ofsted which stated:

The needs of disadvantaged pupils are met effectively. The teacher responsible for pupil premium funding tracks and monitors each pupil's academic progress and involvement in enrichment activities to ensure that they are achieving well. Any pupil who is at risk of falling behind is quickly given extra help. This support is effectively evaluated. As a result, disadvantaged pupils achieve as well as other pupils in the school.

The impact of attendance incentives is monitored by Debbie MacGregor and Richard Rosslyn through tracking attendance percentages.

Finally, the effectiveness of social interventions is monitored across a variety of means, including academic progress, attendance, behaviour audits, discussions with the Home-School liaison worker, pupil audits and teacher audits, etc.

Total PPG received 2015-16	£235,490 (Includes Looked After children)
Total PPG expenditure	£ 215,721
PPG carried over to 2015-16	£18,204
PPG budget for 2015-16	£235,490 (+ £18,204 carried over from 2014/15) = £253,694

Next steps for the academic year: 2016/2017

With the Government placing increasing significance on supporting Pupil Premium children it is essential to continue to maintain evident successful provision and create innovative ways of supporting these pupils to narrow the gap academically and socially.

Whilst we have increasing numbers of Pupil Premium children throughout the school, there is a shortfall in funding due to parents in Foundation Stage, either not completing appropriate paperwork or doing so on a timely basis. A concerted effort needs to be made in the Autumn term to encourage parents to complete forms, to ensure all eligible pupils receive appropriate funding.

It is important to ensure that all possibilities and opportunities for narrowing the gap are recognised and

explored. In order to achieve this to our full potential, we need to continue to dedicate termly staff meeting time to discuss Pupil Premium provision. Each term, teaching staff receive a 'Teaching Tasks' sheet, detailing jobs to be done that term. As well as being reminded to update attainment grades, this sheet should also include a reminder to update the cohort provision spreadsheet on SIMs.

Following the first year for all year groups teaching to the new curriculum, staff now have a greater awareness of the interventions and resources necessary to narrow the academic gap. However, after analysing the Pupil Premium data in this report, it is apparent that extra support is needed to increase Pupil Premium attainment in the current Years 3 and 5. In order to achieve this target, it will be essential to continue to provide opportunities for intervention during the school day, as well as for out-of hours learning, and resources and support targetted accordingly. Attendance will also need to improve and be carefully monitored. Refer to bullet point 4 on page 4. In these year groups, there are some children who have poor attendance but are currently working at age-related expectations. Should their attendance continue to remain below 95%, it is highly likely that future attainment will be affected, especially as they move through the school and the curriculum becomes more challenging.

Comparing the attendance for children this year to last, (i.e. comparing current Year 2 with last year's Year 1 and so on) attendance has improved by between 0.1% and 3.5% for all year groups apart from Years 3 and 5. These have decreased by 0.25% and 1.97% respectively. A considerable amount of effort and finance goes towards trying to raise attendance, and results don't always fully reflect this. The school no longer has 'Every Day Counts' weeks as the impact on attendance was felt to be minimal. However, our approaches may need to be reviewed in the new academic year, with careful consideration given to how to improve attendance (and therefore attainment) in the current Years 3 and 5.

This year a significant number of children joining the school were Pupil Premium with low attainment. This can have a detrimental effect on school progress and attainment. Therefore the assessment and any subsequent intervention need to be implemented at the earliest opportunity after joining.

As well as targeting our Pupil Premium children, it is also essential to continue to explore opportunities to increase parental involvement. This is essential in order to reduce the barriers to pupils' holistic development. Through educating parents and carers on the importance of education and helping them to further their own skills, it is hoped this will reflect in pupil well-being and academic attainment. A lunchtime Homework Zone will begin in September, aimed at children who regularly choose not to complete homework. This will be carefully monitored and parents informed if children regularly attend. For children unable to do homework for whatever reason, school should be informed so support can be given within school.

It will be a continued focus to establish stronger links with parents so that parents and pupils can enjoy learning together. This can be achieved through continuing to develop simple but creative ways of providing curriculum information and practical advice that will enable parents/ carers to support their children's learning. This year Pupil Premium children in Years 1 to 6 were given homework packs to support them with their learning at home. In September, this pack will be made available to Pupil Premium children currently in Foundation Stage and any Pupil Premium joining the school since May. The pack will also be updated to include resources to support handwriting as this is now deemed essential for children to reach age-related expectations in writing. Over the last few years, Westover Green has produced simple but effective leaflets to help parents in supporting their children with reading, grammar and punctuation. Now that the new Maths curriculum is more established, a focus for the next academic year will be to provide an equally effective leaflet to support parents with Mathematics. These leaflets could be translated to help our children with English as an additional language.

Following the successes of practices put in place over the past 2 years, we will maintain the profile of

encouraging a 'Healthy body, healthy mind'. There will be a continued focus on sport, as well as healthy eating, cooking and lifestyle choices. Children will continue to grow and use their own fruit and vegetables.

Appendix A - Academic Interventions & resources

Maths

Springboard
Maths Intervention groups with Carmen Pywell
Basic Maths Interventions
Level 4 and 5 Numeracy Interventions
Extra Maths Tuition for Years 5 and 6
Maths support (FS)
Maths Club

Reading

Extra Reading Tuition for Years 5 and 6
Individualised Literacy Intervention / Sail Wave 3
Level 4 and 5 Reading Interventions
Reading support (FS)
Accelerated Reading Project
Class-based Phonics Interventions
EAL Phonics
Year 2 books for independent readers
Rapid Reading Intervention books
Additional Guided/ Independent Reading sessions
Year 6 Target Comprehension Interventions

Speaking & Listening

Talk Boost
Talking Partners

Writing

Level 4 and 5 Spelling & Grammar Interventions
Basic Writing Interventions
Year 5 Author Writing Workshop
Year 1 and 2 Grammar and Story-telling workshops
Handwriting Interventions
English support (FS)
Target Grammar Groups
Target Spelling Groups

Other

Revise Wise Resources and Revise Wise Club
Homework Club
Homework Packs
EAL support
Year 6 Easter School
Y6 Bank Holiday/ Saturday SATs surgery
Kilve Court Gifted and Talented Residential courses

Appendix B - Social/ Enrichment Activities

Breakfast Club	Gymnastics
Toast Club	Swimming
After School Club Provision/ Wrap around care	Additional Swimming lessons
Family Conker Club/ Play scheme (During school holidays)	4 Life Martial Arts lessons
1610 Holiday Camp	Multi-Sports with Ben Kirk
Cooking Club	Year 2 Multi-Sports with Craig Thomas
Gardening Club	Computer Club/E-Cadet Club
Musical Instrument Tuition	Spanish Club
Singing lessons	Attendance Club
Show Choir	Heartstart Club
Recorder Club	YMCA
Dance Classes (modern tap and ballet)	Black Rock Team Building
Dance Club	Charterhouse Residential Trip
Drama Club	Pinkery Residential Trip
Football Club	Trip to London Theatre
Ben Kirk Soccer School	Years 1 and 4 trips to Noah's Ark Zoo
Table Tennis Club	HSLW/ PFSA (family support)
	Triple P Parenting
	English Functional Skills (parents)