

# Pupil Premium Strategy Statement

## Springfield Junior School

### School overview

Metric	Data
School name	Springfield Junior School, Ipswich
Pupils in school	341
Proportion of disadvantaged pupils	28% (96 pupils)
Pupil premium allocation this academic year	£138,538
Academic year or years covered by statement	2020/2021
Publish date	November 2020
Review date	July 2021
Statement authorised by	Louise Everitt
Pupil premium lead	Mr Scott Reynolds
Governor lead	Mrs Vanessa Kingsley

### Disadvantaged Pupil Progress scores for academic year 2019

Measure	Score	Score (Non Disadvantaged)	Score (National, Non Disadvantaged)
Reading	+0.3 (-0.7 against non-FSM)	+1.0	+1.0
Writing	-1.0 (-0.7 against non-FSM)	+1.7	+0.3
Maths	+0.9 (-2.0 against non-FSM)	+2.9	+0.4

Attainment and Progress of Disadvantaged Pupils at Springfield		National Figures for Disadvantaged Pupils	
Percentage achieving expectation in Reading	84%	Percentage achieving expectation in Reading	73%

Percentage achieving expectation in Writing	79%	Percentage achieving expectation in Writing	78%
Percentage achieving expectation in Maths	74%	Percentage achieving expectation in Maths	79%
Progress measure in Reading	+0.3	Progress measure in Reading	+1.0
Progress measure in Writing	-1.0	Progress measure in Writing	+0.3
Progress measure in Maths	+0.9	Progress measure in Maths	+0.4

### Strategy aims for disadvantaged pupils

Measure	Score
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	<p><i>To ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</i></p> <p><i>To ensure that all disadvantaged pupils make expected progress in Foundation subjects.</i></p>
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	<p><i>To ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on end of Key Stage 1 results.</i></p>

Aim	Target
To improve progress and attainment in reading, writing & maths for disadvantaged pupils	<p><i>To ensure that disadvantaged pupils meet age related expectations by the end of Key Stage 2.</i></p> <p><i>To maintain strong and consistent teaching throughout the school</i></p> <p><i>To monitor progress of pupils using an effective whole school tracking system</i></p> <p><i>To create bespoke interventions which meet the needs of targeted individuals</i></p>

	<i>To deliver high-quality CPD to staff, and parents, which results in higher levels of attainment</i>
To develop levels of challenge for pupils to maximise outcome gains	<i>To deliver high-quality CPD that outlines a clear approach to levels of challenge within the class.</i> <i>To carefully monitor progress and attainment of pupil outcomes, particularly those at Greater Depth.</i> <i>To host targeted interventions which provide appropriate levels of challenge.</i>
To promote the social and emotional wellbeing of pupils to ensure they are ready to learn	<i>To identify vulnerable pupils who require social and emotional intervention (Thrive)</i> <i>To implement robust system(s) to monitor attendance and support parents</i> <i>To work reactively, in light of the Coronavirus pandemic, and support the emotional wellbeing of disadvantaged pupils.</i>
Barriers to learning these priorities address	<p><b>Attendance</b> – low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress</p> <p><b>Social &amp; Emotional needs</b> – in light of current Coronavirus and Lockdown restriction, this can have a detrimental impact on pupils’ mental wellbeing and result in slow gains (progress and attainment) within the classroom</p> <p><b>Gaps in learning</b> - can result in pupils not meeting age related expectations in reading, writing and maths at the end of Key Stage.</p> <p><b>Language</b> - in some cases, limited vocabulary and language skills can impact upon learning</p> <p><b>Enrichment and Experiences</b> – pupils should be provided with additional enrichment opportunities, but examples of this will have to be carefully tailored to restrictions in place due to Coronavirus.</p> <p><b>Consolidation of Learning</b> - some pupils may not engage positively with homework/home learning and does not build upon knowledge gained with the classroom environment.</p>

### Whole School Teaching priorities for current academic year

Aim	Activities	Monitoring and Implementation
<b>Priority 1</b> To ensure accelerated	<u><b>Reading</b></u> → To ensure that Accelerated Reader is monitored closely and pupils making below expected progress are	> English Leads to monitor pupils who are making below expected progress, using termly Star Reader data.

progress within reading, writing and maths.

identified.

- To carefully analyse pupil data from Star Reader assessments.
- To target disadvantaged pupils, using AR data, and provide additional 1:1 Teaching Assistant intervention to close the gap.
- To monitor the reading diet of pupils and ensure that regular reading opportunities are being seen.
- To celebrate the reading breadth and stamina of pupils by sharing 'AR Word Millionaires'.
- To create a welcoming and positive environment in the Library which promotes a sufficient level of challenge for pupils.
- To analyse summative assessment data, particularly in Year 6, and identify domains which require further focus and feed into future planning.
- To embed understanding and knowledge through a thematic approach.
- To promote a love of reading through shared activities.

### Writing

- To promote writing stamina through regular pieces of both narrative and non-fiction extended pieces of writing.
- To implement a consistent whole school approach to spelling.
- To revisit and embed knowledge of key grammar features within writing.

- > Class teachers to work proactively with Star Reader data to allocate additional intervention time with Teaching Assistants and work alongside parents to positively engage pupils with reading.
- > Class teachers, and English Leads during Deep Dives throughout the year, to monitor reading logs at least weekly to identify pupils who may be reluctant readers and are reading less frequently at home.
- > SLT to share reading times and 'Millionaires' during the weekly Celebration Assembly.
- > Library Co-ordinator to provide pupils with monthly 'recommended reads' to promote a variety of authors and invest in titles which are targeted at pupils with lower attainment, but with higher levels of interest.
- > Class teachers to provide pupils with high quality reading materials which promote high levels of challenge and link to overall themes (Creative Curriculum).
- > Class teachers to provide daily opportunities for pupils to engage with a whole class text for fifteen minutes, approaching discussions from the perspective of reading as a reader or reading as a writer.
- > Regular opportunities of extended writing is provided to pupils which links to engaging visual hooks or the loops of learning seen within the Creative Curriculum.
- > English Lead to monitor use of Spelling Shed across the school and examine the impact through formal spelling tests, including NFER, to demonstrate the impact of an effective whole school approach.
- > Class teachers to execute two morning starters per week to revisit key grammar skills, as found on the progression skills grid/National Curriculum,
- > Maths Lead, working alongside class teachers, to monitor the

	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>→ Further embed a consistent approach to the learning of basic key skills.</li> <li>→ To adapt planning, using progression of skills grids and National Curriculum objectives, to promote high levels of challenge for pupils during all lessons.</li> <li>→ Sequence lessons to build on prior knowledge and promote fluency within mathematic lessons.</li> <li>→ Implement a clear and robust framework for introducing and embedding the use of vocabulary in the classroom.</li> </ul>	<p>impact of regular morning/lessons starters which revisit knowledge and understanding of basic key skills; also, monitoring and engagement of pupil use of Times Table Rock Stars.</p> <ul style="list-style-type: none"> <li>&gt; Maths Lead to deliver CPD on utilising appropriate challenges within lessons to support pupils to exceed expected progress and attainment, particularly disadvantaged pupils and addressing their barriers to learning.</li> <li>&gt; Maths Lead to provide further CPD on promoting fluency in maths and best practice when pupils are focusing on the application of maths (reasoning)</li> <li>&gt; Maths lead and SLT to monitor the effectiveness of working walls in classrooms to embed prior knowledge.</li> </ul>
<p><b>Priority 2</b></p> <p>To implement and monitor an effective whole school data tracking system</p>	<ul style="list-style-type: none"> <li>→ Implement an effective, whole school approach, data tracking system</li> <li>→ To regularly monitor pupil data, informing next step planning to promote sustained progress.</li> <li>→ Begin to embed an effective approach to track progress of disadvantaged pupils for both Core and Foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; SLT to train middle leaders/teachers in using FFT Aspire to record summative assessments.</li> <li>&gt; Class teachers to record formative assessments against the objectives found in FFT Aspire, identifying barriers to learning and next steps, on an at least termly basis. Outcomes to be shared during 1:1 Progress Meetings.</li> <li>&gt; SLT to provide staff training in how to embed tracking of Foundation subjects, linking to National Curriculum objectives and Progression of Skills grids.</li> <li>&gt; Pupil Premium Lead to regularly monitor, on a termly basis, progress and attainment of disadvantaged pupils and ensure that interventions are adapted to meet the needs, particularly Core subjects.</li> </ul>
<p><b>Priority 3</b></p> <p>To ensure summative end of Key Stage 2 results are at, or exceed, national expectations for age related and progress</p>	<ul style="list-style-type: none"> <li>→ To increase capacity of adults in Year 6 to provide a more favourable staff to pupil ratio, resulting in positive progress gains.</li> <li>→ To upskill support staff with appropriate approaches and pedagogy to teaching interventions.</li> <li>→ To identify pupils who may require more targeted support on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; SLT to increase capacity of support staff in Year 6 and direct teaching time linked to specific classes.</li> <li>&gt; Targeted interventions occur daily to support pupils reactively and proactively, pre-teaching new lesson content.</li> <li>&gt; Subject Coordinators to provide CPD opportunities for implementing new interventions and up-to-date teaching strategies.</li> <li>&gt; Thrive training provided for Year 6 team members, supporting the basic emotional and social needs of pupils who may require it.</li> </ul>

		<ul style="list-style-type: none"> <li>&gt; Targeted support provided for children are working significantly below the expected standard and require support with emotional and social development, working daily with an Instructor/support staff member throughout the year in a parallel class.</li> </ul>
<b>Priority 4</b> To implement appropriate levels of challenge for learners, allowing them to surpass expected levels of attainment and progress	<ul style="list-style-type: none"> <li>➔ To ensure that all learners, including those who are disadvantaged, are being provided with appropriate levels of challenge.</li> <li>➔ Implement a consistent and engaging approach to how pupils are provided with challenges through high-quality teaching to promote fluency and embed foundations of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; English/Maths Lead to share examples of appropriate challenge within these subject areas. CPD will provide teaching staff with clear resources to use and will be reviewed during subsequent meetings.</li> <li>&gt; Class teachers, during Pupil Progress Meetings, to identify pupils who are expected to attain GDS at the end of Key Stage 2, adapting planning sequences where necessary.</li> <li>&gt; Within Year 6, targeted support lead by teachers/TAs to focus on high attaining pupils.</li> </ul>
<b>Barriers</b>	<ul style="list-style-type: none"> <li>❖ Pupils have worked remotely for a considerable time over the last 6 months, some being affected by class bubbles isolating at present also.</li> <li>❖ Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress.</li> <li>❖ Learning behaviours seen in the classroom may need developing due to long periods of self-isolation.</li> </ul>	
<i>Projected spending:</i>	<b>£91,996.71</b>	

### Targeted academic support for current academic year

Measure	Activity	Monitoring and Implementation
To deploy support staff to maximise progress gains in reading, writing and	<ul style="list-style-type: none"> <li>➔ To critically analyse pupil benchmark data and deploy support staff accordingly.</li> <li>➔ To effectively monitor pupil progress for those attending targeted interventions across time.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; SENDCo and SLT to monitor impact of interventions through monitoring sheets and statistical evidence during, and after, interventions</li> <li>&gt; SLT to identify pupils requiring intervention during Pupil Progress Meetings.</li> </ul>

maths.	<ul style="list-style-type: none"> <li>→ To adapt targeted interventions, based on children's needs and the progress shown across time</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Appraisal targets of support staff link to outcomes of interventions taught and pupils supported in class.</li> </ul>
To provide targeted support for disadvantaged pupils	<ul style="list-style-type: none"> <li>→ Class teachers to use formative and summative data to identify targeted pupils who require further support.</li> <li>→ To adapt future lesson planning as a result of the needs of pupils on a daily basis and over time.</li> <li>→ For the SENDCo to monitor the impact of 1:1 interventions over time, feeding into changes required.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Pupil Progress Meetings monitor the impact of 1:1 support provided for targeted pupils.</li> <li>&gt; Dialogue between teachers enables planning to be adapted quickly to match the needs of the learners within the class.</li> <li>&gt; Monitoring documents to be submitted to the SENDCo regularly to identify changes required or additional support which may be required.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>❖ Mental wellbeing of pupils may be detrimentally affected during Lockdown periods</li> <li>❖ Some pupils may not be in a position to access the learning effectively due to extended periods of time out of the classroom</li> <li>❖ Some pupils may not display the social and emotional maturity to access the learning opportunities provided</li> </ul>	
Projected spending:	<b>£15,376.69</b>	

#### Wider strategies for current academic year

Measure	Activity	
To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations.	<ul style="list-style-type: none"> <li>→ To identify pupils who are falling below national.</li> <li>→ To provide tailored support for families with low attendance, working alongside key members of staff.</li> <li>→ To provide pupils with the opportunity to attend Breakfast Club and engage with structured activities.</li> <li>→ To provide structured activities at breakfast club to consolidate basic skills</li> </ul>	<ul style="list-style-type: none"> <li>&gt; On a weekly basis, the Pastoral Lead, using data acquired from Arbor, to identify pupils who fall below national (<b>96.1%</b>).</li> <li>&gt; Pastoral Lead, working alongside the Family Support Worker, to support families with child(ren) who fall below national. FSW to identify barriers and provide appropriate support – moving all persistent absentees (those with more than 10% absence) towards the national attendance percentage. Data to be taken from Arbor – currently, fifteen pupils with &gt;10% absence.</li> <li>&gt; A termly review of pupils' learning in class, including a coloured coded band of their attendance.</li> </ul>

		<ul style="list-style-type: none"> <li>&gt; Attendance measures to be shared within weekly celebration assemblies, identifying year groups with the highest attendance, with data provided from the Attendance Officer.</li> <li>&gt; Year group and school attendance to be shared in monthly newsletters and reinforce the positive impact of regular attendance.</li> <li>&gt; Office staff, working with Educational Welfare Officer, to contact parents by letter who have a child with a high rate of absence and persistently do not attend school.</li> <li>&gt; Pupil Premium pupils targeted to attend a breakfast club (7:30-8:30 daily) with breakfast and academic enrichment opportunities.</li> </ul>
To ensure that pupils' basic needs are being met on the hierarchy of needs and they are in a position to learn	<ul style="list-style-type: none"> <li>→ To identify and implement Thrive interventions for pupils who require further emotional support</li> <li>→ To undertake regular Thrive assessments to ensure that the sessions are tailored to the needs of the individual child.</li> <li>→ Additional Thrive practitioners to be trained to deliver targeted Thrive interventions on a weekly basis.</li> <li>→ To share the school's values through weekly assemblies, also linking to British Values, and promote a culture of positive behaviours</li> <li>→ To link emotional development to the objectives, and outcomes, found in Jigsaw materials.</li> <li>→ To celebrate attendance and behaviour in weekly assemblies, promoting 'good' learning behaviours required in class.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Thrive Lead to provide training for additional Teaching Assistants leading 1:1 sessions. Opportunities for Thrive training to be reviewed and action points to be shared with the Headteacher/Deputy.</li> <li>&gt; Headteacher/Deputy to robustly monitor behaviour incidents monthly and identify additional pupils who may benefit from Thrive interventions. The Family Support Worker to work alongside SLT when examining behaviour incidents.</li> <li>&gt; Weekly assemblies, led by SLT, will focus on the core values of Springfield and embed a positive culture.</li> <li>&gt; Celebration assemblies share excellent learning behaviours and growth mind sets. Attendance data and House Points shared on a weekly basis.</li> <li>&gt;</li> </ul>
To enhance pupils' cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> <li>→ To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development</li> <li>→ To allow pupils to partake in visits, both virtually and in-school, which build on skills and knowledge from Creative Curriculum lessons and adapts to current restrictions caused by the Coronavirus pandemic.</li> <li>→ To provide greater enrichment opportunities for disadvantaged pupils such as 1:1 instrumental lessons.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Subject Leads to use termly assessment data from FFT Aspire to identify that pupils are making expected progress across the academic year in line with their peers.</li> <li>&gt; Termly virtual trips are tailored to learning in classes, linking to the Creative Curriculum themes, and provide rich opportunities to embed knowledge and skills taught in class. Understanding and new learning to be shared by pupils through the school newsletter .</li> <li>&gt; Year groups to be provided with an allocation of funding to invite a guest speaker into school, in line with current</li> </ul>



	<p>→ To have themed curriculum days to deepen children's understanding of specific topic areas</p>	<p>restrictions or virtually, which dovetails with current Creative Curriculum themes to launch new topics (hooks).</p> <p>&gt; Deputy Headteacher to audit Pupil Premium pupils who are currently attending instrumental lessons and correlate against outcomes of progress and attainment seen in class. Other eligible Pupil Premium children to be offered opportunities to attend instrumental taster sessions.</p>
To work reactively with families and provide bespoke support.	<p>→ To allocate a contingency fund, in light of the Coronavirus pandemic, to support current pupils and those who are new starters to Springfield.</p>	<p>&gt; Based on class data and pupils' individual needs, the Headteacher and Pupil Premium Lead to identify where the contingency allocation of funding will need to be spent: additional interventions or additional adult support where necessary on an ad hoc basis.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>❖ Poor attendance, including impact of the Coronavirus pandemic</li> <li>❖ Ensure targeted children attend Thrive</li> <li>❖ Coronavirus measures limit visitors coming to school and the breadth of virtual platforms is restricted</li> </ul>	
Projected spending:	<p><b>£27,519.60</b> (including £5,000 for a contingency fund)</p>	

## Review of expenditure: Academic Year 2019/2020

### I Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
-For PP pupils in Years 5-6 to make (or exceed) expected progress.	Targeted interventions worked well until March 2020. Based on previous KS2 data, Pupil Premium progress outcomes were positive gains, apart from writing and Maths attainment.	Outcomes of 2019 summative assessments were positive. Due to Covid and school closures, only one summative assessment point was undertaken last year during the Autumn Term.	Continue to embed current provision for PP, both emotionally/socially and academically, and monitor impact across the term using robust assessment techniques.	<b>£109,415.70</b>
-To use CPD to ensure teaching is of an excellent standard	CPD afternoons were used to deliver updates to staff. Weekly staff meetings	Staff effectively met a number of objectives taken from the SPD. Weekly staff	CPD afternoons/ mornings to continue into the academic year 2019/2020.	

	focused on key areas of need, particularly found in the school development plan, and support teaching and learning.	meetings focused on key priorities for the school as a whole.		
-To have rigorous basic skills approaches in place for maths and for phonics and grammar	Morning grammar and mathematics sessions were held across the school. A consistent approach was used across the school to ensure that the expectations were maintained across all year groups.	Children made rapid development with the basic skills required in maths and also those in grammar, revisiting and revising key methods.	Continue to embed use of weekly grammar and mathematics sessions during morning starters.	
- To develop opportunities for oracy across the school.	Talk Assemblies were held on a weekly basis. Focused CPD of approaching oracy in school allowed pupils to broaden their language and further deepen schema words. A new stage was installed and was utilised by pupils to perform within lessons, but also during lunchtimes.	During the Autumn Term, progress could be seen within the written examples seen from pupils in year groups across the school. Language and schema could be seen developing in extended writing books, building on knowledge taken from Sentence Stacking sessions.	Continue to timetable time for pupils to have talking assemblies, focusing on key themes which also link to areas of the P.S.H.E curriculum.	
- To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'	All classes timetabled Demonstration Reading sessions. The Library was made available for pupils to change books and build on their ZPD levels. Assemblies shared Library Rewards found from AR and those who were Reading Millionaires.	During the Autumn Term, pupils engagement with pupils could be seen improving with the wide ranging of opportunities to embed reading skills and also their love of reading.	Factoring in Covid restrictions, pupils to continue to use the Library in a safe way. Continue to promote the love of reading through weekly celebration assemblies with focused reading times and also those who are 'Reading Millionaires'.	
- Pupils read regularly and have access to high quality texts within guided reading				
- Pupils will write extended pieces each week and receive effective feedback to improve these pieces.	Weekly/fortnightly extended writing sessions were timetabled in to embed and monitor pupils' writing	Due to school closures, only selection of texts are evident in extended writing books.	Continue to maintain writing stamina of children by completing weekly or fortnightly extended writing,	

	progress, links being made to other curriculum areas.		focusing on pupils' ability to also plan, draft and edit.	
- For disadvantaged pupils to access the school library after school	Two Teaching Assistants were used to open the library for disadvantaged pupils.	Engagement was positive and pupils gained stickers for attending. Hot chocolate afternoons were held where pupils could have a drink and also hear a story being read.	When possible, examining Covid restrictions, begin to reinstate the after school library session for pupils who are disadvantaged	
- Pupils will write weekly maths journal entries to develop mathematical language and reasoning skills.	Journaling was evident in mathematics sessions as pupils were being tutored by class teachers/teaching assistants on how to approach reasoning questions.	Some impact was beginning to be seen across the mathematics curriculum. However, these were not being seen in summative assessments due to school closures.	Continue to timetable and plan in journaling time for pupils to approach reasoning questions, particularly focusing on the level of challenge involved.	
- School will deliver an engaging, broad and varied curriculum which inspires pupils to learn and encourages lifelong learning	Loops of Learning were introduced to staff and planned into Creative Curriculum sessions to embed historical and geographical knowledge, being transferred across the curriculum.	Loops of Learning were displayed in classroom environments. Pupils fully engaged with 'Wow' moments at the beginning to hook pupils into the learning.	Continue to embed the use of the Loops of Learning and also begin to focus on how knowledge organisers can be used to record understanding and also assist when revisiting skills or knowledge.	

<b>ii Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria?	<b>Lessons learned</b>	<b>Cost</b>
- To improve the attendance of disadvantaged pupils.	EWO support and monitoring of attendance with the Family Support Worker.	N/A – Due to school closures, the impact of this is difficult to see.	Continue to identify pupils who fall below the expected standard for attendance and continue to provide support using the Family Support Worker in school.	<b>£19,822</b>
- For pupils to have basic needs met to ensure they are ready physically,	Thrive was brought in at the beginning of September 2020. This began to target	Two pupils began Thrive. Positive outcomes were seen. However, over time	Embed Thrive with current staff in school and begin to upskill those who can deliver	

mentally and emotionally ready to learn.	those disadvantaged pupils who required further support emotionally.	this was difficult to observe due to school closures from March onwards.	this within year groups.	
- For identified gaps in learning to be addressed - To develop strong pupil/teacher relationships with a focus on achievement	Using formative and summative assessment data, gaps were identified in academic attainment. Socially and emotionally, pupils were identified with class teachers and baseline assessments made.	Initially impact of this was positive, including the Year 6 target group with a ratio of staff to pupils of 1:6. Thrive began to have positive steps forward and progress being made by all pupils.	Continue to embed current practice, including Year 6 target grouping, and pinpoint pupils social and emotional needs. Due to the pandemic, ensuring that pupils have the skills to be ready to learn and access learning.	

iii Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Some trips were held during the Autumn Term. However, due to Covid and pupils working remotely, children were unable to attend the planned trips across the academic year 2019/2020.	Trips/cultural enrichment has had a lower than expected impact due to pupils working remotely and being unable to undertake trips further afield.	Trips and other cultural enrichment will need to be held virtually e.g. online tutorials/workshops with professionals or virtual tours of significant locations, linked to the Creative Curriculum.	<b>£11,720</b>