

## Tilbury Pioneer Academy

### Pupil Premium Executive Summary for Parents: 2019-2020

#### Review

#### **What is Pupil Premium?**

The Pupil Premium is a grant from the government to help disadvantaged young people do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care or have parents in the Armed Forces.

#### **Identifying target students**

Our research indicates the the following factors often contribute together or in combination to the lower achievement of disadvantaged young people these include:

- Poor attendance
- Poor prior attainment
- Low aspirations
- Social and interpersonal barriers that often manifest themselves in poor behaviour

**In the Academic year 2019-20 there are 154 Rec-yr 6 children [which is 36% of the pupil population] who are regarded as 'disadvantaged' and therefore entitled to the Pupil Premium.**

**In years 1-6 there are 152 which is 50% of the pupil population**

**In yrs N-R there are 2 pupils which is 2% of the pupil population**

From 16th March 2020, when Matt Hancock told the House of Commons that all unnecessary social contact should cease school attendance figures were seriously impacted. On March 23<sup>rd</sup> 2020 a national lockdown was implemented and school closed for all but "key workers" and those deemed as vulnerable. All government guidance was implemented and the school remained open throughout the lockdown period.

**How we will the funding in 2019-20**

**Intent: Remove social and emotional barriers to learning, improve well-being and develop aspirations**

**Implementation**

**Cost**

**Impact**

Staffing: Inclusion support & pastoral care

£70,000

- Barriers to learning are overcome enabling disadvantaged pupils to make accelerated progress from their starting points. In-year aspirational targets are achieved.

Data for Yr 6 taken from FFT

Value Added progress for pupil groups

	Pupils	Reading Scaled Score	Reading Value Added	Writing Scaled Score	Writing Value Added	Maths Scaled Score	Maths Value Added
All Pupils	57	105.9	+2.7	106.9	+2.9	106.4	+2.6
Female	28	106.3	● +3.7	107.9	● +4.4	106.3	+2.9
Male	29	105.6	+1.7	106.0	+1.5	106.4	+2.3
Higher attainers	2	114.0	+0.8	111.0	-1.5	113.0	+1.3
Middle attainers	42	107.9	+2.6	108.8	● +3.3	108.1	+2.7
Lower attainers	7	98.7	● +3.5	98.4	+2.1	98.9	+2.2
Not FSM6	30	106.2	+2.5	107.1	+3.0	106.5	+2.2
FSM6	27	105.6	+2.8	106.6	+2.9	106.2	● +3.0

Analysis:

Data in the table below shows:

Last year's outcomes for all pupils and groups

National average (+/-) for all pupils (+/-)

EXS				
	Reading	Writing	Maths	Combined
All: Last year/Nat.A	81% (+3) (+8)	79% (-1) (+1)	84% (+3) (+5)	78% (+4) (+13)
Disadvantaged	87% (+25)	83% (+17)	87% (+18)	78% (+21)

GDS				
	Reading	Writing	Maths	Combined
All: Last year/Nat.A	32% (+1) (+5)	23% (-3) (+3)	26% ( 0 ) (-1)	21% (+7) (+10)
Disadvantaged	30% (+9)	17% (-4)	30% (+13)	17%

#### Reading

- 25% increase on last year for disadvantaged pupils at EXS and a 9% increase at GDS
- 6% more disadvantaged pupils at EXS than all pupils (81-87)

#### Keys to success:

- Quality first teaching
- Key workers for specific children- reading
- Morning reading group using an engaging text
- Communication and team work- at all times all staff knowing the goal and working towards that.
- Communication with the children- it is key that they know where they are at, where they are going to and what is the next step in getting there.

#### Writing

- 17% increase on last year for disadvantaged pupils at EXS (but a 4% decrease at GDS)
- 4% more disadvantaged pupils at EXS than all pupils and 7% more at GDS

#### Key to success

- Quality first teaching
- Moderation across the trust
- Communication and team work- at all times all staff knowing the goal and working towards that.
- Communication with the children- it is key that they know where they are at, where they are going to and what is the next step in getting there.

#### Maths

- 18% increase on last year for disadvantaged pupils at EXS and 13% increase at GDS
- 3% more disadvantaged pupils at EXS than all pupils and 4% more at GDS

#### Key to success

- Quality first teaching
- Rigorous ongoing assessment- maths lessons changed if needed day by day and tailored for different groups of pupils. Ongoing assessment in reading to inform teaching

		<ul style="list-style-type: none"> <li>• Maths interventions: either related to the assessment of the daily lesson or if no issues, based on the QLA.</li> <li>• Pinpoint learning booklets for maths promoted self-study</li> <li>• The impact of the support from the wider team (daily tuition)</li> <li>• Lunch time times table group</li> <li>• Communication and team work- at all times all staff knowing the goal and working towards that.</li> <li>• Communication with the children- it is key that they know where they are at, where they are going to and what is the next step in getting there.</li> </ul> <ul style="list-style-type: none"> <li>• 90% of Pupils report that they feel happy, safe and ready to learn.</li> </ul> <p>School survey not completed due to COVID</p> <ul style="list-style-type: none"> <li>• 90% of Parents report that they feel well supported by the school to break down barriers to learning that exist for their family.</li> </ul> <p>School survey not completed due to COVID</p> <ul style="list-style-type: none"> <li>• As part of targeted intervention, identified vulnerable disadvantaged pupils are equipped with the strategies to remain in whole class learning for extended periods of time.</li> </ul> <p>School survey not completed due to COVID</p> <p><u>Information gathered Pre-lockdown</u></p> <ul style="list-style-type: none"> <li>• Behaviour data (Red/Yellow/Fixed term exclusions)</li> </ul> <p>During 2019/2020, from 3<sup>rd</sup> Sept 2019 until 20<sup>th</sup> March 2020, 5 pupils received fixed term exclusions, totalling 2 1/2 days.  837 Yellow Zones (inc lunch yellow) 68 Red Zones (all children )</p>
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<p>Open door in school counselling service</p> <p>Staff training: Counselling qualifications</p>	<p>£4000</p>	<ul style="list-style-type: none"> <li>- Pupils report that they are happy, safe, well-supported and ready to learn.</li> </ul> <p>School survey not completed due to COVID</p> <ul style="list-style-type: none"> <li>- Barriers to learning for pupils receiving counselling are removed enabling them to make at-least expected progress from their starting points.</li> </ul> <p>Counselling: During 2019/2020 05 pupils received, 10 weeks counselling sessions. The majority were able to say that they felt happier and more confident as a result of the counselling sessions.</p>												
<p>Forest schools</p>	<p>£6000</p>	<ul style="list-style-type: none"> <li>- The behaviour and conduct of pupils attending Forest Schools improves enabling them to access the curriculum, to make the right choices and remain within whole class provision.</li> <li>- Barriers to learning for pupils attending forest schools are removed enabling them to make at-least expected progress from their starting points.</li> </ul> <p>Not implemented due to COVID</p>												
<p>Thurrock Turnaround Centre (Alternative provision)</p>	<p>£10,000</p>	<ul style="list-style-type: none"> <li>- Alternative provision enables pupils to reflect upon their behaviour and receive targeted therapeutic intervention which prepares them to return to school.</li> </ul> <p>During the 2019/2020 we did not use the TAC. The previous years this service was used heavily without seeing any impact apart from negative impact. The option was available to use GPFS and was used for 2 x 0.5 sessions</p>												
<p>Universal and targeted intervention strategies to support parents: Coffee morning information sessions/Adult Education</p>	<p>£1000</p>	<ul style="list-style-type: none"> <li>- Parents feel well supported and are equipped with the knowledge and skills to be able to remove potential barriers to learning for their child</li> </ul> <table border="1" data-bbox="656 1066 1805 1233"> <thead> <tr> <th>Date</th> <th>Learning experience/ Opportunity</th> <th>Year group/ pupils involved</th> <th>Number of Pupils</th> <th>Disadvantaged Pupils</th> <th>Parent Involvement</th> </tr> </thead> <tbody> <tr> <td>5 sessions</td> <td>Maths Workshop – Adult Ed (ongoing)</td> <td>2</td> <td>61</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>- Parents can play an active role in supporting their child’s education and learning</li> </ul>	Date	Learning experience/ Opportunity	Year group/ pupils involved	Number of Pupils	Disadvantaged Pupils	Parent Involvement	5 sessions	Maths Workshop – Adult Ed (ongoing)	2	61	2	10
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Pupil leadership roles & development: Health advocates/Peer mentors/Play leaders/Mini-medics (In partnership with The Thurrock School Sport's Partnership)	£500	<ul style="list-style-type: none"> <li>- Pupils play an active role in the running of the academy.</li> <li>- Pupils develop leadership skills and carry out their roles &amp; responsibilities with passion and pride</li> </ul> <p>JR ran clubs</p>
Character, culture & personal development programme, including pupil passports & rewards (Bronze/Silver/Gold/Platinum )	£500	<p>Pupils increasingly conduct themselves in-line with The GLC code of conduct</p> <p>See above for behaviour data</p> <ul style="list-style-type: none"> <li>- Pupils report they know how to live a fit &amp; healthy lifestyle and do so</li> </ul> <p>Survey not completed due to COVID</p> <ul style="list-style-type: none"> <li>- Pupils feel empowered to make informed choices about how they live their life</li> <li>- Pupils recognise signs of danger and know how to keep themselves safe</li> <li>- 100% of pupils complete the bronze citizenship award by the end of the academic year</li> </ul> <p>Citizen award not yet implemented due to COVID</p>
Hardship fund: Uniform/Equipment/Resources	£2000	<ul style="list-style-type: none"> <li>- Pupils are equipped with the uniform, resources and equipment enabling them to thrive</li> </ul> <p>All children that were I need were provided with uniform. (included shoes, trousers, shirts, Pe Kit, swimming kit)</p>
Total cost	£94, 000	
<b>Intent: Improve attendance and punctuality so that this is at-least in line with the national average</b>		
<b>Implementation</b>	<b>Cost</b>	<b>Intended impact</b>

Part funded Educational Welfare Officer	£9155	<ul style="list-style-type: none"> <li>The EWO drives a strategic plan for improving attendance and punctuality specifically for disadvantaged pupils.</li> <li>TPA dis attendance as at 20/03/2020 was 94.9%                      Latest National (2018/2019) was 94.4%</li> <li>The EWO supports &amp; challenges the attendance officer to develop strategies to improve attendance for specific pupils.</li> </ul> <p>Total AA Home visits for TPA was 102 of which 63 were to dis pupils</p> <p>Number of prosecutions (GLC and not specific to TPA): Total for GLC was 33 court prosecutions ( N.B. Due to Covid 19, a further 35 court prosecutions were withdrawn) and 125 Penalty Notices issued</p>
Part funded attendance ambassadors	£8885	<ul style="list-style-type: none"> <li>Pupils are safeguarded from harm and in the case of absence the school knows the pupil is safe following home visits where required.</li> <li>Parents feel suitably supported and challenged to ensure their child attends school regularly.</li> </ul> <p>See above</p>
Incentives and rewards	£1000	<ul style="list-style-type: none"> <li>Pupils recognise the importance of good attendance because this is celebrated and rewarded (certificates/Class challenges with prizes) within the academy</li> </ul> <p>See above</p>
Total cost	£19,040	
<b>Intent: Develop speech, language, communication &amp; vocabulary &amp; attitudes to reading</b>		
<b>Implementation</b>	<b>Cost</b>	<b>Impact</b>



<p>The resourcing &amp; implementation of universal &amp; targeted approaches to address gaps/ underdevelopment speech, language &amp; communication:</p> <p>Learning Village Hungry Little Minds Mrs Wordsworth resources (Action research project) Pixl vocabulary APP Language/Speech Link Additional visits from a speech &amp; language specialist Black Sheep Press: Language for thinking Talk Boost LSA designated to targeted speech and language interventions</p>	<p>£1000 £500 £200 £1000 £1000 £2000  £500 £500 £12,100</p>	<p>Specific pupils receiving targeted intervention make accelerated progress from their starting point with speech, language and communication</p> <p><b>Follow up speech and lang link not completed due to COVID</b></p> <ul style="list-style-type: none"> <li>- Pupils routinely demonstrate the academy’s non-negotiables for speech, language, communication and vocabulary development</li> </ul> <p><b>Oracy development – Non-negotiables are embedded:</b></p> <p><b>We face the person or people we are speaking to with our bodies.</b></p> <p><b>We always give eye contact when we speak to another person.</b></p> <p><b>We “rise and shine” when we are asked to speak.</b></p> <p><b>We use our sentence starters whenever possible.</b></p> <p><b>We always use key vocabulary from our vocabulary pyramid.</b></p> <p><b>We always ask for clarification when we don’t know what a word means.</b></p> <ul style="list-style-type: none"> <li>- Pixl Vocabulary APP: <b>100% of Year 6 pupils accessed the vocabulary APP.</b> <b>Through explicit vocabulary teaching, pupils develop a wider range of vocabulary from their starting point enabling them to access the curriculum and perform confidently in tests because a language deficit does not prevent them from doing so.</b></li> </ul>
<p>The implementation of My Book Blog (On-line reading programme for all pupils)</p>	<p>£1000</p>	<p>Pupils develop a love of reading and are motivated to quiz on the books they have read</p> <p><b>Books: sent home to 100% of chn</b></p> <ul style="list-style-type: none"> <li>- Pupils increase their ‘book talk’</li> <li>- Pupils develop a wider range of vocabulary which they apply to their writing</li> <li>- Pupils make accelerated progress in reading</li> </ul>
<p>Funding for a year group library to ensure high levels of engagement and age-appropriate texts Funding for new reading books to support targeted reading in Yrs N, R and yr1</p>	<p>£1000  £8480</p>	<p><b>Reading Data 2019-20: KS2: EXS: 87% GDS: 30%</b></p>

<p>*Training &amp; development for teachers and learning support assistants leading the Read Write Inc phonics programme</p> <p>*Resources and development for parents to best support their child with phonic knowledge (The sounds that letters make)</p>	<p>£5000</p> <p>£500</p>	<ul style="list-style-type: none"> <li>- The teaching of phonics as part of the Read, Write, Inc Programme is judged to be at-least good</li> <li>- Pupils make good progress with their phonic knowledge enabling the aspirational phonics target for year 1 and 2 to be achieved</li> </ul> <p>Assessment not completed due to COVID (assessment from last assessment point available) 81% on track compared to a target of 89%.</p> <table border="1" data-bbox="656 448 2074 751"> <thead> <tr> <th>Year 1</th> <th>No. Children</th> <th>Group A</th> <th>Group B</th> <th>Group C</th> <th>Ditty</th> <th>Red</th> <th>Green</th> <th>Purple</th> <th>Pink</th> <th>Orange</th> <th>Yellow</th> <th>Blue</th> <th>Grey</th> <th>Comp.</th> <th>At/+ expected</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>60</td> <td></td> <td></td> <td>8%</td> <td></td> <td>13%</td> <td>15%</td> <td>17%</td> <td>23%</td> <td></td> <td>23%</td> <td></td> <td></td> <td></td> <td>78%</td> </tr> <tr> <td>Autumn half term</td> <td>60</td> <td>3%</td> <td></td> <td>7%</td> <td></td> <td></td> <td>10%</td> <td>10%</td> <td>18%</td> <td>25%</td> <td>27%</td> <td></td> <td></td> <td></td> <td>80%</td> </tr> <tr> <td>End of Autumn term</td> <td>59</td> <td></td> <td>3%</td> <td></td> <td>7%</td> <td></td> <td></td> <td>12%</td> <td>7%</td> <td>44%</td> <td>27%</td> <td></td> <td></td> <td></td> <td>78%</td> </tr> <tr> <td>Spring half term</td> <td>59</td> <td>0%</td> <td>2%</td> <td>2%</td> <td>2%</td> <td></td> <td>7%</td> <td></td> <td>7%</td> <td>29%</td> <td>25%</td> <td>27%</td> <td></td> <td></td> <td>81%</td> </tr> <tr> <td>End of Spring term</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0</td> </tr> <tr> <td>Summer half term</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0</td> </tr> <tr> <td>End of Summer term</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>	Year 1	No. Children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp.	At/+ expected	Baseline	60			8%		13%	15%	17%	23%		23%				78%	Autumn half term	60	3%		7%			10%	10%	18%	25%	27%				80%	End of Autumn term	59		3%		7%			12%	7%	44%	27%				78%	Spring half term	59	0%	2%	2%	2%		7%		7%	29%	25%	27%			81%	End of Spring term															0	Summer half term															0	End of Summer term															0
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<p>Part funding for Deputy Head Salary responsible for disadvantaged pupils</p>	<p>£55,000</p>	<ul style="list-style-type: none"> <li>- Effective implementation of the disadvantaged strategy to achieve the intended aims linked to ‘The quality of education’, Behaviour &amp; welfare &amp; Personal Development</li> </ul> <p>25 children trained as mini medics 12 disadvantaged</p>																																																																																																																																
<p>*The implementation of pupil learning passports, including:</p> <ul style="list-style-type: none"> <li>- Printing costs</li> <li>- Parent &amp; pupil introductory &amp; review sessions</li> <li>- Rewards for completion</li> </ul>	<p>£1000</p>	<ul style="list-style-type: none"> <li>- Gaps in pupil’s learning &amp; basic skills are effectively identified &amp; filled through the implementation of pupil passports</li> <li>- Parents are enabled to support children</li> </ul> <p>Pupil Passports successfully implemented in yr 2 and yr 6</p>																																																																																																																																

*Subscription to the Pixl (Partners in Excellence) Programme	£2000	<ul style="list-style-type: none"> <li>- Gaps in pupil's learning &amp; basic skills are effectively identified &amp; filled through the implementation of Personalised Learning Checklists (PLCs) &amp; associated resources</li> <li>- Teachers use Pixl resources as part of universal and targeted interventions to support teaching being at-least consistently good</li> </ul> <p style="color: red; margin-top: 5px;">See data above</p>
Total:	£58,000	
<b>Intent: Increase opportunities for cultural enrichment and wider life experiences</b>		
<b>Implementation</b>	<b>Cost</b>	<b>Impact</b>

<p>Part funding of the Royal Opera House Trailblazer Project. Opportunities include:</p> <p>Nursery/ Reception: By The light of the moon, West African Drumming, Tiny Tots Hip Hop Dance</p> <p>Year 1: School Matinee-Coppelia, Music for Change - Chinese Magic and Origami-Music</p> <p>Year 2: Story Telling Book Bus, Heritage visit-Tower of London,</p> <p>Year 3: Caribbean, By The light of the moon, Trestle, Calypso, Matilda, Digital making-Signals</p> <p>Year 4: Punch Drunk, Music for change - Indian Dance and stories, Extraordinary Adventures</p> <p>Year 5: West African Story Telling, By The light of the moon, Swan Lake School Matinee, Romeo and Juliet</p> <p>Year 6: Alice's Adventures, Alice Opera School Matinee</p>	<p>£10,000</p>	<p>- Pupils are provided with rich cultural experiences as detailed</p> <table border="1" data-bbox="846 264 1883 1294"> <thead> <tr> <th>Date</th> <th>Trip/Visit/ Learning experience/ Opportunity</th> <th>Year group/ pupils involved</th> <th>Number of Pupils</th> <th>Disadvantaged Pupils</th> </tr> </thead> <tbody> <tr> <td>02.10.19</td> <td>African Masks &amp; Dance (in-house workshop)</td> <td>5</td> <td>51</td> <td>18</td> </tr> <tr> <td>16.10.19</td> <td>Parent Evening</td> <td>Whole School</td> <td>473</td> <td>133</td> </tr> <tr> <td>17.10.19</td> <td>Indian Dance &amp; Storytelling (Trailblazer)</td> <td>Year 4</td> <td>56</td> <td>18</td> </tr> <tr> <td>5.11.19</td> <td>Caribbean Calypso (Trailblazer)</td> <td>3</td> <td>86</td> <td>36</td> </tr> <tr> <td>22.11.19</td> <td>By the Light of the Moon (Trailblazer)</td> <td>Nursery, Years 1, 3 &amp; 5</td> <td>241</td> <td>70</td> </tr> <tr> <td>22.11.19</td> <td>Dodgeball Tournament</td> <td>5 &amp; 6</td> <td>11</td> <td>2</td> </tr> <tr> <td>26.11.19</td> <td>Pirate Book Bus (Trailblazer)</td> <td>2</td> <td>64</td> <td>21</td> </tr> <tr> <td>02.12.19</td> <td>Drumming performance to parents</td> <td>4</td> <td>56</td> <td>18</td> </tr> <tr> <td>28.01.20</td> <td>Tower of London – 'Fire, Fire'</td> <td>Year 2</td> <td>60</td> <td>21</td> </tr> <tr> <td>03.02.20</td> <td>Alice's Adventures Underground, ROH, Covent Garden</td> <td>Year 6</td> <td>54</td> <td>15</td> </tr> <tr> <td>06.02.20</td> <td>Chinese Magic &amp; Origami</td> <td>1</td> <td>58</td> <td>16</td> </tr> <tr> <td>02.03.20</td> <td>Book Bus (Animals theme)</td> <td>R</td> <td>60</td> <td>9</td> </tr> </tbody> </table> <p>- Pupils benefit from the opportunities provided as part of their wider life experiences</p>	Date	Trip/Visit/ Learning experience/ Opportunity	Year group/ pupils involved	Number of Pupils	Disadvantaged Pupils	02.10.19	African Masks & Dance (in-house workshop)	5	51	18	16.10.19	Parent Evening	Whole School	473	133	17.10.19	Indian Dance & Storytelling (Trailblazer)	Year 4	56	18	5.11.19	Caribbean Calypso (Trailblazer)	3	86	36	22.11.19	By the Light of the Moon (Trailblazer)	Nursery, Years 1, 3 & 5	241	70	22.11.19	Dodgeball Tournament	5 & 6	11	2	26.11.19	Pirate Book Bus (Trailblazer)	2	64	21	02.12.19	Drumming performance to parents	4	56	18	28.01.20	Tower of London – 'Fire, Fire'	Year 2	60	21	03.02.20	Alice's Adventures Underground, ROH, Covent Garden	Year 6	54	15	06.02.20	Chinese Magic & Origami	1	58	16	02.03.20	Book Bus (Animals theme)	R	60	9
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03.02.20	Alice's Adventures Underground, ROH, Covent Garden	Year 6	54	15																																																															
06.02.20	Chinese Magic & Origami	1	58	16																																																															
02.03.20	Book Bus (Animals theme)	R	60	9																																																															

- Pupils raise their aspirations and continue areas of interest

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Date	Trip/Visit/ Learning experience/ Opportunity	Year group/ pupils involved	Number of Pupils	Disadvantaged Pupils
01.10.19	Theatre Company (Creative Writing Project – World War I)	6	53	15
02.10.19	African Masks & Dance (in-house workshop)	5	51	18
09.10.19	Reception visit to Tilbury Library	Reception	60	9
6.11.19	Magical Toy Museum	1	59	16
8.11.19	Challenge Day at The Gateway Academy	4 & 5	104	36
10.11.19	Remembrance Service (Cenotaph, Tilbury)	Head Boy/Girl Deputies x 2 House Captains x 8	12	4
12.11.19	Florence Nightingale (in-house workshop)	2	64	21
12.11.19	Rock Star TT Day – dressing as Rock Stars	Whole School & Nursery	477	133
19.11.19	Paramedic visiting Reception (People Who Help Us)	Reception	60	10

			19.11.19	Tilbury Fort (Queen Elizabeth & soldier)	4	56	18
			20.11.19	Mobile Planetarium (shared with GPFS)	5	48	18
			22.11.19	Fireman visiting Reception (People Who Help Us)	Reception	60	9
				Conversation Club – EAL (Adult Education)	Nursery - Year 6	75 invited	0
			27.11.19	3 x Police visiting Reception + trainee police puppy (People Who Help Us)	Reception	60	9
			02.12.19	Drumming performance to parents	4	56	18
			06.12.19	Para-Olympian Danny Crates Presentation	Year 6	53	15
			06.12.19	Performing Arts Club singing at Lakeside in aid of St. Luke's Hospice (AM)	Years 3-6	31	7
			06.12.19	Performing Arts Club singing at Tilbury Christmas Lights Festival (PM)	Years 3-6	30	7
			12.12.19	St. John's Church, Tilbury	Reception	60	9
			18.12.19	Panto from Gable Hall Academy students	Reception	60	9
			19.12.19	Christmas Market	Whole School	474	133
			09.01.20	Curriculum Catch-Up	Reception	60	9

			20.01.20	Windsor Castle – ‘Who is the Queen’	Year 1	58	16
			24.01.20	Dodgeball Tournament	Years 3 & 4	9	3
			24.01.20	Cake Bake Sale	Whole School	484	133
			27.01.20 & 28.01.20	Hearing & Vision check	Reception	60	9
			28.01.20	Tower of London – ‘Fire, Fire’	Year 2	60	21
			07.02.20	Natural History Museum	Reception	60	9
			07.02.20	Anglo-Saxon dress up day	3	89	36
			11.02.20	NSPCC Speak Out, Stay Safe KS2 Assembly	3, 4, 5 & 6	103	33
			11.02.20	NSPCC Speak Out, Stay Safe – 2 x Year 5 workshops	5	49	18
			12.02.20	NSPCC Speak Out, Stay Safe KS1 Assembly	1 & 2	121	37
			12.02.20	NSPCC Speak Out, Stay Safe – 2 x Year 6 workshops	6	54	15
			27.02.20	Boys Football Match at Lansdowne Academy	5 & 6	8	2
			05.03.20	Read at Breakfast Club session (World Book Day)	Whole School	491	137

Subscription to the 'Brilliant Club' targeted towards more able pupils:  University seminars University visit Assignment Graduation event	£3000	- 5 high achieving pupils entitled to pupil premium funding make rapid and sustained progress with their learning - Pupils achieve at-least a 2:1 when their assignment is assessed by the university - Identified pupils raise their aspirations and know that attending university is a choice for them  <b>Not completed due to COVID</b>
Thurrock Music Service	£4000	- Year 4 pupils have the opportunity to play an instrument (Drums) throughout the year - Pupils enjoy the opportunity are proud of their achievements/performances  <b>100% of children took part in lessons and final parent performance</b>
Swimming subsidy	£1000	- All pupils can swim 25m by the end of year 6 (National standard)  <b>Awaiting data from Cath</b>
Curriculum enrichment opportunities & school visits	£15,000	- Pupils are provided with new experiences and opportunities which contribute to their wider life experiences - Pupils are motivated & engaged in learning experiences - Pupils' knowledge, skills & understanding increased as a result of opportunities & experiences  <b>See Above</b>
<b>Total:</b>	<b>£33,000</b>	
<b>Total Costs</b>		<b>£238,920</b>