

# Pupil Premium Strategy Statement

Summary information					
<b>School</b>	West End Academy				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£82,000	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	195 UFS- Y6	<b>Number of pupils eligible for PP</b>	53 (UFS – Y6) 27%	<b>Date for next internal review of this strategy</b>	July 2020

## School context

At West End Academy, the percentage of disadvantaged pupils for whom the pupil premium provides support is higher than the national average (27% compared to a national average of 24%).

There are a number of factors affecting the Pupil Premium pupils attending our school. We believe that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way. At West End, we invest time and funding in opportunities and experiences which are designed to raise our pupils' aspirations and broaden their future horizons, starting with promoting the importance of excellent attendance.

Pupil Premium pupils at West End lack access to learning resources and wider experiences, in particular those that children in privileged families are often familiar with. We ensure that throughout their time at West End, Pupil Premium children have regular subsidised opportunities to enjoy stimulating visits, visitors and residentials. Pupil premium pupils are also supported financially with regards to school uniform and wider opportunities such as music lessons.

Poor communication, language and literacy skills of so many of our Pupil Premium pupils and families is also a significant barrier. Early reading and phonics is a key priority for us from the moment pupils enter nursery and this continues to be crucial for us through key stage 1 to ensure that all of our pupil premium pupils acquire the skills to pass through the 'reading gateway', preparing them for the wider KS2 curriculum and beyond. We strive to meet these needs by providing our Pupil Premium pupils with quality first teaching of reading and phonics whilst providing them with regular opportunities to access a wide and varied range of quality texts, starting with our fully decodable reading scheme in EYFS and KS1. Alongside this, we aim to create 'language rich' learning environments to help develop a love of literacy and promote the importance of language and good communication skills.

## Current attainment EYFS

<b>Total number of pupils</b>	28	<b>Number of pupils eligible for PP</b>	3	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving GLD</b>				66%	Figures not yet released
<b>% achieving all learning goals</b>				66%	Figures not yet released
<b>% achieving all prime areas of learning</b>				66%	Figures not yet released

% achieving all specific areas of learning	66%	71%
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Current % achieving the expected standard in phonics at KS1					
% achieving the expected standard at Y1				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	26	Number of pupils eligible for PP	6	100%	82%
% achieving the expected standard at Y2 (re-sitting the screening).				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	6	Number of pupils eligible for PP	3	0%	n/a

Current attainment KS1					
Total number of pupils	28	Number of pupils eligible for PP	4	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				50%	65%
Reading				50%	75%
Writing				50%	69%
Maths				50%	76%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )			Person/Team Responsible	Cost	
A.	35% of pupils are assessed as working below ARE in CLL on entry to nursery.		SLT	£10,000	
B.	The planning and delivery of phonics is not yet consistent across EYFS and KS1 for our less able readers.		SLT	£10,000	
C.	The use of assessment in KS2 is not currently rigorous enough to be able to quickly identify gaps in pupils' knowledge and in turn allow teachers to address misconceptions affectively to drive rapid progress.		SLT	£40,000	
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )			Person/Team Responsible		
D.	Financial restraints of families and limited extra-curricular experiences when outside of school.		Sports Leader and SLT	£20,000	
E.	Pupils lacking aspirations for the future and having a limited knowledge of opportunities which exist outside of their own locality.		SLT	£2,000	

Current attainment KS2					
Total number of pupils	30	Number of pupils eligible for PP	12	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				42%	71%

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>1. Non-teaching staff's subject knowledge and skillset is currently limited and practice is not effective in order to model communication and facilitate conversations between pupils and their peers and between pupils and adults.</p> <p>2. The outdoor learning environment is not fully developed and does not yet include areas which are designed to promote active communication. Where these areas are set up, communication is not yet being facilitated effectively.</p>	<p><b>Active Ingredient 1-</b> Lead staff to work with non-teaching staff on a regular basis to provide training on the use of correct language through more effective questioning.</p> <p><b>Active Ingredient 2-</b> Teaching staff will model on a daily basis how to move pupils on by using key phrases pitched at the right level through their questioning.</p> <p><b>Active Ingredient 3-</b> The outdoor environment will continue to be developed so that communication is a key focus. Adults will be effectively deployed in areas where they know how to best develop pupils communication skills.</p> <p><b>Active Ingredient 4-</b> A designated outdoor area which is set up to teach children how to communicate will be developed around the 'Talking Tree'.</p>	<p>CPD will be given to all EYFS staff around effective questioning and the correct key words and phrases which will aid accurate assessment and identify pupils' next steps. Formal <b>communication</b> will take place through staff meetings and weekly meeting with HT or DHT. Staff will be encouraged to communicate informally to maintain momentum.</p> <p><b>Follow up support</b> in terms of coaching will be provided by the SLT on a regular basis.</p>	<p><b>Short term:</b> <b>Fidelity:</b> All staff are able to clearly articulate the ways in which communication is being promoted. Staff are incorporating more effective questioning into their pedagogy. <b>Acceptability:</b> The majority of staff experience a growing confidence in asking pupils the right questions and planning activities/designing areas that enable PP pupils to develop their communication skills. <b>Medium term</b> <b>Fidelity:</b> There is a body of evidence in terms of planning and pupils work and monitoring activities that pupils are actively developing their verbal communication skills. <b>Reach:</b> All Staff are confident in their own roles in terms of developing pupils' verbal communication. Teaching staff are confident that the activities and areas they have resourced enable pupils to develop their verbal skills and that non-teaching staff are confident in how to support pupils in these areas through effective questioning and next steps.</p>	<p><b>Short term.</b> Pupils will take part in more activities where they will communicate meaningfully with others and with the effective support of adults. <b>Medium term-</b> Pupils' outcomes will improve in oracy. Pupils will be improved speakers and listeners and this will have a positive effect on their written outcomes and their understanding of instructions. <b>Long term-</b> Outcomes for pupils will improve more rapidly as they move through reception in to UFS. 70% of pupil premium pupils will achieve the early learning goal in reading, writing, speaking and listening and attention at the end of UFS.</p>
<b>Review Progress at the end of the autumn term</b>		<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>
<p>During the autumn term, monitoring of EYFS provision has focused primarily on whether children are given the opportunity to develop their communication skills through carefully planned teacher-led tasks. Teaching staff have introduced carrier phrases such as 'I have', 'I think' and 'I am' to help to model and scaffold pupils' responses. Monitoring has shown that these phrases are beginning to be used during teacher-led activities with some good success.</p>				

<p>Teachers are also working on ensuring that activities are not over-resourced with words. Pictures are being used instead of words to scaffold the learning.</p> <p>Games such as ‘Let’s talk’ are also helping to facilitate communication with phrases such as, ‘I can’ ‘I cannot’.</p> <p>In some areas, recordings of key phrases mean that the teacher is able to model the correct use of language without always being there.</p> <p>When this practice is more secure it will be modelled to non-teaching staff to roll out in other areas.</p>		
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<b>B. Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
<p><b>Context:</b> Of the 3 PP pupils who re-sat the phonics-screening test at the end of year 2, none of the pupils passed.</p> <ol style="list-style-type: none"> <li>1. The teaching of phonics from reception to year 2 is not yet fully consistent in terms of how the sessions are planned and delivered.</li> <li>2. Not enough time is currently dedicated in EYFS and KS1 to ensure that all pupils make it through the ‘reading gate-way’. Therefore there are pupils who enter KS2 unable to access the curriculum.</li> <li>3. The use of fully decodable reading books in EYFS and KS1 is developing but needs time to embed and show an impact.</li> </ol>	<p><b>Active Ingredient 1</b> – HT to work with teaching staff in EYFS and KS1 on a consistent, effective approach to the teaching of phonics. Approach to stem from proven, evidence based practice taken from the lead school in Wakefield for the English Hub where 100% of Y1 children pass the phonics screening test.</p> <p><b>Active Ingredient 2</b> – The EYFS and KS1 curriculum will be adapted for pupils who are in danger of not making it through the ‘reading gateway’.</p> <p><b>Active Ingredient 3</b> – The use of the fully decodable book scheme will continue to be implemented and the current range of books will continue to be added to. Teachers will work with non-teaching staff to make sure that these books are being used effectively.</p> <p><b>Active Ingredient 4</b> – Training will be delivered by the SENDCo so</p>	<p>CPD will be given to all teaching staff around effective approaches to the delivery of phonics lessons and interventions.</p> <p>Formal <b>communication</b> will take place through staff meetings and meetings with HT, DHT or SENDCo. Staff will be encouraged to communicate informally to maintain momentum.</p> <p><b>Follow up support</b> in terms of coaching will be provided by the SENDCo.</p>	<p><b>Short term:</b> <b>Fidelity:</b> All staff are able to clearly articulate the ways in which phonics is taught most effectively and what phase each of their pupils is working at.</p> <p><b>Acceptability:</b> The majority of staff experience a growing confidence in delivering phonics lessons and interventions that are pitched in line with pupils’ current phonics phase.</p> <p><b>Medium term</b> <b>Fidelity:</b> There is a body of evidence in terms of planning and pupils work and monitoring activities that pupils are making rapid progress towards reaching the ‘reading gateway’ by the end of Key Stage 1</p> <p><b>Reach:</b> All Staff are confident in the consistency and effectiveness of the whole school approach to phonics and early reading. Staff and pupils have access to an engaging and wide range of fully decodable reading books and</p>	<p><b>Short term.</b> Pupils reading books will always be closely matched to their phonics phase. Pupils phonics lessons and/or interventions will be planned and delivered following a consistent whole school model.</p> <p><b>Medium term-</b> Pupils will make rapid progress in phonics lessons and through interventions. Pupils’ reading will improve which will begin to impact on their work in other parts of the curriculum.</p> <p><b>Long term-</b> The percentage of pupils who pass the phonics test in year 1 will be at least 93%. In year 2, 100% of pupils who re-sit the phonics screening will pass.</p>

<p>4. SEND provision linked to PP pupils is not yet consistent when provision maps and phonics interventions are being planned and delivered.</p>	<p>that SEND PP pupils' provision map targets are in line with the phonics phase they are working on and that interventions are planned and delivered using one consistent approach. EEF's Teaching and Learning Toolkit supports the use of one to one intervention and highlights the positive impact regular, focused interventions can have on pupil outcomes (+5 months for primary age pupils).</p>		<p>everyone understands how these are matched to a pupil's current phonics phase.</p>	
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term
<p>The teaching of phonics in EYFS and Year 1 is now more consistent. The way sessions are planned and delivered is more uniform across the key stages. There is a growing emphasis on the speed at which children are able to read words by sight when using flashcards.</p> <p>The planning of phonics interventions in Years 1, 2, 3 is now consistent. The delivery of these sessions is not yet fully consistent as the progress of children in some year groups is less rapid compared with other year groups. There is a need for the SENDCo to provide training for members of staff leading interventions where pupils' progress has not been as rapid. Intervention provision needs to be consistent for pupils in all year groups to ensure accelerated progress for all.</p> <p>The use of fully decodable books is now consistent in EYFS, KS1 and LKS2. Monitoring during the autumn term checked that pupils' books were well matched to their phonics knowledge. Monitoring shows that teacher judgements are accurate through school and books are now well matched to pupil's reading ability. During the spring term, there needs to be a continued focus on the lowest attaining pupils to ensure that they are reading books at the correct level to enable them to make rapid progress.</p>		

## C. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p><b>Context:</b> The percentage of Pupil Premium pupils who achieved combined ARE at the end of KS2 was 42% (5 out of 12).</p> <p>1. Teacher assessment of pupil premium pupils has not been rigorous enough to ensure that gaps in learning are identified and addressed quickly and effectively.</p>	<p><b>Active Ingredient 1</b> – DHT to identify pupils who need to achieve combined ARE for the current year 6 cohort. DHT to work closely with the year 6 teacher to communicate which pupils can realistically be targeted to achieve ARE in reading, writing and maths.</p> <p><b>Active Ingredient 2</b> – HT to work with Year 6 teacher on the planning and delivery of focused interventions where pupils gaps in knowledge is currently behind ARE. Year 6 staff and HT to deliver these interventions and monitor their impact.</p> <p><b>Active Ingredient 3</b> – English lead to support the year 6 teacher with the planning and delivery of reading and writing lessons. English lead to monitor pupils weekly and the impact improved planning has on pupils' outcomes within lessons. Evidence taken from the EEF guidance states that the biggest single impact on pupil outcomes is quality first teaching.</p> <p><b>Active Ingredient 4</b> – Pupil resources to be bought to enhance current maths provision linked to key facts and arithmetic.</p> <p><b>Active Ingredient 5</b> – Pupil resources to be bought linked to reading comprehension.</p> <p><b>Active Ingredient 6</b> – Pupil revision guides for reading, writing and maths to be bought to support pupils in preparation for the SATs.</p> <p><b>Active Ingredient 7</b> – HLTAs will continue to be employed to release members of the SLT so that</p>	<p>Weekly <b>CPD</b> will be given to the Year 6 teacher in regards to the planning and delivery of reading, writing and maths content.</p> <p>Formal <b>communication</b> will take place through staff meetings and meetings with HT and the English lead.</p> <p><b>Follow up support</b> in terms of coaching will be provided by the HT on a weekly basis. The DHT will provide continued support on the provision for, and the monitoring of targeted pupils.</p>	<p><b>Short term:</b></p> <p><b>Fidelity:</b> Year 6 teacher to be confident on who the targeted pupils are and what provision is in place to make sure a greater proportion of them achieve combined ARE by the end of the year.</p> <p><b>Acceptability:</b> Year 6 staff experience a growing confidence in being able to talk about the progress that targeted pupils are making in reading, writing and maths and they are increasingly able to talk about what pupils' next steps are.</p> <p><b>Medium term</b></p> <p><b>Fidelity:</b> Termly standardised scores from practice SATs will show that an increasing percentage of pupil premium pupils achieve combined ARE.</p> <p><b>Reach:</b></p> <p>All Staff are confident in the consistency and effectiveness of provision for pupil premium pupils in reading, writing and maths. Core subject leaders closely monitor the impact that improved planning and new, bought resources have on outcomes.</p>	<p><b>Short term.</b> Pupils outcomes in books will show that they are achieving ARE in reading, writing and maths. Pupils will speak positively about new resources and interventions and communicate how they are having an impact on their learning.</p> <p><b>Medium term-</b> Pupils will have made rapid progress between assessment periods and standardised scores will show that they are working towards a scaled score of 100 in reading and maths and working towards the expected standard in writing.</p> <p><b>Long term-</b> The percentage of pupils who achieve combined ARE will be 60% compared to 42% last academic year.</p>

	teaching and learning can be improved through school, focusing on rigorous in-lesson AFL.			
<b>Review Progress at the end of the autumn term</b>		<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>
<p>The tracking of pupil premium pupils has been more high profile during the autumn term leading to more rigorous ongoing assessments. Teachers in most year groups are now more able to articulate the barriers and next steps for their PP pupils as well as evidencing the progress they have made since the start of the year. In most year groups, at least 75% of PP pupils have made expected progress or better in reading, writing and maths during the autumn term.</p> <p>Where progress levels are not as strong, teachers must ensure that work is pitched accurately for individual pupils so they are able to make progress against the objectives matched to their current ability. Pupils must also be given regular opportunities to correct their mistakes. Only then will these pupils learn from their mistakes and make progress with a particular skill.</p> <p>In year 6, 100% of PP pupils (group of 15) have made, at least, expected progress to this point since September. In maths, 66% of PP pupils are on track to reach the expected standard by the end of the year, while in reading and writing 73% are on track to reach the expected standard.</p>				
<b>D. Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description</b> (What are the active ingredients?)	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
<ol style="list-style-type: none"> <li>Pupils typically experience limited opportunities to visit places of interest outside the area in which they live.</li> <li>Financial restraints for some families mean that pupils are unable</li> </ol>	<p><b>Active Ingredient 1</b> – A proportion of funding to be used to subsidise school visits, residentials and visitors to school for all pupil premium pupils. Evidence taken from the EEF’s Teaching and Learning Toolkit supports that collaborative learning through such</p>	<p>Office staff to manage number of pupil premium pupils attending visits and residentials so that funding is distributed correctly.</p> <p>HT to monitor pupils participation in after school clubs and whether the variety</p>	<p><b>Short term:</b> <b>Fidelity:</b> All staff to be aware of how the pupils in their class are being supported with resources to help them to be prepared for school and helping them to continue their learning at home. All staff to have a knowledge of how pupils are being</p>	<p><b>Short term.</b> Pupils participation in lunch and afterschool clubs will increase and pupils will speak positively about the range of clubs that are on offer. Some pupils will attend homework club and this will have a positive impact on</p>

<p>to take part in clubs and competitions outside of school.</p> <p>3. Financial restraints for some families mean that pupils do not always have the correct uniform and/or PE kit.</p> <p>4. Pupils do not always have access to resources which allow them to continue their learning at home. Financial restraints and lack of awareness means that pupils do not always have access to reading books, stationary or the means to buy revision guides.</p> <p>5. Pupils do not regularly complete their homework, read their book and learn their weekly spellings.</p>	<p>experiences have a consistently positive impact on pupils.</p> <p><b>Active Ingredient 2</b> – Pupils able to participate in after school clubs either for free or at a significantly subsidised rate. After school clubs to be more varied, linked to sport and the wider curriculum to accommodate a wider set of pupils' interests. Wakefield Music Service guitar lessons to be fully funded for pupils who sign up.</p> <p><b>Active Ingredient 3</b> – Funding will ensure that all classes have a new supply of PE kit. Year 6 blazers will be bought for pupils to ensure that are fully prepared for school. Funding will also make sure that pupils have new, clean pumps for use inside school.</p> <p><b>Active Ingredient 4</b> – Revision guides to be bought for pupils in year 6 for reading, GPS and maths. Reading books to be bought for pupils to support the book they are studying in class.</p> <p><b>Active ingredient 5</b> – A lunchtime homework club to be run, giving pupils a place where they can work in a quiet, supportive environment.</p>	<p>of clubs meets the needs of pupil premium pupils.</p> <p>DHT to liaise with office staff to ensure that uniform, PE kits, revision guides, stationary and reading books are bought and distributed at the right points during the year.</p>	<p>supported to take part in clubs and visits</p> <p><b>Acceptability:</b> Year 6 staff experience a growing confidence in being able to talk about the progress that targeted pupils are making in reading, writing and maths and they are increasingly able to talk about what pupils' next steps are.</p> <p><b>Medium term</b></p> <p><b>Fidelity: Termly</b> standardised scores from practice SATs will show that an increasing percentage of pupil premium pupils achieve combined ARE.</p> <p><b>Reach:</b> All Staff are confident in the consistency and effectiveness of provision for pupil premium pupils in reading, writing and maths. Core subject leaders closely monitor the impact that improved planning and new, bought resources have on outcomes.</p>	<p>their work in class. Pupils will also speak positively about the music lessons they attend.</p> <p><b>Medium term-</b> Participation in lunch and afterschool clubs will have increased significantly and there will be more pupils attending homework club and this will continue to support pupils to make accelerated progress in lesson. Year 2 and 6 pupils will have access to new revision guides and they will feel supported in their revision. Pupils will have made good progress in their music lessons and continue to enjoy the experience.</p> <p><b>Long term-</b> There will be no gap between the number of PP and Non-PP pupils attending school clubs. Homework club will be well established and teachers and pupils will be able to evidence how this has impacted on progress in lessons. The use of revision guides will have fully prepared pupils for their SATs, resulting in an increased number of pupils making positive progress from their KS1 starting points (compared to 2018/2019).</p>
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term
<p>69% of pupils in KS2 have attended a club already this year. Homework, girls' football and guitars are all new clubs this term. 28% of pupils in KS1 have attended a club this year. This will be a focus for the spring term with gymnastics, multi-skills and baking already organised for these children. Further clubs such as</p>		

<p>cheerleading, drama and martial arts have been planned for KS2.</p> <p>Guitar lessons have been running weekly for pupils in Year 5 with great success. 100 % of PP pupils have received fully subsidised lessons. The children speak extremely positively about the lessons and they are making good progress during the sessions and over time.</p> <p>Funding continues to ensure that all classes have sufficient PE kits so that all pupils can access PE with the correct kit.</p>		
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### E. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<ol style="list-style-type: none"> <li>1. Some pupils have little or no experience of parents/family members having a job.</li> <li>2. Pupils have a limited view of future opportunities outside of Hemsworth.</li> <li>3. Many of our pupils suffer with poverty of expectation. They have a limited understanding of how their life can change for the better and the routes they need to take to achieve this.</li> </ol>	<p><b>Active Ingredient 1</b> – Delivery of an afterschool club run by Leeds United to focus on performance and statistical analysis in professional sport. This will continue the successful link with the Leeds United Foundation.</p> <p><b>Active Ingredient 2</b> – Half-termly assemblies will focus on raising aspirations through focusing on a particular profession – these will be delivered by the professionals themselves sourced through the Primary Futures Project.</p>	<p>Sports Leader to co-run the club and monitor the impact of the work on pupils. The participation of targeted pupils will be monitored closely.</p> <p>HT to liaise with Primary Futures Project on planning assemblies in consultation with the JLT.</p>	<p><b>Short term:</b>  <b>Fidelity:</b> All staff to be aware of how pupils aspirations are being raised/developed through the Leeds United Club and visitor-led assemblies.  <b>Acceptability:</b> Staff experience a growing confidence in being able to talk about how pupils aspirations are being raised.  <b>Medium term</b>  <b>Fidelity:</b> Pupils will be able to speak about a wider range of future opportunities linked to the assemblies, after school club and be able to talk about the ‘road’ they would need to follow to achieve such a position.  <b>Reach:</b>  All Staff are confident in the strategies which are in place to raise pupils aspirations and can talk about specific pupils and how the strategies are having a positive impact of them and their outlook on the future.</p>	<p><b>Short term:</b> There will be strong take-up on the afterschool club and pupils will attend regularly and speak positively about what they have been learning, and they will be able to communicate how the skills they have learned can be applied to their maths lessons. They will begin to understand what is involved in the profession of data analysis in professional sports and what skills they would need to pursue a career in this area. Pupils will have a growing knowledge of professions from the autumn assemblies.  <b>Medium term:</b> Pupils will continue to embed and re-apply the skills and knowledge they developed during the afterschool club. This will continue to have a</p>

				<p>positive impact on their work in lesson. They will continue to have a growing understanding of the sport analysis profession and the skills and attitude required to pursue a career in this field.</p> <p><b>Long term:</b> Pupil outcomes in maths and other non-core subjects will show that their data handling skills have developed as a result of attending the after school club. Conversations with pupils will evidence that they now have a wider set of aspirations linked to their increased knowledge of professions and career routes.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term
<p>Pupils spoke positively about the Leeds United Club, the take-up was excellent and attendance of the sessions was good. The maths work carried out during these sessions was of a good standard. The impact this has on maths within the classroom will be monitored during the spring term.</p> <p>During the autumn term, a local PCSO delivered a whole school assembly based on her role and the path she took to achieve her goal of becoming a police officer. The children enjoyed the assembly and were able to speak confidently about the skills Vicki learned at school which now help her to fulfil her job role. The children now have a better understanding of the different careers paths available within the police force.</p>				

In the spring term, DW will seek to arrange a visit from someone working in a different occupation.		
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