

Pupil Premium Strategy



#TransformingLives

Summary information					
Academy	Star Academy Sandyford				
SLT Lead	Mrs Bobbie Caisley				
Link Governor	Mrs Claire Ashmore				
Date of most recent PP Review:					
Date of next PP Review:					
Academic Year	2019-2020	Total PP budget	£ 133,320 £ 17,160 -EYFS £ 0 - LAC £ 900 - Forces	Total number of pupils on roll:	199
				Total PP:	101
				Ever 6 PP:	70
				EYFS PP:	13
				LAC PP:	2
				Refugee:	0
				Forces:	3

Contextual/Additional information:

1. **Mission statement**

Star Academy, Sandyford is set in the heart of a vibrant, diverse community where the shared motto is ***'Desire to learn, learn to achieve'***. We seek to ensure that all stakeholders are empowered to achieve the highest of expectations through the provision of a bespoke, lively and exciting, knowledge-based curriculum that promotes enquiry and exploration, risk-taking and resilience. Our curriculum nurtures the desire to achieve the very best regardless of the children's different starting points.

Our motto is underpinned by four key values:

Smart; Tolerant; Ambitious; Resilient

Our daily routines work to embed these four values in order to ensure that our children grow not only academically, but with the strength of character that will lead to a successful future as a valued and healthy member of society.

2. **Journey**

Star Academy, Sandyford pupil numbers have grown from 171 (opening of the academy) to 216 in 2019, indicating a growing popularity in the community. Whilst staffing overall has remained stable, there have been significant changes in leadership since 2018. In September 2018 an Executive Principal was appointed and the Vice Principal became Head of Academy. In January 2019, the Head of Academy and SENCO left their roles and a new SENCO was put in place. The Head of Academy post remained vacant until the second half of the Spring 2019 term. The new Head of Academy became the Principal in September 2019. The academy now runs effectively with an Executive Principal and Principal permanently employed.

3. **IDACI, Community**

The local community which Star Academy Sandyford serves is ranked 43 out of 32,844 where 1 is the most deprived. This places the academy amongst the 10% most deprived neighbourhoods in the country.

Historic Performance Indicators								
	National all 2017	National all 2018	Academy 2017	Academy 2018	National PP 2017	National PP 2018	Academy PP 2017	Academy PP 2018
% achieving at or above ARE combined by the end of Y6:	61	64	33	35	67	70	33	25
% achieving at or above ARE in reading by the end of Y6:	72	75	40	42	77	80	33	42
% achieving at or above ARE in writing by the end of Y6:	76	78	60	58	81	83	83	42
% achieving at or above ARE in maths by the end of Y6:	75	76	73	54	80	81	83	58
% achieving at or above ARE in SPAG by the end of year 6	77	78	47	58	82	82	33	50
% achieving at or above ARE in reading by the end of Y2:	76	75	65	83	79	79	43	89
% achieving at or above ARE in writing by the end of Y2:	68	70	43	70	72	74	36	74
% achieving at or above ARE in maths by the end of Y2:	75	76	70	87	79	80	55	89
% passing the phonics screening in Y1	81	83	79	84	84	85	83	70
% achieving GLD in Rec	71	72	57	66	73	74	22	43
Attendance	4.0	4.2	5.7	5.4	5.5	5.7	5.4	5.4

Current Performance Indicators					
	National all 2019	Academy 2019	National PP 2019	Academy PP 2019	Variation
% achieving at or above ARE combined by the end of Y6:	65	43			
% achieving at or above ARE in reading by the end of Y6:	73	54			
% achieving at or above ARE in writing by the end of Y6:	78	61			
% achieving at or above ARE in maths by the end of Y6:	79	54			
% achieving at or above progress in SPAG by the end of year 6	78	54			
% achieving at or above ARE in reading by the end of Y2:	75	70	62		
% achieving at or above ARE in writing by the end of Y2:	69	57	55		
% achieving at or above ARE in maths by the end of Y2:	76	73	62		
% passing the phonics screening in Y1	82	69	71		
% achieving GLD in Rec		67			
Attendance:					

2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (not including nursery)	223
Total number of pupils eligible	92
Amount PPG received per pupil	£1320
Total amount of PPG received	£121,440
Total amount of PPG spent	£122,000

Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Progress of EYFS pupils is accelerated through improved oral language and written skills.	Curriculum review: book based themes. Exposure to story and topic vocabulary.	67% of pupils achieved age related expectations in in speaking and 70% achieved age related expectations in writing.	Exposure to and emersion in reading and vocabulary have assisted with accelerated progress.	£2000
	English based foci in morning sessions.	In phonics 70% of children left the year group ready for the next stage of learning.	This approach will be maintained in the next academic year.	
	Phonics training and sharing of good practice.	This indicates accelerated progress from starting points.		
	Purchase of additional phonics resources.	85% of PP pupils achieved GLD.		
Parents are equipped and able to support early years pupils reading at home. Alternate opportunities to read are available to PP pupils.	Parent workshops: phonics & reading with your child.	85% of PP pupils reached ARE in reading at by the end of reception. 8% of PP pupils exceeded this standard.	Parent engagement and explanation of the reward scheme supported engagement with reading.	£2000
	Produce supporting resource packs and reading reward scheme.	Work shops were well attended and reading rewards achieved by the majority of the class.	Ongoing workshops will be used in 2019-2020	

Effective feedback ensures misconceptions and errors are addressed swiftly. Feedback will provide challenge where skills are secure. Higher order questioning ensures a deeper understanding of skills and knowledge	<p>Training sessions with all teaching staff on marking and feedback and questioning</p> <p>Teachers and Learning support assistant to provide active feedback within every session.</p> <p>Employment of LSAs in morning sessions</p>	<p>Clear processes and procedures are in place for marking and feedback. All staff provide immediate feedback that supports addressing misunderstandings.</p> <p>In year progress is evident in key year groups.</p>	<p>Addressing misunderstanding and providing active feedback is evident in all classrooms.</p> <p>Pupils make in year progress and gaps are addressed.</p> <p>Active feedback and support will continue in 2019-2020</p>	£81,000
ii. Targeted Support				
	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To further develop practice in the EYFS to support early reading and mathematical concepts.	<p>Parental engagement – workshops and inspire events to support learning strategies</p> <p>Resources to ensure high quality provision and well-trained staff to support the engagement of PP pupils in activities to support accelerated progress.</p>	<p>Inspire events took place and were well attended however evidence of impact on pupils learning and progress was limited.</p> <p>Progress of EYFS pupils was accelerated.</p>	<p>Consideration to more substantial intervention for early reading and mathematics is needed. However parental engagement to continue to support understanding by parents.</p> <p>Packs to be produced.</p>	£2,500
To improve phonic acquisition for PP pupils who enter with low baseline skills so that they catch up with peers	<p>Booster phonics groups to address gaps in phonic knowledge.</p> <p>Purchase of phonics computer programme to ensure engagement. 1 to 1 reading opportunities using phonetically based books</p>	<p>Pupils on track for year 1 and those passing the phonics screening in 2019 was in line with national and trends remain positive.</p> <p>Phonics resources widely used.</p>	<p>Resources have supported learning in phonics and have seen accelerated learning in reception.</p> <p>Phonics programme to continue to be used.</p>	£1,500
PP pupils with SEN or low abilities in reading, writing and math will have accelerated progress so that	Employment of a special educational needs Learning Assistant.	<p>Positive progress was made by SEN pupils and interventions addressed key gaps.</p> <p>Interventions were undertaken in both the classroom and external – consideration needed to</p>	SEN specific support will be required moving forward however stricter tracking is required to address gaps.	£19,000

gaps are diminished between them and peers	SEN LSA to undertake 1 to 1 sessions to address gaps identified in skills. (0.5 of week) SEN LSA to support PP pupils across school during english, reading and math lessons (0.5 of week)	be taken to stricter tracking of progress from the intervention.		
Identified PP pupils to make progress in english.	Take part in Primary Stars gold package (Stoke City Community Trust) PP targeted pupils to access the reading and writing booster programme.	Pupil demonstrated engagement and enjoyment in the context of the english project. Knowledge ad skills covered were not transferred into every day writing and did not have a long term impact on skills transferred to long term memory.	Impact was minimal bar engagement and enjoyment. This will not be used again	£3000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP pupils maintain a positive attendance level and no PP child is persistently absent or late	Employ an educational welfare service to support the work with PP pupils and encourage positive attendance	Improved attendance levels resulting in an increase to 96.2%	More stringent expectations have resulted in better attendance however PNRs and increased first day calling are still required. An EWO will be employed but by a new provider	£3,500
All PP children are able to access education off site, residential visits and extra-curricular activities	Subside all educational trips, residential trips and encourage attendance at extra-curricular clubs to ensure all can access.	All pupils have accessed educational trips, residential trips and where requested extra-curricular activities. N pupil has been disadvantaged by cost.	Attendance and commitment to enrichment opportunities have been undertaken by all PP pupils. This will continue moving forward.	£3500
PP pupils are well nourished so that hunger is not a factor in learning and engagement.	Daily fruit and snack is provided for all pupils to ensure all are fed. Where required breakfast is provided for pupils with known concerns.	Pupils have a basic nourishment that assists with focus and concentration. Hunger is spotted and the means to address are available.	Many pupils arrive hungry and do not fear asking for food as it is part of the eths of the school. This ill continue.	£2,000

Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Where PP pupils struggle or cannot access certain facilities/resources the academy support with this. E.g. purchase of uniform, shops, trainers, books etc.</p>

Barriers to future attainment and progress (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	On entry to reception, pupils have poor skills and knowledge of speaking, reading, writing and number. % of pupils with age related skills on entry is low.	
B.	Attainment and progress in reading and maths show a gender gap with boys underperforming compared to girls.	
C.	Writing attainment is poor across the academy as a whole. Pupils have poor understanding of composition, spelling grammar and vocabulary	
D.	PP pupils progress slows during key stage 2 in reading. Fluency, stamina, inferring (with evidence) and finding enhanced meaning are areas of weakness.	
E.	PP pupils progress slows during key stage 2 in maths. Fractions, decimals and percentages, geometry and measure are areas of weakness. In year 6, additional support for ratio and proportion is also required.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	Lack of enrichment opportunities for pupils which impact on their abilities to draw on life experiences and use enriched vocabulary	
G.	Social and emotional problems outside of the school environment impact on attitude to school life and being prepared for school. Support and work with parents is needed to enhance this area.	
H.	Attendance and persistent absence of PP pupils is higher than national averages and impacts on acquisition of knowledge and skills.	
Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	EYFS PP pupils meet age related expectations especially in literacy and maths skills by July 2020. Pupils are able to read, write and have a solid number understanding so that they are ready for the next stage in their education (Key Stage one)	Accelerated progress by reception children mean a greater proportion achieve age related expectations by July 2020. PP pupils attain the early learning goals in reading, writing and number.

B	Boys make accelerated progress in 2019-2020 so that they are at least line with national and girls attainment. Boys are engaged in the whole curriculum and have key skills for the next stage of their education.	% attainment and progress of boys is equal to or better than girls and in line or above national. There is no significant gap between the genders.
C	Pupils are able to use composition, spelling, grammar and punctuation effectively to write for purpose and effect. Pupils are legible in their writing and use their knowledge and skill across a range of subjects. Writing moderation is used to track progress in skills and attainment.	A greater proportion of pupils achieve age related expectations by the end of the academic year in all year groups bringing them closer to national averages.
D	PP pupils reach their individual potential in reading and make the progress to achieve end of year and key stage age related expectations. Pupils are able to infer (using evidence from the text), find enhanced meaning and compare texts for similarities and differences. Reading tests and comprehension activities indicate an increase in skill and knowledge.	All year groups have gains in proportions of pupils achieving age related expectations by the end of the academic year compared to the start. More pupils achieve ARE with % being near to or in line with national figures.
E	PP pupils in key stage 2, make accelerated progress in maths. Pupils have a deep knowledge of ratio, proportion, geometry and measure. Formative and summative assessment are used to track progress and identify where improvements are made or gaps need addressing.	All PP pupils make at least expected or better progress in maths. KS2 progress results show all groups of children make better than '0' progress.
F	A cultural entitlement passport is provided for every child detailing experiences they are entitled to as part of their learning at Star Academy. All children have access to experiences which build on their cultural, social, spiritual and geographical knowledge.	PP pupils have life experiences to draw on and refer to when learning. These are referred to when recording and articulating learning.
G	Pupils feel safe and happy at school. Pupils have strategies to use when they feel upset, angry or anxious. Pupils have 'safe' adults they can discuss their concerns with. Pupils are ready to learn during lessons. Parents have a port of call for support with a range of family issues. Referrals are made swiftly for early help which decrease incidents reaching social intervention levels.	Boxall evaluations show that pupils are socially and emotionally more able to cope with life skills and experiences. Access to nurture provision supports pupils and parents mental well-being.
H	Attendance and persistent absence improve further and is at least in line with national and non-PP pupils. Termly reviews and tracking take place. Parents and pupils are aware of the importance of positive attendance and its impact on learning.	PP attendance and persistent absence is at least in line with non-PP pupils and national averages.

A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to polling. The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>

Sutton Trust: Academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](#) – in sponsored academies in 39 chains from 2013-2015. The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils.

<http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>

<http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.

As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the academy, whilst complimenting and enriching the existing curriculum.

2019-2020 Strategy

Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of Education for all					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Review Date
A. EYFS PP pupils will meet ARE in reading and writing.	<ul style="list-style-type: none">Regular shared reading, storytelling and vocabulary immersion.Purchase of and use of high-quality texts, singing and rhyming activities.Daily opportunities to write – develop handwritingParent reading workshopsTeacher intervention – pmPurchase of story headphones	EEF guidance report: preparing for literacy – early years. Improving communication, language and literacy in the early years; seven recommendations	Timetabled sessions Expectation in planning Timetables intervention time – specific to need.	R Drew	January 2019 March 2019 July 2019
A. EYS PP pupils will reach ARE in maths – particularly number.	Purchase ten towns and implement the programme across early years. Purchase Ten Town parent and child subscription for all Reception children to encourage engagement and understanding of the scheme. Use as a basis for homework. Purchase large numicon for emersion in number.	EEF suggest early numeracy approaches which encourage number sense and use games have high impact for low cost.	Planning scans Learning environment displays	R Drew C Lewis	January 2019 March 2019 July 2019

<p>B. Boys are fully engaged with the curriculum and enjoy the key concepts covered. Boys achieve aims and objectives set.</p>	<p>Adapt the curriculum coverage so that key concepts can be delivered in a boy friendly and engaging way. Ensure lessons are focused and timely through the use of block scheduling styles e.g. five sequential lessons in design and technology</p> <p>Research curriculum risk taking based around text to encourage engagement from boys</p> <p>Adapt the english curriculum so that texts can be related to the broader curriculum allowing for purpose f text. Purchase appropriate texts.</p> <p>Undertake emersion days for block starts which are boy friendly.</p>	<p>A greater engagement in the curriculum will lead to greater achievement. Interest levels and enjoyment support the purpose of the learning.</p> <p>EEF block scheduling approach resulted in higher results than traditional schedules (two to five months of additional progress)</p>	<p>Quality assurance activities relating t the curriculum.</p>	<p>K Wildman</p>	<p>January 2019 March 2019 July 2019</p>
<p>C. Improved sequence of english lessons support writing composition and effect</p>	<p>Purchase appropriate high quality, boy friendly, texts as examples of positive writing composition</p> <p>Purchase SPAG resources to support with the grammatical aspects of writing which rely on a range of learning styles.</p> <p>Purchase spelling shed for homework</p> <p>Purchase/create writing frames with clear draft guidance for composition and effect of writing.</p>	<p>Consistent teaching and processes mean key concepts are taught and deepened over time.</p>	<p>Termly monitoring of procedures.</p> <p>Termly moderation of writing.</p> <p>Quality assurance activities.</p>	<p>K Wildman</p>	<p>December 2019 March 2020 July 2020</p>

	Purchase phonics materials.				
D. Reading progress and attainment are improved	<p>Undertake training and introduce Reciprocal reading as an additional support for those children not reaching ARE.</p> <p>Undertake parent workshops to teach the reciprocal reading approach so reading homework can support this.</p> <p>Introduce a reciprocal reading extra-curricular club targeted at PP boys (invitation lunch/after school)</p>	<p>Reciprocal reading gives +2 months more progress according to the EEF summary when used with targeted groups.</p> <p>Engagement with parents will enhance understanding of ways to support reading</p>	<p>Tracking of pupil formative assessment</p> <p>Summative assessment evaluations</p> <p>Reading record reviews and parent questionnaires.</p>	K Wildman	<p>December 2019</p> <p>March 2020</p> <p>July 2020</p>
<p>B/C/D/E. Effective feedback ensures misconceptions and errors are addressed swiftly. Feedback will provide challenge where skills are secure.</p> <p>Higher order questioning ensures a deeper understanding of skills and knowledge.</p>	<p>Teachers and Learning support assistant to provide active feedback within every session.</p> <p>Feedback to include verbal support, verbal challenge, fluidity of learning activity and marking of books.</p> <p>Active marking to show pupils instantly successes and areas to work on. Also to include challenges, continuation and corrections to adapt learning where needed.</p>	<p>Pupils receiving immediate support and active feedback can address mistakes/misconceptions quickly. Active marking allows for fluidity of learning and ensure sessions are differentiated according to need.</p> <p>Higher order questioning will develop pupil's ability to reason and give full and meaningful answers.</p> <p>EEF toolkit suggests feedback can lead to an additional 8 months progress over a year.</p>	<p>Monitoring of the use of high order questioning indicates this is strength of the school. All staff are well trained and use questioning to draw out learning.</p> <p>Lesson observations and learning walks are undertaken to ensure compliance with active marking.</p> <p>Marking can be seen within lessons and</p>	K Wildman	Continual

			pupils respond promptly.		
Total budgeted cost					£70,000
ii. Targeted support					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
B. To accelerate progress for boys in reading, writing and maths so that greater proportions achieve ARE by July 2020. The gender gap is narrowed.	<p>Introduce maths Intervention slot for PP below ARE. Purchase intervention programmes such as B2, numicon and maths shed for homework.</p> <p>Reading intervention slot for PP below ARE. Use of reciprocal read.</p> <p>Afternoon instant support and feedback for writing within wider curriculum areas.</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Small group tuition has moderate impact – the smaller the group the greater the impact (EEF)</p>	<p>Tracking of pupil attainment and progress</p> <p>Quality assurance monitoring</p>	<p>I MacDonal d</p> <p>C Fennelly</p>	<p>December 2019</p> <p>March 2020</p> <p>July 2019</p>
To ensure pupils are ready for learning through secure emotional well-being	<p>Employ a home-school link worker to support nurture activities and provide swift intervention for emotional well-being concerns. 1 to 1 work to take place where required/needed.</p> <p>Support parents with family life concerns so that calm consistent home lives are achieved.</p>	<p>Calm, orderly pupils are ready to learn without the constraints of fear or anxiety.</p> <p>EEF – moderate impact for moderate cost</p>	<p>Dedicated timetable.</p> <p>Boxall checks</p>		

H. PP pupils develop positive attitudes to attendance and no PP child is persistently absent or late	Employ an educational welfare service to support the work with PP pupils and encourages positive attendance Employ home-school link worker (0.4) to work with and support families on attendance	Attend were employed to address levels of PA and encourage positive attendance. PP attendance has shown an improvement and demonstrates an upwards trend. The academy wished to maintain this level of commitment to education and retain a service that has clearly seen a positive impact.	Monitor attendance levels with termly reviews. Ensure clear and effective procedure are in place to address absences	B Caisley C Williams	December 2019 March 2020 July 2020
Total budgeted cost					£30,000
iii. Other approaches					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
G. Social and emotional needs are met whilst at the setting so that pupils feel safe and happy at school and are ready to learn.	Provide a nurture provision across all phases to teach life skills and address social and emotional needs	A % of our PP pupils have lifestyles that leave them vulnerable and without well adapted life skills. Many need strategies to cope with emotions in a reflective way so that they are able to access learning.	Clear timetables provision and activities planned out to address children's individual needs as identified following a Boxall assessment.	C Williams	January 2020 April 2020 July 2020

	<p>Provide early help support for families to address home life concerns</p> <p>Refurbish the community room so that it can be used effectively for intervention, SEN, nurture and family intervention.</p>	<p>Ofsted's 'Supporting children with challenging behaviour through nurture group approach' report indicated that nurture provision could impact positively on pupil's behaviour and social skills.</p> <p>Early help for families stops further decline when issue arise and less likely of social care intervention.</p>	Boxall assessments will be carried out at termly intervals and evaluation of successful return to FTE classroom activities will take place.		
F. All PP children are able to access education off site, residential visits, extra-curricular activities and care club facilities.	Subside all educational trips, residential trips and encourage attendance at extra-curricular clubs to ensure all can access.	<p>PP pupils may not be financially able to support voluntary contributions for educational visit, or the cos of residential trips or clubs. To ensure the opportunity to be involved in curriculum enrichment opportunity they will be fully subsidised.</p> <p>EEF suggests +4 month as the impact of outdoor learning.</p>	Dedicated money will be set aside within the school budget to account for additional costs arising from enrichment opportunities.	B Caisley	July 2020
G. Pupils are well nourished and have enough energy to fully participate in their learning without distraction.	Fruit to be purchased for all pupils daily. Additional snack and refreshments to be provided for those experiencing hunger	Dissipation of hunger allows children to focus on learning. Energy from the food fuels the brains.	All classes will have a daily portion of fruit so that all can access it freely.	K Wildman	Ongoing.

Total budgeted	£28,000
<p>Additional Information:</p> <ul style="list-style-type: none"> • Where PP parents struggle with purchasing uniform, money from the PP pot will be used to support this. • Use of care club for PP pupils in need is subsidised or covered with PP money. • Where PP pupil show a particular talent and the academy is able to source an appropriate club or learning opportunity, consideration is given to PP money being used to cover fees. 	