



## Pupil premium strategy statement: Frances Olive Anderson C of E Primary School

### Statement regarding 2019/20 spend and plans for 2020/ 2021

1. Summary information					
<b>School</b>	Frances Olive Anderson C of E Primary School				
<b>Academic Year</b>	2019/20 – review	<b>Total PP budget April 2019-March 2020 Based on October 2018 census</b>	£87,019	<b>Date of most recent PP Review</b>	21.09.20
	2020/21 plans	<b>Total PP Budget April 2020-March 2021 Based on October 2019 census</b>	£93,085		
<b>Total number of pupils on roll</b>	2019/20 =199	<b>Number of pupils eligible for PP Based on October 2018 census</b>	53 2019/20	<b>Date for next internal review of this strategy</b>	September 2021
	2020/21 =176	<b>Number of pupils eligible for PP Based on October 2019 census</b>	54 2020/21		
*Pupil Premium budget runs with the financial year not the academic year. Numbers based on previous October's census.					

2. Current attainment		
<b>Data is 2018-19 co-hort No data available for 2019-20 due to COVID 19</b>	<i>Pupils eligible for PP (your school)</i> <b>9/28 PP pupils in Year 6 2018-19</b>	<i>Pupils not eligible for PP (in school – national data not available yet)</i> <b>19/28 non PP in Year 6 2018-19</b>
<b>% achieving ARE in Maths at the end of KS2</b>	8/9= 89%	17/19 = 89%
<b>% achieving ARE in SPaG at the end of KS2</b>	6/9 = 67%	15/19 = 79%



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% achieving ARE in Writing at the end of KS2	7/9= 78%	18/19 = 95%
% achieving ARE in Reading at the end of KS2	7/9 = 78%	17/19 = 89%
% achieving combined ARE in Maths, Writing and Reading at the end of KS2	6/9= 67%	16/19 = 84%
	<i>Pupils eligible for PP (your school)</i> <b>7/24PP pupils in Year 2 2018-19</b>	<i>Pupils not eligible for PP (in school – national data not available yet)</i> <b>17/24 non PP in Year 2 2018-19</b>
% achieving ARE in Maths at the end of KS1	3/7 = 43%	15/17 = 88%
% achieving ARE in Writing at the end of KS1	5/7 = 71%	15 / 17= 88%
% achieving ARE in Reading at the end of KS1	5/7 = 71%	14 / 17 = 82%
% achieving ARE in Phonics at the end of Year 1	2/5 = 40%	21/22 = 95%
% making at least expected progress in reading KS 2 • from KS 1 data	8/9 = 89%	18/19 = 95%
% making at least expected progress in writing KS 2 • from KS 1 data	8/9 = 89%	18/19 = 95%
% making at least expected progress in maths KS 2 • from KS 1 data	8/9 = 89%	19/19 = 100%
% making at least expected progress in reading KS 1 yr 2	6/7 = 86%	13/17 = 76%
% making at least expected progress in writing KS 1 yr 2	5/7 = 71%	13/17 = 76%
% making at least expected progress in maths KS 1 yr 2	5/7 = 71%	16/17 = 94%



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**3. Barriers to future attainment (for pupils eligible for PP including high ability)**

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A</b>	Wellbeing and self-belief and impact of trauma due to COVID restrictions/personal experiences
<b>B</b>	Pupils who have a special educational need in addition to PP tend to be below ARE.
<b>C</b>	Lack of parental support with home learning and homework due to time, confidence and subject knowledge
<b>D</b>	Exposure to high level vocabulary in day to day interactions which impacts on access to some reading materials and the vocabulary used in writing
<b>E</b>	Lack of high quality text, resources to support learning at home and completion of homework

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>F</b>	Attendance and punctuality for some families pupils eligible for PP.
<b>G</b>	Family circumstances such as bereavement and illness in the immediate family.

**4. Outcomes**

<i>Desired outcomes and how they will be measured</i>	Success criteria
<p>The gap in achievement (attainment and progress) for pupils in receipt of PP and those who are not is closed due to the children being supported in their individual need such as:</p> <ul style="list-style-type: none"> <li>• Well being</li> <li>• Lateness</li> <li>• Attendance</li> <li>• SEN</li> </ul> <p>Measured by formative and summative assessment. Submitted and analysed at data points 3 x a year.</p>	<p>The gaps are narrowed from the new baseline starting points in October 2020. Progress made by pupils in receipt of PP is at least as good as non PP, or accelerated to close the gap in attainment if no other barrier to learning has been identified and addressed.</p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>The gap closes between the attendance of our PPF pupils from 2018 -19 data – needs to be flexible due to Government guidance given to schools due to COVID 19. A high rate of absence across the school is expected as families are advised to isolate and access tests.</p>



**5. Planned expenditure**

**Academic year**                      **2020/21**

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 teaching for all**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Progress of pupils in receipt of PP is equal to progress of non PP pupils</p>	<p>Use of cornerstones progress tests in maths, reading and SPaG termly. Assessment of writing in house and with other schools / advisors</p> <p>Interventions put in place to accelerate progress</p> <ul style="list-style-type: none"> <li>- Active English</li> <li>- Read, Write, Inc</li> <li>- 1<sup>st</sup> class at numbers 1 and 2</li> </ul> <p>Whole school approach for maths and spelling</p> <ul style="list-style-type: none"> <li>- Active maths</li> <li>- Active spelling</li> </ul> <p>Engagement in mobilise project with partner schools in Lincolnshire.</p> <p>Become part of Kyra Gainsborough.</p>	<p>To identify gaps in knowledge early in order for these to be plugged before gaps widen.</p> <p>We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality TA intervention is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Shared good practice. Knowledge of quality interventions. EEF study into the effectiveness of teaching assistants informs development. Shared high quality practice between subject leaders, an outward view of informed practice to use in own setting, keeping abreast with current educational thinking</p>	<p>Subject leader analysis of progress tests to identify gaps for learning.</p> <p>Evidence that gaps have been filled through book review and data</p> <p>SEND lead to analyse impact of interventions used to ensure they are effective for the individual pupils or groups</p> <p>Evaluation of action planning and analysis of various data            Excellent practice which reflects the Post Pandemic Pastoral Care - mobilise project</p>	<p>Subject leaders</p> <p>SEND lead</p> <p>SH – English lead            HI – maths lead</p>	<p>Data point X 3 a year</p> <p>Pupil progress 6 x year</p> <p>On going</p> <p>Ongoing Formally 6 x year in curriculum staff meeting</p>



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	<p>Development of metacognition and self-regulation principles in the classroom – writing – have signed up expressing an interest with Kyra research team</p> <p>Ensure the curriculum is ambitious and designed to give ALL pupils the knowledge and cultural capital they need.</p> <p>Active engagement and co-operative learning training undertaken and strategies adapted to ensure highest possible engagement at all times, therefore improved progress</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>Capture the children's interest in a variety of ways – high profile for core subjects. Promotes team work and encouraged all to be involved.</p> <p>To engage pupils in their learning. Higher % pupils actively engaged = improved progress and therefore attainment for individuals. Children become accountable for learning and cannot sit back to allow other to take over.</p> <p>EEF - Evidence about the benefits of collaborative learning has been found consistently for over 40 years and a number of systematic reviews and meta-analyses of research studies have been completed. In addition to direct evidence from research into collaborative learning approaches, there is also indirect evidence where collaboration has been shown to increase the effectiveness of other approaches such as mastery learning or digital technology. It appears to work well for all ages if activities are suitably structured for learners' capabilities and positive evidence has been found across the curriculum.</p>	<p>Evaluate from baseline in October 2020, follow guidance from Kyra research team</p> <p>Staff plans show planning for enrichment. Teachers will have high expectations for the activities / visitors / trips and will ensure that sessions do in fact inspire and motivate the majority of pupils. This will be dependant on COVID 19 restrictions</p> <p>At the beginning of the year the interaction in groups of 4 may be restricted due to the guidance to have children sat in rows, facing the front. There will be less opportunity for the class and team builders. Once 'normality' resumes, learning walks and drop ins, will show that strategies are being used to promote active engagement and co-operative learning. HT to support individual teachers to improve use of this approach.</p>	<p>SC to lead</p> <p>CT – HT to review experiences</p> <p>HT</p>	<p>Ongoing as guided by the research team</p> <p>Evidence on Seesaw App and work, pupil voice</p> <p>Drop ins and learning walks as allowed by current restrictions</p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Weekly attendance celebrated for all through achievement assembly,</p>	<p>Attendance at school directly impacts attainment and progress.</p>	<p>It is crucial that attendance is supported with flexibility this year.</p>	<p>HT</p>	<p>Reviewed weekly for celebration</p>



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	<p>snippets and on the website</p> <p>Termly attendance celebrated each term.</p> <p>Update on current attendance rates as part of reporting system to parents.</p> <p>Report to governors and actions planned in light of these are carried out</p> <p>Implement the attendance policy rigorously.</p> <p>Continue to have direct conversations with individual families to offer appropriate support to ensure their child attends regularly.</p>		<p>Celebrations on hold as families / pupils may have been directed to self-isolate.</p> <p>Each case monitored individually and plans adapted as the year progresses, following guidance at the time.</p> <p>Any families who have issues with attendance are effectively supported by school.</p> <p>Governors will challenge leadership team regarding support given to individual families.</p>	<p>If concerns raised about individual, then action taken immediately</p> <p>Tracked and reported to P&amp;S governor committee 3 x year. On going</p> <p>As required</p>
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<p>Improved levels of self – esteem and well being</p>	<p>Use of jigsaw PHSE as basis for weekly lessons.</p> <p>Class teachers to deliver and continue support through out the week.</p> <p>Employment of a Health Mentor for one day a week under the direction of our pastoral lead.</p> <p>Member of the SLT leading pastoral care</p>	<p>Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme at the same time.</p> <p><b>Note from Jan Lever</b>          Jigsaw is the culmination of over 33 years' experience as a teacher, local authority adviser and psychotherapist. It has taken many hundreds of hours to write and much dedication and commitment from all those involved. Its mission is to support very busy teachers to deliver high quality Personal, Social and Health Education (as well as all the other things Jigsaw aims to bring to children) to the children in their schools; to bring fun and creativity into PSHE whilst ensuring a developmental and progressive curriculum. At the heart of our motivation for Jigsaw is always making things better for children both now and in their futures.</p> <p>Happy children are happy learners. Lots of research has shown the impact anxiety, worries and mental health can have on pupil outcomes. This is recognised in inspection and government directives.</p> <p>An understanding of 'emotional hijack' for all staff and pupils will help us to be more effective with our support for individual pupils. We aim to support the children in being able to self-regulate their feelings, recognise when they need to do something positive to stop an angry outburst.</p>	<p>PHSE subject leader will monitor delivery of lessons.</p> <p>Ensure PHSE is timetabled weekly and is taught every week</p> <p>Once a short term whole class assembly to introduce theme</p> <p>Tracking systems being used effectively to inform planning</p> <p>Celebration of end product display – one class per short term. (SMSC focus)</p> <p>Conversations with pupils will show impact</p> <p>Pupils are able to access their learning and make progress as they are able to focus and concentrate.</p> <p>The overview which our pastoral lead has and the impact of her leadership will be clear from the whole school approach to behaviour and support. This will improve our partnership with parents also in supporting their children's wellbeing.</p>	<p>PHSE lead</p> <p>Pastoral lead</p> <p>HT</p> <p>Pastoral lead</p> <p>All staff</p>	<p>Termly</p> <p>Weekly</p> <p>Report to governors – pupil and staffing x 3 a year.</p>
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	<p>Use of learning from Post Pandemic Pastoral Care project</p> <p>Use of the incredible 5 point scale</p> <p>Use of Dr Ben Furman's Kids' Skills methods.</p>	<p><b>How to convert children's problems into learnable skills</b>          White paper by Ben Furman          January 2018</p> <p><i>Misbehaviour is children's way of informing you that they miss a skill and that they haven't figured out yet what it is.</i></p> <p>A key idea in Kids' Skills is that in this approach you don't focus on children's problems, but on skills that children need to learn to overcome their problems. This shift in focus from problems to skills has significant benefits. It fosters hope, improves collaboration with children as well their parents and above all makes it easier to bring about change not only in the children, but also in the entire social network surrounding the child.</p>	<p>More children will be able to self-regulate or be guided to prior to behaviour escalating.</p> <p>Observations of pupils, day to day interactions. Comments from parents.</p> <p>Feedback from pupils, staff and health mentor as well as comments from parents.</p>	<p>Class teacher, health mentor, pastoral lead with family members</p>	<p>Ongoing</p> <p>ongoing</p>
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improved attainment in areas the individual is not ARE unless a specific barrier to learning has been identified.            All pupils to make at least expected progress.</p>	<p>121 and small group provision according to needs identified at pupil progress meetings which occur 6 x a year            Mid short term reviews of provision in key stages.</p> <p>Most mornings, each class has TA support in order to enable:</p> <p>High quality differentiation, targeting specific learning needs</p> <p>Feedback from both teacher and TA has immediate impact.</p> <p>At times teacher takes LA whilst TA teaches the rest.</p> <p>TA hours increased to allow for planning time with class teacher</p>	<p>Some of the students need targeted support in order to close the attainment gap or make at least expected progress from their starting point.            The interventions being used have proven track records either in other schools or our own tracking has shown a positive impact.</p> <p>Teaching matching the needs of the groups will ensure they make progress. Groups can be split.</p> <p>Feedback can be immediate at the point of learning</p> <p>Most qualified work with less able</p> <p>TA clear on role and expected outcome for pupils</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Review at pupil progress meetings with class teacher.</p> <p>Learning walks and book scrutiny</p> <p>TA view</p> <p>Pupil view</p>	<p>All teachers            RB overall</p>	<p>Each data point. 3 times a year.            Pupil progress meetings with LT x 6</p> <p>ongoing</p>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>



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Improved attainment in areas the individual is not ARE or making at least expected progress.	Supply teacher to release leadership team and subject leaders to carry out learning walks, book scrutiny and planning scrutiny to monitor quality of teaching and learning	To ensure that the children are receiving teaching in the classroom which matches their needs.  To ensure that feedback is moving the pupils on with their learning. To monitor quality of interventions and teaching when children are out of class for small group and 1:1 support	Monitoring reports to HT and Governors. Data shows improvement	PP lead	Subject leader reports to governors.
Pupils entitled to free school meals receive these	Actively promote take up of FSM where entitlement lies.	Studies have shown that a hot school meal in the middle of the day has direct impact on ability to concentrate and therefore make progress with learning.	Uptake of FSM is high.	office	Each census point
Identify barriers to learning.	Use of Educational psychologist service and STAPS in school to assess need and provide support in strategies to use for individual children.	If the barrier to learning can be identified accurately, the gap will close.	Use advice and assessments to provide bespoke curriculum support for those who require it.  Behaviour at unstructured times is good.  Impact – no learning time lost following a break.		6 times a year – PP meeting
All pupils have equal access to school trips	Subsidise school trips on an individual needs basis	Experiences outside of the school environment enhances engagement, motivation, excitement and life skills.	All pupils participate in school trips/outings.	PP lead	Following each trip
All children have access to school uniform	Contributions made to the purchase of uniform.	Children's self esteem, well being and academic achievement is not a barrier due to feeling different to peers.	All pupils have appropriate uniform	PP lead	Review July 21
Families receive support with before and after school care	Provide support towards the cost of before and after school care on an individual needs basis.	Children do better at school if they have had breakfast. Opportunities to mix with peers of different ages support social development, confidence and wellbeing.	Those who request support receive it.	PP lead	Review July 21
All pupils have equal access to music tuition	Provide contributions towards the cost of music lessons in school from the Lincolnshire Music Service.	Music contributes greatly to the development of the whole child.	Those who wish to access music lessons do so.	PP lead	Review July 21



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<b>Total Budget Cost based on 2020-2021 financial year</b>	<b>Staffing</b>	<b>Resources</b>	<b>Bought-in services</b>
	£53,000	£11,250	£19,000

<b>6. Review of expenditure</b>	
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<b>Previous Academic Year</b>	<p style="text-align: center;"><b>2019-120</b></p> <ul style="list-style-type: none"> <li>• The review of expenditure will only consider what progress could have been reasonably achieved against targets until the point the school first closed on 20<sup>th</sup> March 2020</li> </ul>
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<b>i. Quality of teaching for all</b>			
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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
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<p>Progress of pupils in receipt of PP is equal to progress of non PP pupils</p>	<p>Use of in house progress tests in maths, reading and SPaG termly.</p> <p>Interventions put in place to accelerate progress</p> <ul style="list-style-type: none"> <li>- Active English</li> <li>- Read, Write, Inc</li> <li>- 1<sup>st</sup> class at numbers 1 and 2</li> </ul> <p>Engagement in mobilise project with partner schools in Lincolnshire LEAP and maths projects</p> <p>Wow days for topics / enrichment activities / trips and visitors</p> <p>Active engagement and co-operative learning training undertaken and strategies adapted to ensure highest possible engagement at all times, therefore improved progress</p>	<p>Gaps were identified quickly and addressed with follow up work.</p> <p>% ARE across year groups in maths continues to be in line with or above national in almost all year groups.</p> <p>TA and teachers highly effective in giving useful feedback at the point of learning in most cases.</p> <p>TAs more confident in subject knowledge which has led to improved feedback and therefore more children making progress more of the time.</p> <p>Engagement and interest in learning, inspired to find out more, enjoyment and memories made. Links made between learning in the classroom and out of it.</p> <p>In classes where this is strong, relationships between pupils are good and a culture of supporting one another is apparent. If tasks are shared equally, all pupils are actively engaged for more of the lesson time.</p> <p>Success criteria – met up until the point of lockdown</p>	<p>Early identification of barrier to learning is crucial – need to look further into why some pupils who are PP and SEN did not make as much progress as others.</p> <p>Use the tests to identify gaps and to inform TA as some of the boundaries given for the marks do not match what we feel is ARE or GDS. Monitor interventions and quality of delivery through mobilise project.</p> <p>Continue in house CPD for TAs to ensure subject knowledge and feedback are as they should be. Keep use of positive language a high profile and address issues straight away. Research into and book training for Active maths and Active spelling</p> <p>More learning walks by SENDCo to check quality of support being given – especially EHCP pupils</p> <p>Plan sooner for the whole year to allow budgeting. Aim for at least 2 trips or visitors a year for each class linked to topics.</p> <p>Train new teachers in the approach, regular reminders to existing staff.</p> <p>Improving attendance will still be high profile. Continue to support families on an individual basis and ensure lines of communication are kept open and supportive in nature.</p>
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<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Weekly attendance celebrated for all through achievement assembly.</p> <p>Termly attendance celebrated each term.</p> <p>Update on current attendance rates as part of reporting system to parents.</p> <p>Report to governors and</p>	<p>Improvement in attendance for majority of families identified.</p> <p>Reasons for poor attendance identified and school has worked very successfully with individual families to overcome the challenges they face.</p> <p>Success criteria – met up to the point of lockdown</p>	<p>When moving to a panel meeting (attendance policy) use this to initiate an EHA so the next step can be implemented if necessary</p>
<p>Improved levels of self – esteem and well being</p>	<p>Use of jigsaw PHSE as basis for weekly lessons.</p> <p>Employment of a Health Mentor for one day a week under the direction of our pastoral lead.</p> <p>Member of the SLT leading pastoral care</p> <p>Use of the incredible 5 point</p>	<p>Tremendous impact – reflected in SIAMS inspection.</p> <p>Children are articulate in be able to talk about how they support one another and ways to self-regulate.</p> <p>Parents on board and working with us as supporters for the individual kids' skills</p> <p>Children mostly able to access learning as they are in the right place to learn.</p>	<p>Continue with a health mentor.</p> <p>Use of kids' skills as a class also.</p>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Improved attainment in areas the individual is not ARE unless a specific barrier to learning has been identified.</p> <p>All pupils to make at least expected progress.</p>	<p>121 and small group provision according to needs identified at pupil progress meetings which occur 6 x a year</p> <p>Mid short term reviews of provision in key stages.</p>	<p>Gaps identified quickly and pupil progress meeting led to appropriate intervention and staff to deliver these. SEN leader reported to governors 3 times in the year on the value each intervention gave in terms of progress VS pupils not receiving the intervention. The majority of interventions matched the needs of individuals and/or groups.</p> <p>Success criteria – met up until lockdown</p>	<p>Early identification of barrier to learning is crucial – need to look further into why some pupils who are PP and SEN did not make as much progress as others.</p> <p>Monitor interventions and quality of delivery through mobilise project.</p> <p>Focus on developing vocabulary and parent engagement for 2019-20. Referred to on SSDP 2019-20. – ongoing in light of lockdown</p>



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<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Improved attainment in areas the individual is not ARE or making at least expected progress.	Supply teacher to release leadership team and subject leaders to carry out learning walks, book scrutiny and planning scrutiny to monitor quality of teaching and learning	<p>Expectations in all classes across the subjects is high and maintained.</p> <p>Use of TAs is more effective.</p> <p>Immediate and quality feedback is moving learning on quickly.</p> <p>Leaders are driving improvement.</p> <p>Success criteria – met up until lockdown</p>	<p>Continue regular learning walks/ work scrutiny. Buy in high quality supply to release leaders to observe teaching and learning and to analyse test papers and data.</p> <p>Quality supply to release leaders to meet with teachers to carry out work scrutiny and moderate work with the class teacher.</p>
Pupils entitled to free school meals receive these	Actively promote take up of FSM where entitlement lies.	Success criteria – met up until lockdown	<p>Will continue and look at raising the profile through taster sessions.</p> <p>Raise awareness with parents through Parent Hub.</p>
All pupils have equal access to school trips	Subsidise school trips on an individual needs basis	<p>No children have been unable to attend trips for financial reasons associated with PP.</p> <p>Success criteria - met</p>	<p>Review regularly to ensure no over spend.</p> <p>Look at other sources of income to subsidise trips</p> <p>Ensure cost of trips are realistic for all families to be able to afford.</p>
All children have access to school uniform	Contributions made to the purchase of uniform.	High take up of subsidies available. Success criteria – partly met.	Will promote the support we can give regarding uniform contributions more proactively



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Families receive support with before and after school care	Provide support towards the cost of before and after school care on an individual needs basis.	Success criteria - met	To analyse whether this is value for money in terms of improving outcomes for the PP pupils or is it purely convenient for child care.
All pupils have equal access to music tuition	Provide contributions towards the cost of music lessons in school from the Lincolnshire Music Service.	Those who would like music lessons do receive financial support to allow them to do so.  Success criteria - met	Continue – unless guidance on how to spend the funding changes.

<b>Total Budget Cost based on 2019 - 2020 financial year</b>	<b>Staffing</b>	<b>Resources &amp; training</b>	<b>Other hired services &amp; trips</b>
	£56,889	£316	£5,980