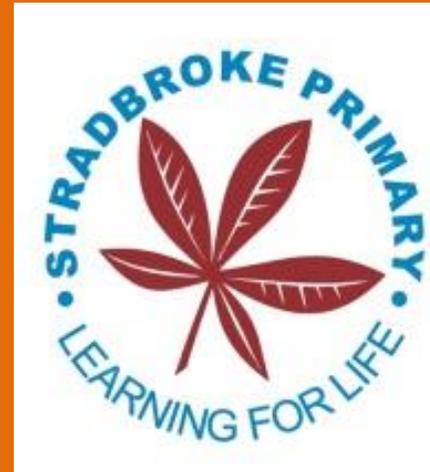




At Stradbroke, we expect every child to reach their full potential and we are committed to providing all children with opportunities for lifelong learning.

2020-2022

Pupil Premium Strategy



Stephen Nash

Stradbroke Primary School

2020-2022

Stradbroke Primary School

Pupil Premium Strategy 2020-22

Pupil Premium Statement

As a school, we recognise that the most important aim of our Pupil Premium Strategy is to ensure that there is an effective teacher in front of every class. In order to achieve this, we have invested heavily in over-staffing teachers because we realise that pupil premium children are disproportionately affected by the quality of teaching. This approach ensures that not only do we have additional teachers to deliver targeted academic support in specific year groups; we also have our own in-house supply cover who benefit from our CPD (thus ensuring high quality teaching and accountability) and are able to seamlessly provide cover across school as they already have strong relationships and knowledge of the children. Furthermore, this approach enables us to provide cover for CPD (e.g. delivering demonstration lessons, subject leadership development, NQT/RQT programme etc.) targeting school improvement priorities, which in turn improves the quality of education across school. Our internal supply programme is also utilised for sickness absence.

At Stradbroke, we acknowledge that one of the principle barriers to academic success at our school is poor speech and language; approximately 70% of our children work below age related expectations on entry and 42% of the children on our SEN register (roughly 11% of the children across the whole school) have speech and language difficulties – many of whom access specialist provision (pronunciation support etc.). For this reason, we use the curriculum to teach and infuse a rich vocabulary throughout – attempting to teach at least 400 new words per year group in an effort to not leave the assimilation of language to simple chance. A language rich curriculum forms the basis for children developing better reasoning skills, greater inference and pragmatic abilities. The more words our children can use in the right context, the more academic success they will have and in turn the greater their chances of employment become during adulthood. Research also suggests that greater language improves adult mental health as well; further underlining its importance to our school priorities.

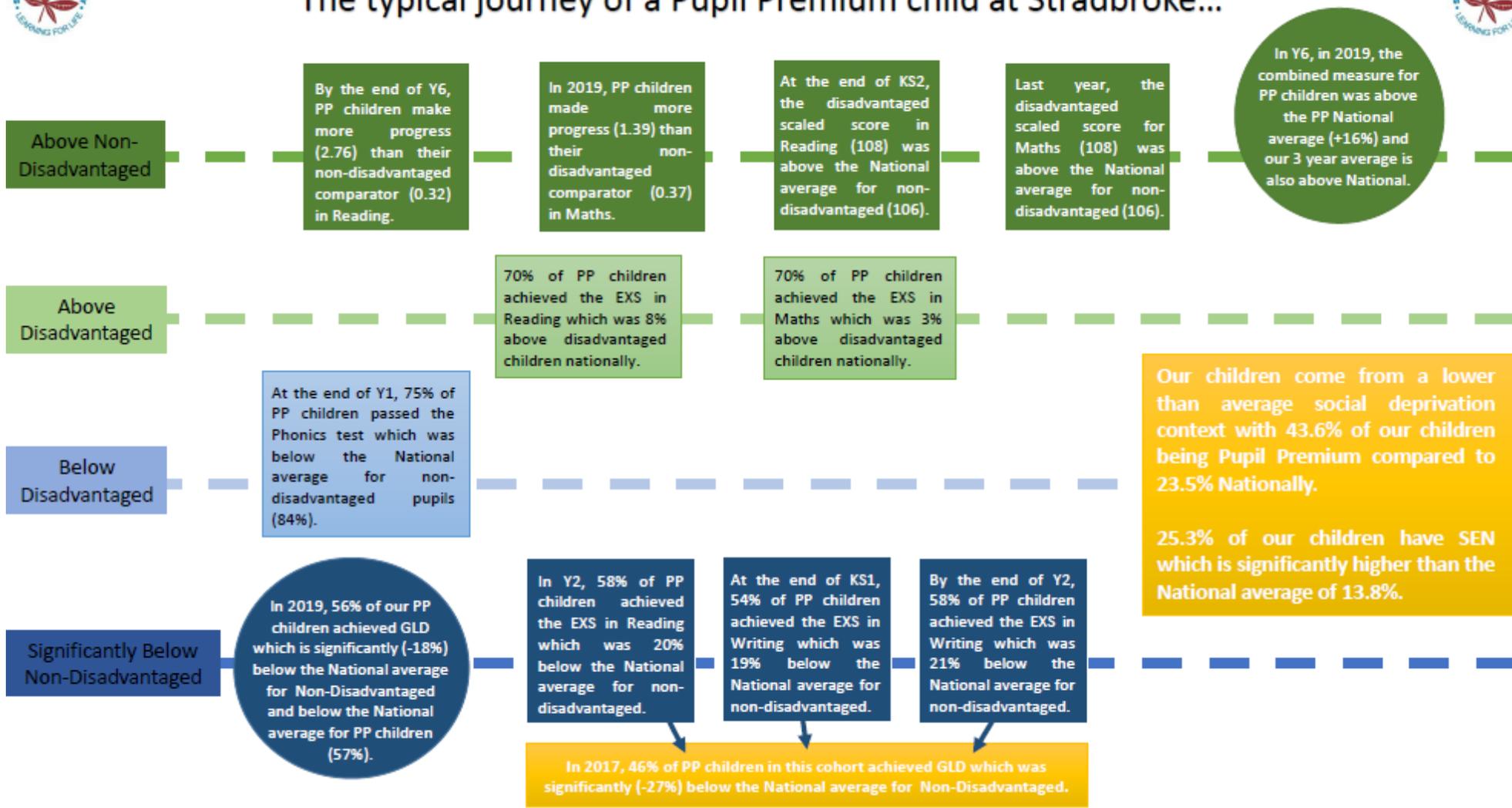
Within our community, we are also aware of the damaging impact of low aspirations and apathy towards education, particularly amongst disadvantaged learners. For this reason, teachers plan with five key drivers at the forefront of their thinking in order to ensure that learning is as relevant as possible for our children. The key drivers underpin all aspects of the curriculum and help focus personal development opportunities on the areas that we feel our children need the most help with in order to be successful in later life, they are: Innovation, Experience, Culture, Community and Aspiration which embodies our school motto of 'Lifelong Learning'. We also understand the importance of providing a real purpose to all learning opportunities (examples include: Y2 showcasing Pete McKee style artwork in our school gallery, Y4 performing brass music compositions to the wider community and Y6 publishing their geographic case studies on the impact of trade online after building their own websites). Alongside this, we aim to ensure that achievements are routinely celebrated in order to build confidence, self-esteem and in turn aid character development.

Stradbroke Primary School

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The typical journey of a Pupil Premium child at Stradbroke...



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Summary information					
School	Stradbroke Primary School				
Academic Year	2020/21	Total PP budget	£251,340	Date of most recent PP Review	Feb 2015
Total number of pupils	479	Number of pupils eligible for PP	165	Date for next internal review of this strategy	November 2020

Current attainment							
KS2 2019 Results	<i>National Average</i>	<i>EXS for PP Stradbroke</i>	<i>EXS for Non-PP National (PP National 2019)</i>	<i>Higher Standard Stradbroke PP</i>	<i>Higher Standard National Non-PP (PP National 2019)</i>	<i>PP Progress Score Stradbroke</i>	<i>Non PP Progress Score National (PP)</i>
Reading 79%	73%	70%	78% (62%)	41%	31% (17%)	2.76	0.3 (-0.6)
Writing 74%	78%	67%	83% (68%)	15%	24% (11%)	-0.74	0.3 (-0.5)
EGPS 75%	78%	70%	83% (67%)	15%	41% (24%)	n/a	n/a
Maths 82%	79%	70%	84% (67%)	33%	32% (16%)	1.39	0.4 (-0.7)
Combined R,W,M 71%	65%	67%	71% (51%)	4%	13% (5%)	n/a	n/a

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Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Children enter school with lower than average starting points (Approx. 70% of children are below typical entry levels).	
B.	Low levels of speech and language development.	
C.	High levels of SEN, above average amount of EHC Plans compared to national (particularly within the Integrated Resource).	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Above average levels of social economic deprivation (IDACI 32.1%).	
E.	COVID-19 – disrupted attendance, missing formal education	
F.	Below average attendance for Pupil Premium children.	
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria	
A.	Pupil Premium children to make rapid progress compared to starting points.	Diminish the differences
B.	Excellent opportunities for personal development for all (including disadvantaged) children.	Increased participation
C.	Improved attendance for disadvantaged pupils.	Attendance above 96%

Stradbroke Primary School

Pupil Premium Strategy 2020-22

Planned expenditure					
Academic year	2020-2021				
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.					
Quality of teaching for all (Tier One EEF)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Implementation	Staff lead	Review
<p style="text-align: center;">Raise quality of first wave teaching</p> <p>Ensure there is an effective teacher in front of every class.</p>	<ul style="list-style-type: none"> • Bespoke CPD for teachers • NQT/RQT training programme • Develop the curriculum to build 'Cultural Capital' • Provide more opportunities for personal development • Infuse vocabulary across the curriculum 	<p>Teaching quality can have a disproportionate impact on disadvantaged learners (30m word gap by age 4).</p> <p>Our top priority is to ensure high quality teaching in every lesson across the curriculum.</p> <p>Learning extends beyond academic outcomes: independence, self-belief, employability etc.</p> <p>There is a direct correlation between vocabulary and mental health as well as academic success.</p>	<p><i>'Deep Dives'</i> - evaluate quality of teaching, books, progress data</p>	<p>JS/ŠN</p>	<p>November 2020</p>

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<p>Raise quality of second wave teaching</p> <p>Ensure there is an effective teaching assistant to support every class.</p>	<ul style="list-style-type: none"> Bespoke CPD for teaching assistants 	<p>To ensure that gaps do not develop or are curtailed swiftly.</p>	<p><i>“Deep Dives”</i> - evaluate quality of teaching, books, progress data</p>	<p>JS/SN</p>	<p>November 2020</p>
Method of support	Success Criteria	Spend	Analysis/Review		
<p>Over-staffing Three additional teachers to support Reading, Writing and Maths (Y2, Y3 and Y3 – 0.6 contracts)</p> <p>Early, focused, time-limited intervention to raise the attainment of disadvantaged pupils with low starting points.</p>	<p>High quality teaching in every group lesson.</p> <p>Pupils work within these groups is consistently of a high quality.</p> <p><i>Intent: Differences are diminishing between PP and Non-PP children.</i></p>	<p>£28,500</p> <p>£30,301</p> <p>£30,301</p>	<p>•</p>		
<p>Overstaffing Additional teacher to support Maths and Reading (Y6 - 0.8 contract)</p> <p>To provide support for lower attaining disadvantaged children in Maths and English.</p>	<p>High quality teaching in every group lesson.</p> <p>Pupils work within these groups is consistently of a high quality.</p> <p><i>Intent: Differences are diminishing between PP and Non-PP children.</i></p>	<p>£31,000</p>	<p>•</p>		

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<p style="text-align: center;">Internal Supply cover</p> <p><i>In-house cover programme to cover absence and enable teachers to be released for CPD.</i></p> <p>Allow teachers time for professional development (internal and external courses linked to the SDP) as well as visiting 'Outstanding' schools.</p> <p>Time afforded to build capacity in senior and middle leadership teams for mentoring, coaching, planning, monitoring and evaluation. Time afforded to allow staff to plan and deliver CPD for their colleagues.</p>	<p>Internal supply teachers deliver consistently 'good or better' lessons. Standards maintained and behaviour remains exemplary.</p> <p>High quality teaching in every lesson.</p> <p>Pupils work across the curriculum is consistently of a high quality.</p> <p><i>Intent: Improve the quality of teaching which will diminish the difference between PP and Non-PP children.</i></p>	<p>£16,149 (absence)</p> <p>£4109 (CPD)</p> <p>£2,200</p>	<ul style="list-style-type: none"> •
<p style="text-align: center;">CPD for Teachers/SLT</p> <p><i>Language Development, Retrieval Practice, Metacognitive Strategies, Spaced Repetition, Dual Coding, Remote Learning</i></p>	<p>High quality teaching in every lesson.</p> <p>High quality language development evident in books, pupil interviews, 'deep dives' etc.</p> <p>Pupil interviews – children able to talk confidentially and fluently about links between their learning.</p> <p>Improved achievement across school.</p> <p>Remote learning offer is comparable to learning in school.</p>	<p>£7500</p>	<ul style="list-style-type: none"> •

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<p style="text-align: center;">Promoting Outstanding Pedagogy</p> <p><i>In-house cover programme which enables teachers to be released to observe other teachers and share practice.</i></p> <p>Targeted support around key SIP priorities (Improve teaching to 'Outstanding' across all areas of the curriculum through CPD – Target HA children).</p>	<p>High quality teaching demonstrated during P.O.P. lessons – improved teaching from others as a result of observing 'outstanding' practice.</p> <p>Pupils work across the curriculum is consistently of a high quality.</p> <p><i>Intent: Improve the quality of teaching which will diminish the difference between PP and Non-PP children.</i></p>	<p>£1400</p>	<ul style="list-style-type: none"> •
<p style="text-align: center;">Coaching to Outstanding</p> <p><i>In-house cover programme which enables teachers to be released for CPD.</i></p> <p>Continued focus on differentiating in the Wider Curriculum (Target HA children).</p>	<p>High quality teaching demonstrated during C2O lessons – resulting in improvements across the school.</p> <p>Pupils work across the curriculum is consistently of a high quality.</p> <p><i>Intent: Improve the quality of teaching which will diminish the difference between PP and Non-PP children.</i></p>	<p>£1400</p>	<ul style="list-style-type: none"> •

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<p style="text-align: center;">NQT/RQT Training Programme</p> <p><i>Bespoke training programme in order to ensure rapid progress for new staff (cover required).</i></p>	<p>High quality teaching from new teaching staff.</p> <p>Pupils work (within these classes) across the Curriculum is consistently of a high quality.</p> <p><i>Intent: Improve the quality of teaching which will diminish the difference between PP and Non-PP children.</i></p>	<p style="text-align: center;">£2739</p> <p style="text-align: center;">£3120</p>	<ul style="list-style-type: none"> •
<p style="text-align: center;">Subject Leadership Development</p> <p>Provide cover when monitoring, evaluating and developing teaching (Subject Leadership Time, Progress Meetings, Deep Dives, Learning Walks etc.).</p> <p style="text-align: center;">PP focus on all action plans.</p>	<p>All subject leaders have an in-depth knowledge and understanding of their subject across the school (strengths and considerations) and consistently act upon considerations in order to improve the quality of education (Performance Management, Subject Leader Interviews etc.).</p> <p><i>Intent: Improve the quality of teaching which will diminish the difference between PP and Non-PP children.</i></p>	<p style="text-align: center;">£2730</p>	<ul style="list-style-type: none"> •

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<p style="text-align: center;">Artsmark CPD</p> <p style="text-align: center;"><i>Develop cultural capital, expectations and self-belief.</i></p> <p>Expose the children to a wide and rich variety of different cultures from across the world. Develop and support mental health and resilience.</p>	<p>High quality teaching of the arts – pupils works is consistently of a high standard.</p> <p>Pupils are able to talk eloquently about their skills and knowledge when interviewed.</p> <p>Multiple opportunities for children to showcase their learning and develop their talents and interests.</p>	<p>£500</p>	<ul style="list-style-type: none"> •
<p style="text-align: center;">Prioritise staff wellbeing</p> <p style="text-align: center;"><i>Disadvantaged pupils are disproportionately impacted by high staff absence/turnover.</i></p> <p style="text-align: center;"><i>Additional external CPD – Sheffield Healthy Minds Project</i></p>	<p>Evaluate staff absence figures, staff retention figures.</p> <p>Conduct staff surveys about mental health and wellbeing.</p> <p>Extend ongoing commitment to reduce teacher workload and improve mental health awareness.</p> <p>Clear support mechanisms in place for all staff to access.</p>	<p>£1000</p>	<ul style="list-style-type: none"> •

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<p>Birmingham Toolkit Training Package</p> <p><i>Bespoke curriculum package aimed at assessing, planning for and teaching children working considerably below the EYF.</i></p> <p>Time afforded for the SENCO to attend training, support Class teachers, evaluate current practice and provide targeted support for teachers and children who need it.</p>	<p>Learning is effectively differentiated for all Children across the whole curriculum.</p> <p>IEPs and BTK assessments show clear improvements for all children.</p>	<p>£500</p>	<ul style="list-style-type: none"> •
<p style="text-align: center;">B Squared</p> <p>Assessment tool for children with severe and complex learning difficulties.</p>	<p>Learning is effectively differentiated and assessed for all children with severe and complex learning difficulties.</p> <p>B Squared assessments show clear progress for all children.</p>	<p>£1000</p>	<ul style="list-style-type: none"> •
<p style="text-align: center;">Evaluating the effectiveness of the PP Strategy</p> <p>Dedicated time for SN/LA to evaluate the progress of PP initiatives.</p>	<p><i>Intent: Differences are diminishing between PP and Non-PP children over time.</i></p>	<p>£1200</p>	<ul style="list-style-type: none"> •

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<p>Teresa Heathcote (Literacy Consultant) working with new staff</p> <p><i>Phonics training and NQT/RQT Training for teachers and support staff</i></p>	<p>High quality teaching in every lesson.</p> <p>Improvements in phonics results, KS1 and KS2 assessments over time. Reading outcomes improve.</p> <p><i>Intent: Differences are diminishing between PP and Non-PP children.</i></p>	£1000	•		
<p>Bespoke CPD Package for TAs</p> <p><i>Retrieval Practice Language Development Birmingham Toolkit Remote Learning</i></p>	<p>High quality gap-filling, pre-teaching and interventions.</p> <p><i>Intent: Differences are diminishing between PP and Non-PP children.</i></p>	£2000			
Total budgeted cost		£168,649			
Targeted academic support (Tier 2 EEF)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Implementation	Staff lead	Review
<p>Targeted academic support</p> <p>Gap Filling/Pre-emptive intervention</p>	<ul style="list-style-type: none"> • Additional teachers/TAs to support boosting and interventions • CPD 	<p>Identified gaps in attainment between vulnerable groups in previous years.</p>	<p>Monitoring interventions CPD evaluations Evaluate impact through 'deep dives' and data analysis</p>	JS/SN	November 2020

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Quality tailored interventions	<ul style="list-style-type: none"> Resourcing and training 	Identified gaps in attainment between vulnerable groups in previous years.	Monitoring interventions Evaluate impact through 'deep dives' and data analysis	JSS/SN	November 2020
Method of support	Success Criteria	Spend	Analysis/Review		
<p>A TA in every class to deliver same day interventions (gap-filling) and pre-teaching.</p> <p>Targeted in-Class support for vulnerable children.</p>	<p>High quality gap-filling, pre-teaching and interventions.</p> <p><i>Intent: Differences are diminishing between PP and Non-PP children.</i></p>	N/A	•		
<p>Time afforded for SENCo/DHT to evaluate interventions</p> <p>Ensure interventions are having the desired impact.</p>	<p>All interventions result in strong progress over time (academic and SEMH).</p> <p>Learning in interventions links closely to learning in class.</p> <p>Children maintain progress when the intervention ends.</p>	£1,000	•		

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<p>Speech and Language Therapist</p> <p>Targeted early intervention for children who require extra language skill support.</p>	<p>Rapid progress from start points (see pre/post assessments).</p> <p><i>Intent: Differences are diminishing between PP and Non-PP children.</i></p>	<p>£8,000</p>	<p>•</p>
<p>TA - IDL (Resources and CPD for staff)</p> <p>High quality, time-limited literacy intervention for children with dyslexic tendencies.</p>	<p>High quality teaching by TA.</p> <p>High quality intervention shows strong progress over time (Reading and Writing - see pre/post assessments).</p> <p><i>Intent: Differences are diminishing between PP and Non-PP children.</i></p>	<p>£500</p>	
<p>Spelling Shed/Times Table Rockstars</p> <p>Online home learning resources.</p> <p>Tailored spelling intervention.</p>	<p>Engaging children with home learning.</p> <p>High quality intervention shows strong progress over time (see pre/post assessments).</p> <p><i>Intent: Differences are diminishing between PP and Non-PP children.</i></p>	<p>£397</p> <p>£94</p>	
<p>TA - Project X Reading Programme (Resources and CPD)</p>	<p>High quality teaching by TA when observed.</p> <p>High quality intervention shows strong progress over time (Reading – see pre/post assessments).</p> <p><i>Intent: Differences are diminishing between PP and Non-PP children.</i></p>	<p>£2,000</p>	<p>•</p>

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TA - Lego Theraplay (Resources and CPD for staff) SEMH support for our most vulnerable children.	High quality interventions show strong progress over time (academic and SEMH – see pre/post assessments). Reduction in behaviour incidents.		£1,000	•	
Total budgeted cost		£12,991			
Wider Strategies (Tier 3 EEF)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Implementation	Staff lead	Review
Excellent opportunities for personal development for all children	<ul style="list-style-type: none"> • Extra-curricular visits/opportunities • Personal Development within curriculum 	<p>The school consistently promotes the extensive personal development of pupils.</p> <p>The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.</p> <p>Opportunities for pupils to develop their talents and interests are of exceptional quality.</p>	<p>Monitor attendance registers for extra-curricular activities.</p> <p>Performance Management and School Development Target.</p>	JS/SN	March 2020

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Improved attendance	<ul style="list-style-type: none"> • Support strategies to improve attendance with disadvantaged pupils. 	<p>Attendance to improve above national average.</p> <p>Reduce the rate of persistent absentees amongst all pupils, including PP.</p>	<p>Regular attendance reviews.</p> <p>Each class to monitor attendance (with good attendance incentives).</p> <p>School Development Target.</p>	JS/SN	March 2020		
Effective support for children with complex and significant learning difficulties	<ul style="list-style-type: none"> • SENCO Support (Locality SENCO 0.5 days a week) 	<p>To provide additional support for vulnerable children and to support EHCP application process.</p> <p>CPD for staff on how to best support vulnerable children.</p>	<p>SEN review.</p> <p>Data analysis.</p>	JS/SN	March 2020		
Method of support		Success Criteria		Spend		Analysis/Review	

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<p>Extra-curricular activities</p> <p>Nurture, develop and stretch pupil's interest</p> <p>Equal opportunities for all.</p> <p>Learning outcomes have a clear purpose beyond the academic, vocational or technical to provide opportunities for broader development. Building cultural capital.</p>	<p>There is a strong take-up by disadvantaged pupils of opportunities provided by the school – monitored via registers.</p>	<p>£2101</p> <p>£2661</p>	<p>•</p>
<p>Specialist P.E. Coach</p>	<p>Improved quality of P.E. teaching.</p> <p>Increased participation of pupils (specifically disadvantaged children) in sports and extra-curricular activities at school – monitored via registers.</p>	<p>£27000</p>	<p>•</p>
<p>Subsidising trips</p> <p>Links established with parents, the local community, Charities, businesses, further education and religious places of worship.</p>	<p>All pupils have access to an engaging curriculum with a rich and wide set of experiences (evidence in the P-DOG).</p>	<p>£10,000</p>	<p>•</p>

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<p>Provide a wide and rich set of experiences in the curriculum that nurtures, develops and stretches pupil's interests and talents.</p> <p>Gifted and talented groups. External visitors. Theatre Groups.</p>	<p>High quality experiences (evident on subject leader P-DOGS and SEFs) evident across the whole school.</p> <p>Every subject links to our key curriculum drivers: aspiration, innovation, experience, culture and community. Within which, opportunities that nurture, develop and stretch pupil's interests and talents.</p>	£7000	•
<p style="text-align: center;">Shine</p> <p>Healthy Lifestyles – Tackling obesity</p> <p>Training and resources 2 TAs and AHT</p>	<p>Height, Weight, BMI measurements taken pre and post intervention.</p> <p>Fitness levels measured throughout as well.</p>	£404 £774	•

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<p style="text-align: center;">Children's University</p> <p>Participation in extra-curricular activities has proven to be linked with improved academic progress.</p>	<p>Increased participation of PP pupils in extra-curricular activities.</p>	<p>£670</p>	<p>•</p>
<p style="text-align: center;">Develop the outdoor provision in KS1 and KS2.</p>	<p>Reduced rate of child obesity in school whilst increasing self-esteem, confidence and resilience.</p>	<p>£15,000</p>	<p>•</p>
<p style="text-align: center;">Rewards for attendance</p> <p>£5 each week for the class with the highest attendance Prize draw to win a bike</p>	<p>Improved PP attendance across school. Reduced rate PP Persistent Absentees.</p>	<p>£1,500</p>	<p>•</p>

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<p>Time for Attendance Officer to monitor</p> <p>Time for Attendance Officer to liaise and provide pastoral support for families</p>	<p>Improved PP attendance across school.</p> <p>Reduced rate PP Persistent Absentees.</p>	<p>£9,945</p>	<ul style="list-style-type: none"> •
<p>PP Free Breakfast Club</p> <p>Extra-curricular care for our most vulnerable children ensuring they have a healthy start to the day.</p>	<p>Reduced rate of child obesity in school.</p> <p>Children display positive learning attitudes every day.</p>	<p>£3,500</p>	<ul style="list-style-type: none"> •
<p>Remote Learning (resources)</p> <p>Laptops, I-Pads etc. provided for remote learning during the COVID-19 pandemic.</p>	<p>Children are able to access high quality resources when learning remotely.</p> <p>Provision mirrors what is being offered in school.</p>	<p>£20,350</p>	<ul style="list-style-type: none"> •
<p>Zoe Wilson (Locality SENCO support)</p> <p>Personalised learning through high quality IEPs.</p> <p>Early intervention - learning assessments in order to ensure support is effectively targeted.</p>	<p>All SEN children make measurably progress against their IEPs (monitored by the SENCO).</p>	<p>£10,800</p>	<ul style="list-style-type: none"> •

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<p style="text-align: center;">Learning Mentor</p> <p>Bespoke SEMH interventions and pastoral support.</p>	<p>Reduction in behaviour incidents.</p> <p>Resilience developed and improved learning attitudes evident when observed across school.</p> <p>All Classes have a calm and settled atmosphere fostered in mutual respect enabling children to learn (learning walks, 'deep dives').</p>	<p>£9,945</p>	<ul style="list-style-type: none"> •
<p style="text-align: center;">Maria Sellars Counselling/Mental Health Support</p> <p>Provide support for our most vulnerable children from outside agencies and CPD for existing staff.</p>	<p>Children and adults have a greater awareness of how we are feeling and how this can impact on their own wellbeing and others around them.</p> <p>Children can talk with confidence when asked about their health and wellbeing.</p> <p>All Classes have a calm and settled atmosphere fostered in mutual respect enabling children to learn (learning walks, 'deep dives').</p>	<p>£5,000</p>	<ul style="list-style-type: none"> •

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<p style="text-align: center;">Alternative Provision</p> <p>Two of our most vulnerable children accessing OSMIS and Hugi Hub Den.</p>	<p>Reduction in behaviour incidents.</p> <p>Improved attendance.</p> <p>Accessing education for longer.</p>	<p>£5070</p> <p>£5070</p>	<p>•</p>
Total budgeted cost		£136,790	
Review of expenditure			
Previous Academic Year	<i>See Pupil Premium Strategy 2019-2020</i>		

For specific information on Pupil Premium Spending for Looked After Children (LAC) – please follow the [link](#).