

Pupil Premium Strategy Statement 2023–2026

Reviewed Autumn 2024



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Castle Cary Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	Autumn 2024 (completed) Autumn 2025 (Next review)
Statement authorised by	Sarah Martin
Pupil premium lead	Amy Brouard
Governor / Trustee lead	Claire Wenglorz

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£76,960
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,960

Part A: Pupil premium strategy plan

Statement of intent

See our Trust wide plan 'Accumulating Advantage for all'

In a changing world we recognise the need to ensure that our Curriculum reflects how pupils are supported and encouraged to flourish in all aspects of their lives. Current research shows that the South-West is one of the most challenging areas to grow up poor. We strongly believe that as a Trust, and through our Curriculum, we are able to narrow the disadvantaged gap, supporting all pupils.

Our aim as a trust is to ensure that all pupils accumulate advantage based on the high-quality experience that we offer them through our curriculum and enquiry-based approach to learning.

Our curriculum is rich and ambitious and offers all pupils an equal opportunity to experience a range of outdoor lessons, take part in educational visits, hands-on days, expert visits and the opportunity to explore a wide range of extra-curricular clubs.

We believe that all pupils should have the opportunity to aspire to be the best version of themselves, therefore we provide pupils with the experiences that develop their love of learning and support them to acquire experiences as they move through their school lives, to make informed choices when deciding future decisions.

At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn, which includes the development of metacognition; and crucially, character education. We believe that through our curriculum and core principles we can ensure that our very high expectations result in improved outcomes for disadvantaged pupils. This ensures all children will achieve and flourish whilst acquiring life long skills that enable learners to overcome any barriers to learning and future successes

At Castle Cary Community Primary School, we aim to develop ALL of our children to become life-long learners within a curriculum underpinned by our 3 core values: Independence, Collaboration and Creativity. We aim for every child to fulfil their potential so they can leave us fully prepared for the next stage in their education. We use the Pupil Premium Grant to target the children it is intended for to improve their achievement and life chances by narrowing the gap in achievement between them and their peers. We aim to achieve this by

- Providing educational opportunities, support and resources which raises the achievement of pupils so that it is at least in line with their peers and national expectations.
- Providing emotional and social support where appropriate, so they are ready to learn and make progress.
- Addressing any inequalities in opportunity faced by children and developing their understanding and knowledge of the world.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Upon entry to school base line assessment has shown in recent years that many children entitled to additional funding are working behind age related expectations in Communication and language development which later impacts on their reading and writing skills This is particularly the case with Communication and Language Development where 26% have been identified as needing specific and targeted support on entry (2024/2025).
2	Social and emotional issues impact upon resilience, readiness to learn and independence; these attributes underpin successful learning and are key to securing better outcomes for disadvantaged children. 8% of disadvantaged children are currently on the register for SEMH needs. 50% of disadvantaged children have experienced social and emotional issues that impact upon their resilience and readiness to learn.
3	Additional Special Educational Needs has shown to impact on progress on attainment for a number of children eligible for pupil premium funding. 25% of children currently in receipt of PP funding are on the SEN register. 41% of the SEN register are also disadvantaged.
4	Parental engagement and involvement in learning opportunities at home, and lack of opportunities to read and be read to at home, impacts on the progress of some PP children.
5	Attendance has a significant impact on attainment for some children due to arriving late / time off which impacts on sequences of learning. At the end of academic year 23/24 attendance for disadvantaged children was 90% with 27% of children persistently absent.
6	The limited life experiences of some children impact living within a remote community has an impact on contextual knowledge, vocabulary and the ability to apply skills/knowledge over a range of activities.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Pupils will make excellent progress in EYFS to ensure that they catch up rapidly and those pupils entering below expectations in the area of communication and language will make accelerated progress.</p>	<ul style="list-style-type: none"> • Pupils in EYFS make rapid progress from their starting points and targeted intervention supports accelerated progress in prime areas. • Specific intervention (Language link) ensures accelerated progress for children with language and communication skills.
<p>Children will be immersed in a language rich environment and make accelerated progress in phonics and early reading.</p>	<ul style="list-style-type: none"> • Language opportunities are specifically planned into the EYFS curriculum. • There is fidelity across KS1 in terms of the teaching of phonics and early reading. • Interventions respond to need so children keep up and don't catch up and continuous assessments enable teachers to identify any children who need additional catch up quickly. • Children will make excellent progress within the RWI scheme (measured through the Year 1 PSC and Year 2 reading attainment) • Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers in all subjects. • Reading with PP children is prioritised.
<p>Accurate summative and diagnostic assessment is used effectively by teachers to inform Quality First Teaching and intervention and support staff to target need in order increase progress and diminish attainment differences between PP children and their peers.</p>	<ul style="list-style-type: none"> • Journals reflect progress made in all three areas- metacognition, character education and academic excellence • The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils and no greater than a 10% difference (Year 1 phonics check, year 2, year 4 multiplication check and year 6).
<p>Successful reactive and active programmes of SEMH support are in place to support children's mental health and wellbeing so children are ready and can access learning. Over time children will become increasingly independent and resilient.</p>	<ul style="list-style-type: none"> • Pupil voice and parent surveys shows that ELSA sessions are well matched to individual need. • Children make good progress against specific targets set for ELSA. • Over time children with emotional needs to diminish differences in attainment from start points against those children not disadvantaged and national outcomes.

	<ul style="list-style-type: none"> • When support is required, evidence shows that this is timely and effective. • The number of suspensions are reduced.
Parents of pupils are engaged in their children's learning and pupils are well supported at home.	<ul style="list-style-type: none"> • Pupils are engaged in home learning • Greater parent participation is evident in workshops • Attendance at parent's evenings and other school events is high. • Parents feel supported and welcome in the school.
Attendance is in line with National Benchmarks	<ul style="list-style-type: none"> • Improve the attendance of disadvantaged children to 95% • The Attendance % is in line or above National figures. • The % of Persistently Absent pupils is in line or below National data. • For children arrive on time. • For families where attendance is a concern, to feel supported, and attendance plans are in place.
To continue to provide children with a broad range of experiences through a rich, varied and broad curriculum	<ul style="list-style-type: none"> • For each class to have rich and varied experiences within their curriculum and for every child to have the opportunity to participate in these. • Take up of ASCs is high and pupils are clearly gaining through these experiences • All disadvantaged pupils attend residential, which are partly funded by the school

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 30,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language Link Training, Strategies and Resources:</p> <p>Training in and use of language link and other oracy strategies to develop communication skills in the Early Years and KS1</p>	<p>Early Reading framework – Section 2: developing Talk and Appendix 2</p> <p>EEF – Oral Language Interventions (+ 6 months)</p> <p>Menu: Professional development to support the implementation of approaches</p>	1, 3
<p>On-going whole school phonics support</p> <p>Continued CPD from the RWI team / Ilsham hub</p>	<p>Phonics</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds + 5 months (EEF, Teaching and Learning Toolkit)</p> <p>Training</p> <p>Ensuring that training and professional development is provided for staff when new approaches are introduced is likely to increase impact (EEF, Early Years Toolkit)</p> <p>EEF - Early Reading framework – Section 2: developing Talk and Appendix 2 https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes Implementing a systematic programme (ERF) Early Reading Framework – Section 5: Building a team of experts</p> <p>Menu: Professional development to support the implementation of approaches, for example: training provided by a DFE validated phonics programme.</p>	1, 3, 4
<p>Curriculum CPD and</p>	<p>ACE coaching days</p>	3,6

<p>coaching for staff</p>	<p>Ensuring there is a clear understanding of the ACE curriculum’s intent and implementation. ACE pedagogy is developed across the school.</p> <p>This will be developed through staff meetings and coaching days.</p> <p>Metacognition: +7 months (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Menu: Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p>	
<p>CPD within specific subjects</p> <p>Subject specific training delivered from subject leaders and external agencies to support subject specific teaching</p>	<p>High Quality Teaching</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>(EEF, High Quality Teaching, Maximising Learning)</p> <p>Menu: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>1, 3 plus attainment for all children</p>
<p>CPD for all staff</p> <p>Supporting staff for strategies for children with additional needs</p>	<p>High Quality Teaching</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. (EEF, Special Educational Needs in the Mainstream Classroom).</p> <p>Menu: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>1, 3 plus attainment for all children</p>
<p>Assessment</p> <p>Explore meaningful ways to assess in the wider curriculum</p>	<p>Assessment Evidence</p> <p>Diagnostic assessments provide opportunities to reflect on pupils’ thinking, strengths, and weaknesses.</p> <p>We need to consider What assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills and competencies we want our pupils to develop?</p> <p>(EEF, Diagnostic Assessment, Evidence Toolkits)</p>	<p>1, 3 plus attainment for all children</p>

	Menu: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	
High Quality Teaching Leaders ensure Quality First Teaching	<p>Quality First Teaching Evidence</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF). Monitoring enables us to gain a full picture across the school.</p> <p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. (Supporting the attainment of disadvantaged learners).</p> <p>Menu: Developing high quality teaching / Mentoring and coaching</p>	1, 2, 3, 4, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language Link</p> <p>Use of Language link as a targeted intervention where required.</p>	<p>On average, oral language approaches have high impact on pupil outcomes. +6 months (EEF, Teaching and Learning Toolkit)</p> <p>Early Reading framework – Section 2: developing Talk and Appendix 2</p> <p>EEF – Oral Language Interventions (+ 6 months)</p> <p>Menu: Targeted interventions to support language development</p>	1,3
<p>TA Interventions (phonics 1:1)</p> <p>For Teaching Assistants to deliver targeted interventions to</p>	<p>TA targeted intervention evidence</p> <p>Teaching assistants can provide a large positive impact on learner outcomes. However, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF) + 4 months (EEF, Teaching and Learning Toolkit)</p>	1,3

small groups or individuals	Menu: Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	
TA Interventions (ILI 1:1) For Teaching Assistants to deliver targeted interventions to small groups or individuals	TA targeted intervention evidence Teaching assistants can provide a large positive impact on learner outcomes. However, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF) + 4 months (EEF, Teaching and Learning Toolkit) Menu: Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	1,3
TA Interventions (social programmes: Talk about) For Teaching Assistants to deliver targeted interventions to small groups or individuals	TA targeted intervention evidence Teaching assistants can provide a large positive impact on learner outcomes. However, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF) + 4 months (EEF, Teaching and Learning Toolkit) Menu: Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	1,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 21,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Residential Support To ensure that children have the opportunity to access the full range of curriculum activities.	Outdoor Adventures Evidence Although there is weak evidence in terms of academic attainment from these types of activities, outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation which are key attributes to become a successful learner.	6

	<p>Outdoor Adventure Learning may plan an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>(EEF Toolkit)</p> <p>Menu: Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p>	
<p>ELSA (Full time ELSA support)</p> <p>To ensure that children with emotional needs have an opportunity to regular, timetabled ELSA sessions with a qualified TA</p>	<p>Social and Emotional Intervention Evidence</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional learning approaches can have a positive impact, up to + 4 months over an academic year (EEF, Teaching and Learning Toolkit).</p> <p>Menu: Supporting pupils' social, emotional and behavioural needs</p>	2
<p>ELSA (Full time ELSA support)</p> <p>Deliver impactful and bespoke ELSA sessions that allow pupils to develop strategies around social skills, self regulation and self expression</p>	<p>EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotionalLearning</p> <p>Menu: Supporting pupils' social, emotional and behavioural needs</p>	2
<p>My Concern</p> <p>To ensure that effective staff support is in place to safeguard children and provide support children's social. Emotional and mental health.</p>	<p>User based Evidence for My Concern</p> <p>Whole staff feedback has been very positive about 'My concern.' For Designated Safeguarding Leads, it has become a key way to not only build safeguarding chronologies, but also to build chronologies linked to behaviour.</p> <p>Menu: Supporting pupils' social, emotional and behavioural needs</p>	2, 7
<p>Pupil Voice</p> <p>To monitor and track children eligible for PP funding with their APDR</p>	<p>In school evidence is important within this approach. Past pupil voice has enabled teachers to discuss and understand children's views of their learning.</p> <p>A study by Sue Attard Whose voice is important in decision making in a primary school?</p> <p>This study found</p> <p>As relationships between the children and with the adults were enriched, the pupils' motivation and engagement increased and therefore creating opportunities for this to happen is essential.</p> <p>Menu: Supporting pupils' social, emotional and behavioural needs</p>	2, 7

<p>Attendance support To work with families to increase attendance.</p>	<p>Attendance Evidence "The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard." (Working Together to Improve School Attendance 2022) Menu: Supporting attendance</p>	2, 4, 5
<p>Parental Engagement To find ways to enhance parental engagement.</p>	<p>Parental Engagement Evidence Parental engagement has a positive impact on progress. However, it is crucial to consider how to engage with all parents to avoid widening the gap. It can have up to +4 months additional progress. (EEF, Teaching and Learning Toolkit) Menu: Communicating with and supporting parents</p>	4
<p>Providing Opportunities Provide extended opportunities for pupils, ensuring all disadvantaged pupils have wider opportunities to take part in art, sports, music clubs</p>	<p>EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p>	6
<p>Breakfast Club Breakfast club when required to ensure a soft start regulation time.</p>	<p>EEF – Magic Breakfast Club</p>	2
<p>Support disadvantaged families Parenting advice, individual pupil support and referrals for escalated support</p>	<p>EEF – parental engagement</p>	4

Total budgeted cost: £76,960

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended Outcome	Success Criteria	23/24	24/25	25/26
Pupils will make excellent progress in EYFS to ensure that they catch up rapidly and those pupils entering below expectations in the area of communication and language will make accelerated progress.	<ul style="list-style-type: none"> Pupils in EYFS make rapid progress from their starting points and targeted intervention supports accelerated progress in prime areas. 	<p>75% of PP children achieved good levels of development</p> <p>25% did not make good levels of development. Track into Year 1.</p>		
	<ul style="list-style-type: none"> Specific intervention (Language link) ensures accelerated progress for children with language and communication skills. 	<p>75% of PP children achieved good expected in the areas of Speaking, Listening, Attention and Understanding.</p>		
Children will be immersed in a language rich environment and make accelerated progress in phonics and early reading.	<ul style="list-style-type: none"> Language opportunities are specifically planned into the EYFS curriculum. 	<p>Language opportunities are planned into the curriculum. There is a clear understanding of the vocabulary going to be taught.</p>		
	<ul style="list-style-type: none"> There is fidelity across KS1 in terms of the teaching of phonics and early reading. 	<p>All of Early years and KS1 are immersed in the RWI phonics programme. There</p>		

		is fidelity across the classes.		
	<ul style="list-style-type: none"> Interventions respond to need so children keep up and don't catch up and continuous assessments enable teachers to identify any children who need additional catch up quickly. 	<p>Interventions are planned to support targeted children.</p> <p>Ensure and continue to monitor the impact of these</p>		
	<ul style="list-style-type: none"> Children will make excellent progress within the RWI scheme (measured through the Year 1 PSC and Year 2 reading attainment) 	<p>Year 1 pass mark 74%.</p> <p>PP children: 43% pass rate</p>		
	<ul style="list-style-type: none"> Reading with PP children is prioritised. 	<p>There are systems to ensure PP / lowest 20% are supported. However, not daily.</p>		
	<ul style="list-style-type: none"> Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers in all subjects. 	<p>Vocabulary is planned and evident in all classrooms.</p> <p>Build in strategies to recall and retain.</p>		

<p>Accurate summative and diagnostic assessment is used effectively by teachers to inform Quality First Teaching and intervention and support staff to target need in order increase progress and diminish attainment differences between PP children and their peers.</p>	<ul style="list-style-type: none"> Journals reflect progress made in all three areas- metacognition, character education and academic excellence 	<p>This is a new area added this year and this needs to be embedded with a monitoring for PP children set up.</p>		
	<ul style="list-style-type: none"> The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils and no greater than a 10% difference (Year 1 phonics check, year 4 multiplication check and year 6). 	<p>Year 1 phonics screening.</p> <p>National: 80%</p> <p>School: 745</p> <p>PP; 43%</p> <p>Year 4 x check (scoring 20 or above)</p> <p>School; 31% scored 20 or above.</p> <p>PP: 33% scored 20 or above</p> <p><u>Year 6</u></p> <p>Reading</p> <p>National: 74%</p> <p>School: 69%</p> <p>PP: 72%</p> <p>Writing:</p> <p>National: 72%</p> <p>School: 72%</p> <p>PP: 72%</p> <p>Maths:</p> <p>National: 73%</p>		

		School: 66% PP: 72%		
Successful reactive and active programmes of SEMH support are in place to support children's mental health and wellbeing so children are ready and can access learning. Over time children will become increasingly independent and resilient.	<ul style="list-style-type: none"> • Pupil voice and parent surveys shows that ELSA sessions are well matched to individual need. • 	Gain views from next parent survey		
	<ul style="list-style-type: none"> • Children make good progress against specific targets set for ELSA. 	Some children have made good progress against targets		
	<ul style="list-style-type: none"> • Over time children with emotional needs to diminish differences in attainment from start points against those children not disadvantaged and national outcomes. 	See outcomes reported above		
	<ul style="list-style-type: none"> • When support is required, evidence shows that this is timely and effective. 	A full time ELSA ensures that support is timely. Collect more evidence based on how effective this is.		
Parents of pupils are engaged in their children's learning and	<ul style="list-style-type: none"> • Pupils are engaged in home learning 	Currently in consultation with parents / children / staff and governors		

pupils are well supported at home.	<ul style="list-style-type: none"> Greater parent participation is evident in workshops 	Some parents have attended reading workshops and homework consultation.								
	<ul style="list-style-type: none"> Attendance at parent's evenings and other school events is high. 	Attendance is good for parents evening, but there continues to be more non-attendance for PP children than non PP children.								
	<ul style="list-style-type: none"> Parents feel supported and welcome in the school. 	Gain views from next Parent Survey								
Attendance is in line with National Benchmarks	<ul style="list-style-type: none"> Improve the attendance of disadvantaged children to 95% 	Attendance of PP children at the end of last academic year was 90%.								
	<ul style="list-style-type: none"> The Attendance % is in line or above National figures. 	Current attendance <table border="1"> <thead> <tr> <th colspan="2">Attendance percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>90.7%</td> </tr> <tr> <td>National</td> <td>94.5%</td> </tr> </tbody> </table>	Attendance percentage		School	90.7%	National	94.5%		
	Attendance percentage									
	School	90.7%								
National	94.5%									
<ul style="list-style-type: none"> The % of Persistently Absent pupils is in line or below National data. 	The % of persistently absent PP children last academic year was 27%									
<ul style="list-style-type: none"> For children arrive on time. 	21% of PP children were repeatedly late to school									
	<ul style="list-style-type: none"> For families where attendance is a concern, to feel supported, and 	School work closely with families around attendance and lots of time given to								

	for the school to have an understanding around wider issues impacting on attendance.	understanding the wider issues surrounding attendance.		
To continue to provide children with a broad range of experiences through a rich, varied and broad curriculum	<ul style="list-style-type: none"> For each class to have rich and varied experiences within their curriculum and for every child to have the opportunity to participate in these. 	<p>Each class has visitors and trips planned in.</p> <p>Consider enrichment whole school opportunities to ensure variety</p>		
	<ul style="list-style-type: none"> Take up of ASCs is high and pupils are clearly gaining through these experiences 	19% of PP children are currently attending an ASC.		
	<ul style="list-style-type: none"> All disadvantaged pupils attend residential, which are partly funded by the school 	Not all children attended residential this year.		

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
-----------------------------	--	--	------------------------