

Overall ethos of the school:

Eastwood Primary School and Nursery has an ethos of high attainment and good or better progress for all children. We view each child as an individual and consciously avoid stereotyping disadvantaged children by referring to them as a group – we never assume that all disadvantaged children face similar barriers or have less potential to succeed.

At Eastwood Primary School and Nursery, we emphasise the importance of ‘quality teaching first’. We aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit our children and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for children from disadvantaged backgrounds.

We use data to identify pupils’ learning needs at every opportunity –when children join our school, during regular reviews of progress and during day-to- day teaching. We constantly review progress, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching. We have, like most successful schools, a consistent marking scheme which recognises pupils’ achievements and sets out the next steps in their learning. Children are given time to review their feedback and discuss their progress with teachers.



Summary information				
Academic Year	2018-2019	Total PP Budget	£199,960	Date of next internal review of this strategy
Total Number of Pupils	402	Number of children eligible for PP at start of the year	153	September 2019
		Number of children eligible for PP at end of the year	165	

	Pre- 3	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Pupil Premium Numbers	2	14	13	13	23	23	20	22	35	165

Strategy to enhance outcomes for children eligible for Pupil Premium Funding	
1.	To increase the progress and attainment of Pupil Premium children through high quality first teaching and a broad and balanced curriculum.
2.	To increase the progress and attainment of Pupil Premium children through targeted boosters and interventions across the curriculum.
3.	To ensure high ability children who are eligible for the Pupil Premium are making good or better progress and sustain high achievement throughout their schooling career.
4.	To increase Pupil Premium children involvement in all aspects of school life.
5.	To support children's emotional well-being when needs are identified by effective nurture and counselling support for Pupil Premium children and their families.
6.	To address social, emotional and behavioural issues.
7.	To increase the attendance of Pupil Premium children through a range of strategies.
8.	To enhance learning experiences outside of the school day.

1. To increase the progress and attainment of Pupil Premium children through high quality first teaching and a broad and balanced curriculum				
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead
Improved progress and attainment for all children	<ol style="list-style-type: none"> Embed the creative curriculum to use as a scaffold for learning. Subject leaders to lead CPD for staff based on subjects. SLT to support all year groups in their planning to ensure all staff know how to embed creative learning to move all children towards deeper learning Peer observation timetable during ASSA time so teachers can peer observe twice per half term. High quality school visits planned to enhance learning through the Concrete/pictorial/abstract (CPA) approach 	<p>As a school we recognise the need for our children to be motivated and inspired to learn. The creative curriculum (based on Curriculum 2014) connects learning and allows teacher to use varied and engaging teaching strategies.</p> <p>Many of our children, and especially PP children, cannot often access external visits that will enhance their experiences and expose them to the wider world. Most of our school visits are new experiences for the children (eg- Visit Houses of Parliament, The Globe, Sleeping on HMS Belfast, week long residential, Colchester Zoo, Hever Castle). We do not take children on many visits we know they can access easily.</p> <p>Visits are then used as a concrete basis</p>	<ol style="list-style-type: none"> SLT will work closely with the DHT (Assessment lead and Lead for Learning and teaching). CPD selected and attended by all teaching and relevant support staff. Peer observation and coaching models implemented by the Deputy Headteacher. Impact overseen and moderated by SLT through observations, data analysis, work scrutiny and discussions with children about their work and attitude. 	<ol style="list-style-type: none"> Deputy Headteacher

for learning.

Data Analysis

GLD	Pupil Premium	Year 1 Phonics	Pupil Premium	Year 2 Reading	Pupil Premium	Year 2 Writing	Pupil Premium	Year 2 Maths	Pupil Premium	Year 6 Reading *	Pupil Premium *	Year 6 Writing *	Pupil Premium *	Year 6 Maths *	Pupil Premium *
86.5%	76.7%	80.9%	69.2%	60.7%	39.1%	59%	16%	69.6%	56.5%	78%	65.7%	74.6%	37%	74.6%	62.9%

* Yet to be validated.

1. Embed the creative curriculum to use as a scaffold for learning.

The new creative curriculum has now been in place for 17 months. This is now being adapted to move in line with the new OFSTED framework, incorporating Intent, Implementation and Impact and links to the local area. This links with 'ambitious curriculum intent for all pupils' (Ofsted, EIF, May 2019). This will continue to be embedded next year, with more of a focus on vocabulary and knowledge organisers. 'Children from high income families were being exposed to 30 million more words than children from low-income families' and 'children eligible for FSM are more than twice as likely to have language difficulties than their peers' (The Communications Trust, 2015). This links with the current work on vocabulary and the early intervention programmes we have in place, e.g. Talking Tots.

2. Subject leaders to lead CPD for staff based on subjects.

A range of CPD for staff have been held across the year, linking to subjects. Minutes for staff meetings are saved on the server so all teaching staff can access these, even if not present. All of these staff meetings contribute to high quality first teaching. 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. (EEF Guide to Pupil Premium, 2019). The overall theme of high expectations has been incorporated into all staff meetings. 'High aspirations and expectations for all', 'An unerring focus on high quality teaching' (Pupil Premium Research Findings, Pupil Premium Conference, 2019).

These include:

- Reading expectations
- Maths expectations
- Action planning
- Snap science
- Bug club
- Writing moderation
- Target tracker app
- Internet safety
- Bar modelling
- Arts mark
- RE- introduction of the new Southend scheme

3. SLT to support all year groups in their planning to ensure all staff know how to embed creative learning to move all children towards deeper learning

Within the key stage meetings, staff bring books to discuss on a cycle of writing, maths, topic, science etc. Planning is discussed within staff meetings with the triangulation of data- books, target tracker, planning. Pupil progress meetings focus on vulnerable groups and their progress and planning is also discussed at these. There have been occasions throughout the year when planning has been scrutinized, e.g. for reading, and findings discussed within SLT and staff.

4. Peer observation timetable during ASSA time so teachers can peer observe twice per half term.

Where used effectively, staff carried out research on current pedagogical practices, including observing their colleagues. As this is part of staff CPD, when this is used well, the impact on children's learning is significant. Staff are expected to research during this time as well as peer observing. There has been a significant impact upon the understanding and appreciation of the primary curriculum, different key stages, continuous provisions, teaching styles and their impact, behavior management, connected learning and pace and rigor. There is now a policy regarding this time to ensure consistency for all teachers. This will continue to be a focus next year.

5. High quality school visits planned to enhance learning through the Concrete/pictorial/abstract (CPA) approach

A range of learning experiences continue to be offered to our children. The children take part in a variety of visits to the local environment and further afield. We have a range of visitors who come in to work with the children. These can be linked to the themes (such as the Egyptian workshop) or may be for wider learning (Money Sense, Internet Safety). Parents are regularly involved with the learning within the school and have taken part in workshops, shared reading, stay and play and there are also fundraising events to help subsidise the costs of visits. Fundraising will need to have a higher profile next year to alleviate some of the pressure on school fundings. An example of one term visits and visitors:

	Visit	Visitor	Parent Involvement	Fundraiser
Nursery	Palace Theatre Oldhams Fish and Chip Shop		Stay and Play Everyday Parenting	
Reception		M&M Theatre Group pantomime	Shared Reading Everyday Parenting	American Day Fundrasier
Year 1	Barleylands	Rev. Kemp- Easter M&M Theatre Group pantomime Money Sense	Afternoon Tea Tea Party Gingerbread Day Bug Club Workshops Everyday Parenting	Disco Slumber Party
Year 2		Rev. Kemp- Easter M&M Theatre Group pantomime Money Sense Yoga Owl Visitor Tiny Tale Storytellers	Bug Club Workshops Everyday Parenting	Disco
Year 3	Football team	Rev. Kemp- Easter Money Sense Egyptian workshop	Pancake Race Musical Bonanza Bug Club Workshops Choir parents invited in Everyday Parenting	Pancake Race Disco
Year 4	Pizza Express Belfairs Woods and The Inn Football team	Police Officer Bikeability Rev. Kemp- Easter Money Sense	Musical Bonanza Bug Club Workshops Choir parents invited in Everyday Parenting	Disco
Year 5		Anglo-Saxon Visit Rev. Kemp- Easter M&M Theatre Group pantomime Internet Safety Money Sense	Anglo-Saxon feast Musical Bonanza Bug Club Workshops Choir parents invited in Everyday Parenting	Astronaut assault course Disco
Year 6	Tower of London	Rev. Kemp- Easter Money Sense Internet Safety Gary Collard- internet safety Creative Writing Workshop	Musical Bonanza Bug Club Workshops Secondary school ready assembly Choir parents invited in Everyday Parenting	Disco

Some research has been carried out into the IDACI (income deprivation affecting children index) and some information has been collated. This will continue into the next academic year.

2. Increase the achievement and attainment of Pupil Premium children through targeted boosters and interventions.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead
Higher rates of progress and outcomes for PP children within English and Mathematics.	<ol style="list-style-type: none"> Embed creative curriculum that inspires all children Small group booster interventions implemented by high quality teaching staff. Small class sizes (Year 6) 	<p>The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective especially for older pupils. The EEF toolkit indicates that smaller class sizes are effective if the teacher changes their teaching style and the children change their learning behaviours. Small class sizes allow for:</p> <ul style="list-style-type: none"> more detailed feedback more focused teaching of groups team teaching and sharing of teacher expertise 	<ol style="list-style-type: none"> Ensure identification of target children is rigorously tracked and monitored. Organise school timetable to ensure effective staff delivery. Engagement with parents and children before intervention begins to ensure effective home/school learning from additional lessons. 	Deputy Headteacher Heather Fairbairn

1. Embed creative curriculum that inspires all children

As above.

2. Small group booster interventions implemented by high quality teaching staff.

Research into the provisions for Pupil Premium children were carried out and analysed This was then fed back to the SENCo and key staff to ensure all Pupil Premium children who were also SEN were included within provisions.

Year Group	1	2	3	4	5	6
Number of Pupil Premium children in analysis	13	25	22	19	21	32
Percentage of Pupil Premium children involved in interventions	92%	56%	64%	63%	52%	72%
Number of Pupil Premium children who are also SEND	2	8	5	7	5	12
Percentage of Pupil Premium children who are also SEND involved in interventions	100%	100%	100%	100%	100%	100%

3. Small class sizes (Year 6)

This has had a fantastic impact on the KS2 data (yet to be validated). At 66% combined, we have achieved higher than floor targets, which is higher than the predicted outcomes of 30%. This has been for both years 5 and 6 for this cohort of children.

Maintain progress for specific year groups over the Easter holidays.	Easter school programme implemented for PP pupils.	The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective especially for older pupils. Previous interventions through the programme have demonstrated positive outcomes for identified pupils.	<ol style="list-style-type: none"> 1. Engagement with parents and children before Easter school begins to ensure good attendance. 2. Ensure identification of target children is rigorously tracked and monitored through baseline information and a clear end target 	Deputy Headteacher
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Due to the cohort of children in Year 6, it was decided that after school boosters would be better attended. Key children were selected for boosters and these were run by a range of teaching staff. The aim was to get the children who attended the boosters to expected standard. At the point of the boosters starting, the children were not at expected standard. Staff running the boosters kept notes based on the children who attended and reported these back to staff so that teachers could use gaps identified within the booster sessions within their classes. Attendance at these sessions was still not very high and this will need to be considered for next year. It is also worth noting that pupil premium spending, although designed to support schools to raise the attainment of disadvantaged children, can be used to support other pupils. This is because many of the most effective ways to use the pupil premium fund, including improving the quality of teaching, will also benefit other groups. (EEF Guide to Pupil Premium, 2019).

	Invited to reading booster	Reached expected standard	Invited to maths booster	Reached expected standard
Year 6 pupils	26	24	31	27
Pupil Premium	11	11	14	12

3. Ensure high ability children who are eligible for the Pupil Premium are making good or better progress and sustain high achievement throughout their schooling career.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Review
Improved progress for high attaining pupils.	<ol style="list-style-type: none"> Extension and enrichment activities raise the aspirations for high attaining pupils. CPD opportunities for staff on depth and fluency across the curriculum. Small group booster sessions and interventions for high-attaining children with experienced teacher, in addition to quality first teaching. Launch The Brilliant Club for a selection of pupil premium children to introduce them to higher education. 	<p>As a school we recognise the need for our high ability children to achieve depth and fluency across a range of subjects. We want to ensure that children can achieve high attainment and we want to train staff in effective practices to provide challenge and encouragement for these identified pupils.</p> <p>We want to provide extra support to maintain high attainment. 1:1 with highly qualified staff which is evidenced by the EEF Toolkit as improving significantly outcomes for pupils.</p>	<ol style="list-style-type: none"> SLT will work closely with DHT through Pupil progress meetings and observations. CPD selected and attended by all teaching and relevant support staff. Peer observation and coaching models implemented by the Deputy Headteacher. Engagement with parents/carers and children before intervention begins to ensure effective home/school learning from additional lessons. 	Deputy Headteacher Attendance lead	December 2018 March 2019 July 2019

1. Extension and enrichment activities raise the aspirations for high attaining pupils.

Year 3	Year 4	Year 5	Year 6
Within Year 3, two Pupil Premium children were scored as 'greater depth' in their Key Stage 1 SATs. Our current data is showing that both of those children continue to be exceeding.	In Year 4, four Pupil Premium children were scored as 'greater depth' in their Key Stage 1 SATs. Our current data is showing that all four continue to be exceeding.	In Year 5, six Pupil Premium children were scored as 'greater depth' in their Key Stage 1 SATs. Our current data is showing that five of these children continue to be exceeding.	In Year 6, 12 Pupil Premium children were scored as 'greater depth' in their Key Stage 1 SATs. Our current data (yet to be validated) is showing that one of those children achieved a higher score in their Key Stage 2 SATs. Please see notes below.

It is clear to see from the table above that the biggest difference in Ks1 to Ks2 pupils for greater depth children is within year 6. It must be noted that the KS1 data for this cohort of children are within the old style curriculum and they have been tested using the new style curriculum, which has significant changes to expectations. Within the other year groups, there is only one child who is not on track for high achieving pupil premium children. It is important to continue this focus next year as 'disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE' (EEF Guide to Pupil Premium, 2019).

2. CPD opportunities for staff on depth and fluency across the curriculum.

Staff have been using the new assessment procedures this year which include fluency in reading. Fluency in core subjects has been discussed in pupil progress meetings. Further CPD opportunities for depth and fluency to be planned in for academic year 2019-2020.

3. Small group booster sessions and interventions for high-attaining children with experienced teacher, in addition to quality first teaching.

Children with gaps within their learning have been picked up for interventions. Year 6 to be more of a focus next year for this area.

4. Launch The Brilliant Club for a selection of pupil premium children to introduce them to higher education.

Due to absence, this did not go ahead. As this comes with a high cost, this will not be included within the academic year 2019-2020. Instead, a range of local higher education faculties will be contacted to arrange visits/visitors.

4. To increase Pupil Premiums children involvement in all aspects of school life

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead
Children attend more extra- curricular activities. Ensure all children have equal access to learning experiences beyond the school day. Social skills are developed through participation in a range of activities by the school and external providers.	<ol style="list-style-type: none"> 1. A wide variety of more extra-curricular activities on offer at various times of the day 2. External companies to facilitate some of the more extra-curricular activities to offer more variety and skills 3. Subsidize trips and all residential providing PP children access to enrichment activities. 4. Subsidize breakfast and after school club 	There are many documented benefits of children taking part in more extra-curricular activities. The social aspect like building relationships and building self-esteem has a positive impact on the child. Trying new and diverse activities broadens the child's experiences. We also ensure children stay committed to the club for a period of time. The EEF Toolkit has found that participation in sports and physical activity is likely to have wider health and social benefits. Being involved in extra-curricular sporting activities may also increase attendance and retention.	<ol style="list-style-type: none"> 1. A register of all children attending extra-curricular activities will be kept and analysed 2. Children and parents surveyed about extra-curricular activities they would like on offer 3. Taster sessions and special assemblies to introduce the extra-curricular activities to all children 	PE Lead

1. A wide variety of more extra-curricular activities on offer at various times of the day

Based on the data from extra-curricular clubs, it is clear to see that there is a difference between KS1 and KS2 attendance at clubs. KS2 attendance is relatively high at each stage of analysis.

2018-2019 Whole year			
	KS1	KS2	Overall
Non-Pupil Premium	36%	81%	59%
Pupil Premium	29%	77%	53%

New clubs have been launched this year for Bug Club and Times Tables Rockstars. These have been successful in allowing children more opportunities to access these, even if they do not have laptops/ tablets/ internet access at home. Further research into pupil voice will be carried out next year to gain an insight into the clubs the children would like.

2. External companies to facilitate some of the more extra-curricular activities to offer more variety and skills

There are a range of external companies facilitating clubs- football, gymnastics, archery.

3. Subsidize trips and all residential providing PP children access to enrichment activities.
4. Subsidize breakfast and after school club

Both of these continue to be subsidized.

On a typical day, there are 20 children attending breakfast club (sunrise) and 30 children attending after school club (sundown).

	Number attending	Number of pupil premium attending		Number attending	Number of pupil premium attending
Sunrise	20	5 (25%)	Sundown	30	10 (33%)

This also links with the attendance figures for Pupil Premium children.

5. To support children's emotional well-being when needs are identified by effective nurture and counselling support for Pupil Premium children and their families.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead
<p>Ensure all children are focused and engaged in their learning experiences. Ensure all children have equal access to learning experiences beyond the school day. Parents and carers supported with their issues</p>	<ul style="list-style-type: none"> Continue to build Pastoral Team to support children with their barriers to learning. This consists of Family support workers/ counsellor Subsidise breakfast club provision to ensure PP children are in school and ready to learn. Subsidise holiday clubs School counsellor 	<p>The school recognises that many children and their families at Eastwood need support with learning, behaviour, emotional and social skills. Children need to be fit and ready to learn within the school and wider learning community. Research indicates that addressing children and their family's social and emotional needs is a key step to improving academic outcomes for children.</p> <p>The Educational Endowment Toolkit clearly shows the positive impact of social and emotional learning on children</p>	<ol style="list-style-type: none"> Weekly Pastoral meeting to monitor the academic attainment and progress of children and the progress of eradicating barriers to learning Parental support monitored and reviewed for impact Timetable for learning mentors Teachers are aware of funding available – can approach parent/carer if appropriate. 	Deputy Head

6. To address social, emotional and behavioural issues.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead
<p>Children feel safe to learn which has an impact upon their progress and attainment</p> <p>Barriers to learning such as emotional, behavioural and social issues to be supported so they are no longer barriers.</p>	<ol style="list-style-type: none"> Use of <ul style="list-style-type: none"> Family Support Worker Counsellor Outdoor Learning Nurture group To work with children who show SEB issues. 	<p>On average, interventions based on SEBD have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months' additional progress on average). Also, SEBD interventions appear to benefit disadvantages or low-attaining pupils more than other pupils, though all pupils benefit on average (EEF, 2017).</p>	<ol style="list-style-type: none"> Discussions around cohorts of children via pupil progress meetings Use of timetables to ensure clarity and consistency Monitoring Impact assessed 	Headteacher Attendance Lead

The Pastoral Team meets weekly. This consists of the Headteacher, Deputy Headteacher, SENCo and two Family Support Workers. Regular pastoral meetings involving the Family Support Workers are held to discuss and address issues. The meetings of these have started (in the summer term) to be emailed to teachers and teachers are assigned tasks from these. This has led to staff having a greater understanding of the pastoral team and what is done. Clear identification of barriers to learning is known as a key strategy (Pupil Premium Research Findings, Pupil Premium Conference, 2019) and understanding of identifying barriers such as attendance, exclusion and access to wider opportunities (Ofsted, EIF, May 2019).

Counselling: There are currently 13 children who attend counselling. 11 of these children (85%) are Pupil Premium children.

Outdoor Learning for families has been predominantly focused on Pupil Premium families. There is a list of families who have been invited to outdoor learning and most parents complete evaluation forms, feeding back that they have enjoyed the sessions with their children.

Staff also attended a staff meeting hosted by Gary Collard on online safety. Gary worked with year groups within the school and also with targeted groups of children who were having difficulties with using the internet safety.

All staff attended training on Pivotal Behaviour and as a school, we are implementing strategies from this training.

7. To increase the attendance of Pupil Premium children through a range of strategies.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead
Attendance for many children improves	<ol style="list-style-type: none"> Attendance lead to work closely with families with low attendance, particularly pupil premium children Rewards for families and classes with improved or good attendance 	Good attendance is imperative for progress and attainment. (School Attendance DFE November 2016)	<ol style="list-style-type: none"> Weekly rigorous analysis of whole school attendance. Action taken swiftly for families falling below expected percentage of attendance. Positive action taken for families achieving good or better attendance Impact overseen and moderated by SLT Work closely with the local authority on attendance 	Deputy Headteacher Attendance Lead

Year Group	Number of PP children	Number below target 96.5%	Percentage below target 96.5% SPRING	Percentage below target 96.5% SUMMER
Year 1	13	9	75%	69%
Year 2	23	11	68%	48%
Year 3	23	11	60%	48%
Year 4	20	8 (excluding one child)	45%	40%
Year 5	22	14	75%	64%
Year 6	35	23	62%	66%

Attendance for almost all year groups for pupil premium children has improved, some significantly so. This will continue to be a focus next year. Where the attendance is below target for school, the Attendance Lead has issued letters. Nudge postcards could be implemented for the following year (Pupil Premium Conference, May 2019). The impact of this is that children need to be present in school in order to maximize learning opportunities. Low attendance undoubtedly creates gaps in learning and means the difference between disadvantaged and non-disadvantaged children widens.

8. To enhance learning experiences outside of the school day.

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead Review
School visits provide children with experiences beyond the school day	<ol style="list-style-type: none"> 1. Arrange visits to give all pupils experiences 2. Use school visits as concrete learning experiences which link to or begin units of work 3. Involve parents in accompanying school visits 	As a school, we understand that pupil engagement is key to ensuring that children learn. To increase pupil engagement, we regularly arrange visits which provide children with high quality learning experiences which then either link to work carried out or provide concrete experiences for learning to occur. A programme of parent support for educational visitors will also begin this year. The EEF Toolkit states that parental involvement is consistently associated with pupils' successes at school.	<ol style="list-style-type: none"> 1. Keep a record of the range of extra-curricular visits which are arranged over the course of the academic year 2. Monitor impact of these visits 	<p>Emma Pickrell (EVC)</p> <p>Key Stage Managers</p>
<ol style="list-style-type: none"> 1. Arrange visits to give all pupils experiences <p>An example of visits has been provided in objective 1.</p> 2. Use school visits as concrete learning experiences which link to or begin units of work <p>All visits link to units of work, with some visits beginning units of work. The impact on learning has been significant, with classes following up with pieces of writing and pieces of artwork. Next year, there needs to be a continuation of visits and visitors maximizing opportunities for learning. Some visits, e.g. trips to the beach, have been used as rewards for key year groups such as year 2 and year 6.</p> <p>Comments from Pupil Premium children regarding school visits:</p> <p>'We went to see the Lion King. The detail on the backdrop was exquisite and the art and music was amazing. The small touches all added up. Afterwards, we wrote about the story of the Lion King. We talked about the play before we went and we also learned the songs.' Y6 child.</p> <p>'We visited the Tower of London. This was my favourite trip this year! I saw all the ancient armour and learned the history behind it. Every object in that place has a story to go with it. We learned about the two princes and their bodies were never found. I love history.' Y6 child.</p> <p>'We went to Barleylands and learned all about the animals. I did some work in class about this. I really liked making the pizzas! Did you know that most food comes from nature?' Y1 child.</p> <p>'I loved going to the Sky Garden. I saw all the flowers and plants there. I also sketched the buildings from the window and this is what we were learning about before we came. We learned about buildings in art. We wrote letters to our parents to persuade them to visit the Sky Garden. I saw the cheese grater building. It was my favourite building as I love cheese.' Y3 child.</p> 3. Involve parents in accompanying school visits <p>This will continue to be a focus next year with selected parents being used to support school trips. EP will lead this. There are going to be opportunities throughout the year for selected parents to attend volunteer sessions.</p> 				