

## Statement of pupil premium strategy 2019 - 2020

1. Summary information					
School	Intake Primary Academy				
Academic Year	2019-2020	Total PP budget	£167640	Date of most recent PP Review	January 2019
Total number of pupils	314	Pupils eligible for PP	31.5%	Date for next internal review of this strategy	November 2019

2. Current attainment (Based on 2018 Y6 results see further breakdown in the statement)		
	<i>Pupils eligible for PP (your school)</i>	<i>National figures for pupils not eligible for PP 2018</i>
% achieving expectations in reading, writing and maths	<b>36% (Higher 5%)</b>	51%
Progress score in reading	<b>-3.2</b>	-0.6
Progress score in writing	<b>0.2</b>	-0.4
Progress Score in maths	<b>1.1</b>	-0.6

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
A.	The readiness for pupils to learn in class (pupils ready physically, mentally and emotionally to learn).
B.	Baseline data is below age related with the prime areas: communication and language, physical development, personal, social and emotional development is significantly below for PP children.
C.	Poor meta-cognitive skills (children's ability to think and reason about learning).
D.	Many children do not have access to additional opportunities that are needed to provide a rounded education or develop characteristics that lead to successful employment.
<b>External barriers</b>	
E.	Attendance and punctuality.
F.	Opportunities to access resources: books and a lack of life experiences.
G.	Lack of regular routines with home learning and lack of correct equipment in school – PE kit.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged pupils' attendance will improve.	PP pupils' attendance July 2019 was – 95.27% This year it will be at least national 96%
<b>B.</b>	Pupils' ability to learn will improve through their physical, emotional and cognitive readiness being met and enhanced.	Pupils are ready to learn without the need for extra interventions. Pupils' resilience and self-esteem will improve producing more independent learning traits. Reduction in termly behaviour incidents.
<b>C.</b>	Gaps in learning are identified and targeted through bespoke targeted interventions.	Assessment will show gaps are addressed and PP children will make expected progress.
<b>D.</b>	LONGER TERM OUTCOME: Pupils have access to high quality books and other resources to enhance their life experiences and provide opportunities for speaking and listening.	Progress in English and expected levels in reading will be positive and above national. In 2020, improved progress in reading from -3.2. In 2021 continued improved progress.
<b>E.</b>	LONGER TERM OUTCOME: Pupils will be given the opportunity to engage in a wide range of social and cultural experiences – sport, cooking, music	All pupils will attend visits and activities they would not normally have access to. By 2020 and 2021 evidence of increasing numbers of PP pupils completing the Astrea Promise activities.

5. Planned expenditure	
Academic year	2019 - 2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To ensure all pupil premium children make at least good progress in Reading, Writing and maths.</p> <p>The combined attainment GAP (diff -17%) between disadvantaged (36%) and non-disadvantaged (53%) will be reduced.</p> <p>Progress in reading will be positive (last year -3.2) Gap in progress between PP and non PP will reduce and remain positive.</p>	<p>Adult to pupil ratio to be increased to allow for additional direct teaching. High quality teaching from teachers and Teaching Assistants (TAs).</p> <p>Estimate £50000 – staffing in morning (targeted at core subjects)</p>	<p>Larger ratio of adults means disadvantaged will have more access to direct bespoke feedback and more of the teacher's time.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a></p>	<p>Schools monitoring and evaluation process will continually assess the impact of teachers and TAs in the classroom. School CPD will focus on teaching and learning for Teachers and TAs.</p>	Principal SLT	<p>Termly In line with Astrea calendar of assessment.</p> <p>Summer 2020</p> <p>Summer 2021</p>

<p>Children will close the language gap between disadvantaged and non-disadvantaged. Children will be confident in using Tier 2 and tier 3 words.</p> <p>End of year data in reading will show improvement in question level analysis – vocabulary questions. (2019 QLA -11% to national on words in context)</p>	<p>Curriculum will use vocabulary as one of its main drivers. Staff CPD will ensure vocabulary is taught consistently across the curriculum. English lead and T&amp;L lead will have time out of class to drive vocabulary forward through school.</p> <p>Language legends used in school.</p> <p>Estimate costs £1000 – cover and resources</p>	<p>EEF research also shows that oral language interventions, emphasising the importance of spoken language and verbal interaction in the classroom, consistently show positive benefits on learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/oral-languageinterventions/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/oral-languageinterventions/</a></p>	<p>Planning will have a vocabulary driver. Knowledge webs for the curriculum will list specific taught vocabulary. Language legends will be monitored by the English lead.</p>	<p>T&amp;L lead English Lead SLT</p>	<p>Half Termly</p> <p>Summer 2020</p> <p>Summer 2021</p>
<p>Interventions are effective at closing gaps in knowledge and skills for disadvantaged.</p>	<p>High ratio of adults to pupils allow for additional teaching groups and interventions to take place.</p> <p>Estimate £50000 – staffing in afternoon and resources (targeted at intervention delivery)</p>	<p>More adults mean more pre-planned interventions can take place and smaller groups can make better use of resources such as ICT, Abacus and Times Tables Rockstars.</p> <p>There is a greater flexibility for ad-hoc intervention groups based on AFL strategies within class time.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>Schools monitoring and evaluation process will continually assess the impact of teachers and TAs in the classroom. School CPD will focus on teaching and learning for Teachers and TAs.</p>	<p>Principal SLT</p>	<p>Half Termly</p> <p>Summer 2020</p>
<p>Mastery Curriculum is part of quality first teaching for all learners of all abilities.</p>	<p>Teachers to have CPD on developing mastery in maths and English.</p> <p>Questioning, lessons and feedback will all contribute to the delivery of the mastery curriculum.</p> <p>Maths lead is part of the maths mastery hub – Time given for leadership CPD in this area to be disseminated to all staff through in school CPD</p> <p>Estimate £1000 - Cover costs and resources</p>	<p>Groups tracked through Astrea tracking. More able pupils will be tracked as a separate group to ensure they are being stretched.</p> <p>Results in all year groups will improve with positive progress measures. Percentage working above ARE will increase as they are developing skills and mastery of the curriculum.</p> <p>Staff will be updated with the latest research in maths pedagogy and given the tools and confidence to stretch children of all abilities.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>PP meetings termly CPD for staff on mastery teaching and learning.</p>	<p>SLT Maths lead Ad Astrea for CPD</p>	<p>Half Termly</p> <p>Summer 2020</p>

<p>Metacognition theory in teaching pedagogy will be developed in all adults.</p>	<p>3 staff to attend CPD in the area of metacognition through the curriculum. This will be a school focus and staff CPD will ensure all staff understand the theory and latest research.</p> <p>The curriculum will be built around proven theory of how children learn – skills and knowledge in the long term memory.</p> <p>Estimate – CPD courses and time (£1000)</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p> <p>CPD for staff will equip them to: Use metacognition and self-regulation approaches help pupils think about their own learning. Specific strategies for planning, monitoring and evaluating their learning will be taught. Interventions will give pupils a number of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	<p>Staff meetings Pupil interviews Drop ins Subject specific reviews.</p>	<p>SLT Subject leads</p>	<p>Half Termly</p> <p>Summer 2020</p>
<b>Total budgeted cost – estimated £103000</b>					<b>61%</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; 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>To ensure children’s social, emotional and behavioural needs are met and consequently children access learning more effectively.</p>	<p>Nurture group provision each afternoon. Thrive program used effectively. (£5760)</p> <p>Magic breakfast – as well as staffing costs updating of breakfast facilities are needed. (£8000 for staff)</p> <p>Pastoral team to work closely with the families of Pupil Premium so they receive the support and encouragement to succeed from home as well as school.</p> <p>Attendance officer and additional EWO support to work with children to ensure they have good attendance. Work with families of persistent low attendance so they reengage with education. (Contribution of £28000 + £5000 EWO)</p>	<p>As a result of children’s emotional needs being met, children make good progress academically across the year. They will be able to rationally assess situations and their emotions.</p> <p>Breakfast club will improve children’s ability to concentrate in class.</p> <p>Attendance to be above 96%+ for PP children. Persistent Low Attendance to decrease. Families previously with poor attendance to engage in and support school. Continue to keep exclusions below national.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>Attendance is continually monitored.</p> <p>Monitoring of PSA actions and interventions.</p> <p>Thrive reports and assessment data.</p> <p>Recordings of poor behaviour recorded in SIMs will be reduced.</p>	<p>Principal Attendance officer PSA</p>	<p>Weekly attendance Weekly pastoral meetings</p> <p>SIMs and CPOMs reports</p>
<b>Total budgeted cost - Estimated - £46760</b>					<b>28%</b>

**iii. Other approaches (including links to personal, social and emotional wellbeing)**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To encourage all PP pupils to participate in a variety of After-School Clubs, thereby strengthening their inclusion	<p>Clubs extra to those provided by the sports funding include: arts and crafts, hobbies and interests. Access to trust wide enhancement opportunities.</p> <p>School has employed a sports coach to provide opportunities within school and out of school (part funded through PE Sports Premium)</p> <p>(15000)</p>	<p>Pupils benefit from working with others and being introduced to a variety of experiences.</p> <p>Sports coach to mentor through sports targeted children to build up their self-worth and confidence. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a></p>	<p>Monitor the pupils attending extra-curricular activities.</p> <p>Include pupils voice through school council and pupil questionnaires and interviews.</p>	Staff	<p>Termly</p> <p>Summer 2020</p> <p>Summer 2021</p>
PP will have access to trips, visits and residential otherwise not experienced.	<p>Each year pupils will partake in offsite visits to places of cultural interest.</p> <p>(estimated: £3000)</p>	<p>Pupils' will be exposed to a much bigger world and have their horizons and aspirations broadened as they learn through experience about geography, history and culture.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p>	Review programme of trips and which pupils are attending.	Staff	<p>Yearly</p> <p>Summer 2020</p> <p>Summer 2021</p>
<b>Total budgeted cost - Estimated - £18000</b>					<b>11%</b>
<b>Total estimated spend</b>					<b>£167,760</b>

# PUPIL PREMIUM (pp) STATEMENT 2018 to 2019

## Impact of spend – end of Key Stage results 2019

ATTAINMENT KS1		
	Disadvantaged % (cohort 10/31) <b>(National)</b>	Other % (cohort 21/31)
Reading	78 ()	59 ()
Writing	67 ()	55 ()
Maths	67 ()	64 ()

	ATTAINMENT KS2		PROGRESS FROM KS1	
	Disadvantaged % (cohort 22/37) <b>National</b>	Other % (cohort 15/37)	Disadvantaged score (cohort 22/37) <b>National</b>	Other score (cohort 15/37)
Reading	50 ()	53 ()	-3.2 ()	-4.1 ()
Writing	68 ()	67 ()	0.2 ()	0.3 ()
Maths	73 ()	87 ()	1.1 ()	2.8 ()
Reading/Writing/Maths	36 ()	53 ()		

### **How the Pupil Premium was spent:**

**Rational and evidence base:** Sutton Trust allocates 4+ months increased catch up for Phonics and 5+ months catch up for reading and comprehension strategies. These figures have a strong evidence base and proven results. Small group tuition closes the gap by 4 months.

- (Staff training on feedback) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>
- (Mastery learning) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>
- (Thrive) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/> <https://www.thriveapproach.com/>
- (Outdoor Learning) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/>
- (Parental Engagement) <https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/>
- (Maths – TT Rockstars) <https://trockstars.com/page/features>
- (Quality First Teaching) <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)
- (Reducing Class Size) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>
- (Meta-Cognition) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>
- (Teaching Assistants) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/>
- (Attendance) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

## HOW 2018-2019 WAS SPENT – Evaluation of Impact

Action	Reason/how	Impact / Lessons Learned	Cost
Improve the progress of writing across school	<p>Proven research based approach to writing – Talk 4 Writing used across school. Final year of the project led by school staff to support quality first teaching in Writing.</p> <p>For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective - <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	<p>Writing progress at the end of KS2 was positive at 0.2 for PP children. Writing at KS1 for PP was 67%</p> <p>Children have a confidence to write across a range of genres. Teaching in English is at least good across school.</p> <p>All adults are confident at teaching writing through T4W.</p> <p>Next Steps: UKS2 teachers to challenge Greater Depth children. As T4W moves through the school teachers to be more confident in removing the scaffolding.</p>	Staff cover costs.
Improve the outcomes for reading in school	<p>Create a love and respect for books and reading. Purchase of new books for the library and whole class readers. Whole school approach to reading fluency.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a> Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p>	<p>Reading has a higher priority in school. The library is used as a centre for learning. New quality books were purchased to raise the engagement of reading. Stop Drop It and Read was introduced and increased the profile and engagement of reading.</p> <p>The recording of reading at home as increased.</p> <p>Teachers have CPD on reading fluency and have incorporated this in their teaching of reading.</p> <p>Next Steps: Outcomes for reading at KS2 were below national expectations. Progress at KS2 was -3.2 for PP. Question level analysis shows that language and vocabulary was an area to improve. Fluency also needs to continue to improve to ensure more children read at 90 words per minute.</p> <p>Needs to be a continuous spend on high quality books to maintain the interest.</p>	£10000 books
<p>Improve the outcomes for maths</p> <p>White Rose Maths Classroom secrets</p>	<p>Abacus Maths and Maths Factor and Hegarty maths and TT Rockstars (Benefits of TT Rockstars are outlined here; <a href="https://trockstars.com/page/features">https://trockstars.com/page/features</a>)</p> <p>Ensure coverage of maths is consistent across school through structured program.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p> <p>Provide home access to maths based homework and skills practise.</p>	<p>Maths results at KS1 were 67% for disadvantaged. KS2 results were 73% attainment and 1.1 progress for PP children.</p> <p>TT Rockstars had 100% of PP accessing regularly in KS2. Children took part in school competitions and trust wide competitions (PP child can 2<sup>nd</sup> In trust competition)</p> <p>Hegarty Maths was used to improve outcomes for Y6 – after school sessions were provided to allow access for all children. CPD provided for all staff on maths mastery – varied fluency – through maths hub. Staff released for maths hub training. Teaching for all staff was at least good on observations, and challenge partners review.</p> <p>Next steps: Continue to raise the attainment for GD PP pupils – through further access to Hegarty Maths and CPD for staff – mastery.</p>	<p>Materials, resources and licence Abacus: £5017</p> <p>Maths factor: £249</p> <p>White Rose: £600</p>

<p>Teaching assistants to provide focussed intervention groups are effective at closing the gap.</p> <p>Teaching Assistant classroom support.</p>	<p>TAs to receive training in specific areas with a focus on a core subject.</p> <p>TAs to deliver interventions across the school in the afternoons – equivalent to 2 hours a day</p> <p>TAs work with focused groups in the classroom</p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>Groups tracked through OTrack and trust tracking. TAs used the ICT provision (abacus / TT Rockstars / Hegarty / SPAG) to deliver interventions in the core subjects.</p> <p>TAs provide small interventions based on in-lesson feedback. TAs skills are used to good effect in lessons. Lesson observations include use of TAs and were seen to be highly effective in supporting learning. Class teachers ensure that TAs are not over used with a particular group or child and developing independent learners is key.</p> <p>Next steps: Look at how interventions in reading can better support PP children.</p> <p>More children get instant feedback and support at the time it is needed. The teacher is freed to give targeted support to those in class that need it. More children get instant feedback on their learning.</p>	<p>10 hours a week per TA for delivering interventions – 12 TAs for 10 hours a week equates to £54600</p> <p>10 hours a week per TA – classroom support for 12 TAs equates to £54600.</p>
---	---	--	---

Action	Reason/how	Impact / Lessons Learned	Cost
<p>To ensure children’s social, emotional and behavioural needs are met and consequently children access learning more effectively.</p> <p>Thrive Program</p>	<p>Thrive seeks to build the emotional gaps that prevent some children from accessing the school curriculum.</p> <p>2 staff are trained as Thrive Practitioners and are therefore more-able to meet the children’s emotional needs and help them mature.</p> <p>HLTA additional hours to run THRIVE in the afternoons and provide a nurture nest environment for lunchtimes</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The Thrive approach has been researched and evidenced to make a positive impact. For more information see; <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a></p>	<p>Less incidents of excessive behaviour recorded - targeted children are able to manage their emotions in an age appropriate way.</p> <p>Exclusions last year were 0.8 for PP (all pupils 0.3) national was 1.66 for PP. Strategies are effective for PP children.</p> <p>Next steps: To continue to provide SEMH support for pupils in school, ensuring they are ready for learning and able to access the full curriculum</p>	<p>Training, resources and staff costs. £5760</p>
<p>Pastoral Team EWO</p>	<p>Children who struggle emotionally are less likely to succeed. A pastoral team provides a focussed environment for children to develop emotionally and be ready to learn in school.</p> <p>An Education Welfare Officer (EWO) has been given extra hours to help reduce absence and raise attendance.</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils.  <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	<p>Attendance last year was 94.3% overall but PP attendance was 95.2%. Including Nursery – this was an increase of 0.6% on last year.</p> <p>Persistent absence decreased. Last year PP Persistent absence was 13.5% (which is below the March National of 16.5% for similar pupils)</p> <p>Next steps: To continue to target attendance strategies to ensure that PP pupils continue to access a full educational offer</p>	<p>Total hours 58.5 per week for two staff at a cost of: £27507 per year</p> <p>Extra EWO support £5000</p>



<p>To encourage all PP pupils to participate in a variety of After-School Clubs, thereby strengthening their inclusion</p> <p>PP will have access to trips, visits and residential otherwise not experienced</p> <p>Magic breakfast Sports clubs</p>	<p>Provision of school breakfast from 8:15 to 9:45 All food provided free but staffing covered by school</p> <p>Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav</a></p> <p>School provided a range of opportunities beyond the classroom including: Cast Theatre visits, Harvest fields church, Museum, Space Centre, Outdoor learning – Sandal Beat Wood, York museum, Cusworth Hall, National cycle centre, Crucial Crew (not exhaustive list)</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p>	<p>Children had a nutritious start to the day enabling them to focus in morning lessons.</p> <p>Better resources to offer breakfast to more children are required.</p> <p>All PP children were able to access to visits and learning beyond the classroom.</p> <p>Next steps: To continue to provide financial support where this is needed, to enable full access to the curriculum and to ensure pupil engagement in learning.</p>	<p>Staff costs for running breakfast clubs. £7800</p>
<p>Assistant principal for KS1</p>	<p>Strengthen the teaching and learning in KS1 through stronger leadership and direction. Domino effect will free leadership through KS2.</p> <p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>Clear focus and direction for teaching and learning in KS1. Phonics for PP pupils increased last year from 67% to 80% and EYFS showed some improvement on the previous year (from 61% to 67% for all pupils)</p>	<p>Assistant Principal – for one term £17000</p>
<p><b>TOTAL</b></p>	<p>£188,133</p>		