Pupil Premium Strategy Statement: St White's Primary School

1. Summary information					
School	St White's Primary				
Academic Year	2017/2018	**Total PP budget From September 2017 to March 2018*** **	£55,435	**Date of most recent PP Review**	February 2014
Total number of pupils	290	**Number of FSM Pupils**	37 on 4/9/17	**Date for next internal review and external review of this strategy**	January 21st 2018
		Number of pupils in receipt of PP funding	66		

*** ***Pupil premium funding is allocated and fixed for each financial year, but the information the school publishes online will refer to the academic year, as this is how parents understand the school system. As the school won't know allocations for the end of the academic year (April to July), it will report on the funding for two terms only, up to the end of the financial year (March 2018) and update it when they have been given the amount of grant for the third term. Also, who the funding supports, is constantly changing as pupils can leave, join or become FSM at any point. The funding shown relates directly to the number of children for whom the Pupil Premium Grant has been received.***

2. Current attainment			
KS2- *Ever 6 - FSM*	***Ever 6 FSM – St White's 2017***	***Ever 6 FSM - LA 2017***	***Other (National Average)***
% of pupils achieving the expected standard in reading, writing and maths	33% (3)	41%	67%
% of pupils achieving the expected standard in reading	50%	58%	77%
% of pupils achieving the expected standard in writing	67%	56%	81%
% of pupils achieving the expected standard in maths	83%	58%	80%
Reading Average Scaled Score	102	101.4	105

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Maths Average Scaled Score	104	101	105
Reading progress score	+1.88	-0.4	+0.33
Writing progress score	-1.81	-1.3	+0.77
Maths progress score	+3.36	-0.9	+0.28

3. Barriers to future attainment for disadvantaged pupils	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Pupils' limited oral language skills and limited exposure to new vocabulary, is a barrier to the development of receptive and expressive language and is impacting on the progress that they make in core subjects but in particular, reading and also the spelling element of EGPS.
B.	Reading attainment at the end of Key Stage 1 and 2 was low in comparison to writing and maths in KS2, with only 76% in KS1 and 71% in KS2, achieving the expected standard or above. As a consequence, at the end of KS2, only 63% of pupils achieved RWM, below the floor target, 65%. Boys did less well than their peers, with only 61% of boys achieving the expected standard in KS1 and 62% in KS2. Pupils eligible for Pupil Premium funding also did less well than their peers at the end of KS2, with only 50% achieving the expected standard.
C.	Pupils' reasoning skills across all areas of the curriculum but in particular mathematics, are limited because they do not have the explicit vocabulary and a deepened understanding of concepts to explain their thinking.
External barriers *(issues that also require action outside school, such as low attendance rates)*	
D.	There is a high proportion of pupils eligible for pupil premium, who are identifed as vulnerable. The barriers to progress of this group include limited social skills on entry to school, difficulties within the family home, where the codependency that is normally transmitted through the family is disrupted by conflict, this means that children's emotional well being and mental health are affected.
E.	Pupils are well behaved because the expectations of the school are high. However, some pupils' attitudes to learning are passive. They do not always take a pride in their work and try as hard as they could. They lack resilience to challenge and failure and do not always understand the importance of failure as a part of the journey towards successful learning. Some pupils also have less access to opportunities outside school, which also impacts on their aspirations and the building of long term goals. This means that they have yet to develop as curious and interested learners who will actively seek out and use new information to develop, consolidate and deepen their knowledge, skills and understanding.
F.	Persistent absenteeism is a barrier to progress for key groups of pupils, particularly vulnerable and disadvantaged pupils.

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4. Overall Outcomes		
	Desired outcomes and how they will be measured	***Success Criteria***
A.	• Pupils to develop their language capability so that they widen their understanding of language, which in turn, supports their reading, writing and maths skills across the curriculum • Progress rates in core areas of the curriculum but particularly reading are to accelerate across the phases so that a greater proportion of pupils progress in accordance with their ability • The % of pupils eligible for pupil premium, achieving the expected standard in reading, writing and maths, at the end of each phase and year, will increase.	• Pupils' oral language skills are improved and in turn this supports pupils to practise essential skills for effective reading and writing, including developing inference skills without the need to process written texts • Pupils' receptive and expressive vocabulary is noticeably extended, which means that they can articulate their ideas before committing responses to a written form • In reading, a higher % of pupils eligible for pupil premium, within each year group make good or accelerated *progress toward the expected standard at the end of the year.* • Staff have aspirational targets for pupil premium pupils: ✓ *78% (7) of pupils eligible for pupil premium, at the end of KS1, achieve the expected standard or above in reading* ✓ *88% (7) of pupils eligible for pupil premium at the end of KS2 achieve the expected standard or above in reading*
B.	• Reading attainment at the end of EYFS, KS1 and KS2 will be in line or better than maths and writing. • Progress rates in reading will be accelerated across the phases so that a greater proportion of pupil progress in accordance with their ability. • Teachers' own subject knowledge in relation to reading comprehension will be developed through their own research and the school providing CPD throughout the year. • Pupil premium pupils will make accelerated progress so that their attainment in reading at the end of EYFS, KS1 and KS2 is in accordance with their ability. • Reading for pleasure will be developed throughout the school to engage all readers (including reluctant readers, in particular, boys).	• Staff have aspirational targets for PP pupils: ✓ In reading, a higher % of pupils in each year group make good or accelerated progress toward the expected standard at the end of the year. ✓ 78% of pupils at the end of KS1 achieve the expected standard or above in reading ✓ 78% of pupils at the end of KS2 achieve the expected standard or above in reading ✓ A greater % of pupils will achieve working at the greater depth in reading at the end of KS1-27%(3) ✓ A greater % of pupils will achieve working at the greater depth in reading at the end of KS2-33% (3) ✓ Teachers' subject knowledge is improving and in turn, their understanding and confidence in teaching reading will have increased. ✓ A greater % of pupil premium pupils achieve the expected standard at the end of EYFS, KS1 and KS2 and the gap between their peers is diminishing. (See above) • All pupils will be able to identify a book that they enjoy reading and will have opportunities within school to read books of their choosing.
C.	• Teachers' own subject knowledge will be developed through their own research and the school providing CPD throughout the year.	• Staff have aspirational targets for PP pupils: ✓ Teachers' subject knowledge is improving and in turn, their understanding and confidence in teaching maths will have increased.

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	• Planning and lesson observations will be monitored to determine how effective teachers are in facilitating this objective • Teachers will feel confident in their assessment of the children and the evidence will be readily available in the books through the 'solve it' activities. • All pupils to develop their reasoning skills (specifically mathematics) so that they are able to explain their thinking, which in turn, supports their reading and writing skills across the curriculum skills. • Pupils in all phases, will use the correct mathematical vocabulary in all maths lessons, whether this is during class discussions, work in books or responses to feedback in books. • Pupils' knowledge and understanding in each phase, will be deepened so that a higher proportion of children will be at greater depth by the end of the year.	✓ Planning, lesson observations show that teachers are delivering consistently high quality sessions ✓ Teacher assessment show is secure and there is evidence to support their judgements ✓ All pupils' reasoning skills in mathematics are improved and in turn this supports pupils to practise reasoning skills in reading, EGPS and writing. ✓ Pupils' technical vocabulary is noticeably extended, which means that they can articulate their ideas before committing responses to a written form. They will be able to state a justification of their views. ✓ In mathematics, a higher % of pupils in each year group make good or accelerated progress toward the expected standard at the end of the year. ✓ Gaps in the children's fundamental understanding of mathematics will have been addressed leading to an increased % of children at the expected standard or above in mathematics at the end of each phase. ✓ A greater % of pupils at the end of EYFS achieve the expected standard or above in mathematics and are KS1 ready ✓ A greater % of pupils at the end of KS1 achieve the expected standard or above in mathematics and are KS1 ready-89% (8) ✓ A greater % of pupils at the end of KS2 achieve the expected standard or above in mathematics and are KS3 ready-88% (7) ✓ A greater % of pupils will achieve working at the greater depth in maths at the end of KS1-33%(3) ✓ A greater % of pupils will achieve working at the greater depth in maths at the end of KS2-50% (4)
D.	The school: • Ensures that the family support worker continues to develop her pastoral work across the school. She will use the range of skills that she now has to support both pupils and their families to address the high level of emotional and behavioural needs so that pupils' progress and standards can be the highest priority. • Ensures home and school work together to secure the progress of pupil premium children. • Supports pupils' mental health using the PiNK curriculum to support. • Develops home/school communication so that parents are regularly invited into school to talk about their children's progress. • Uses the pupil online survey to gather insightful information on children's perceptions of their lives and plan sessions so that they are able to make informed	• The family support worker leads the support of: o Children and families affected by mental health problems, substance misuse or domestic abuse. o Families who have a poor relationship with school, which is affecting a child's ability to learn. o Children experiencing bereavement and loss. o Children whose responsibilities at home (caring for a relative, for example) are affecting their ability to learn. o Children with low self-esteem or who appear isolated at school. o Children being bullied at school. o Children with special educational needs. o Children who have experienced abuse and/or neglect or whose adoption is at risk of breakdown. o the team of staff. • In doing so the school ensures that the additional needs of vulnerable families and their children are met. • The inclusion lead and senior leadership team hold regular, structured conversations that the majority of parents of pupils eligible for pupil premium attend. • Homework is personalised to meet the needs of individuals and parents support their children at home. • School provides a KS1 and KS2 homework club that is attended regularly by disadvantaged pupils.

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	choices about their physical, emotional and mental wellbeing.	• A greater % of pupils complete homework activities, and in turn, this supports their learning and accelerates progress. • Progress and standards improve in line with school's aspirational targets for this group of pupils. ***(See year group targets and appraisal targets.)*** • The proportion of pupils eligible for pupil premium attending enrichment clubs is increased by 10% by the end of the year. • Provides a safe, happy and stimulating environment for all pupils so that they feel valued and welcomed and know that their presence in school is important.
E.	• As part of the school's vision, the school will: • Provide pupils with high quality enrichment activities to further support the love of learning • Ensure that funding is not a barrier to disadvantaged pupils accessing additional enrichment opportunities • Consider the barrier of transportation to enrichment events and how the school can remove this as a barrier to accessing additional opportunities for disadvantaged pupils • Further develop the curriculum so that it provides creative opportunities that motivate and challenge. • Develop an explicit learning curriculum that focuses on improving pupils understanding of the learning process and equips them with behaviours and attitudes they need to be successful lifelong learners. • Plan a calendar of events that will develop experiences for both pupils, staff and parents. • Specific members of staff work with the school council on the Unicef UK Rights Respecting Schools Award (RRSA) to embed children's human rights in their ethos and culture. This will enable our pupils to become caring and active citizens in school and in the wider community. • Creates regular opportunities for parents to engage with their children's learning so that they are learning alongside their children and helping them to develop a love of learning.	The school: • Provides high quality enrichment activities both within the school environment and beyond and pupils are able to talk positively about their experiences and how they impact on their learning and aspirations. • Assesses the use of funding to support pupils accessing quality enrichment opportunities, including the Year 6 residential trip and sporting clubs during the term and non-term. • Creates an action plan to develop and pilot a transport scheme for disadvantaged pupils to be supported to attend enrichment events and activities. • Ensures pupils are exceptionally well prepared for the next stage of their education and have attained a level of education by the end of Key Stage 2 that is commensurate with their abilities and takes into account their different starting points. • Influences the fact that compared with the National average for all pupils, a higher proportion of our pupils and in particular, our pupils who are eligible for pupil premium, are equipped to progress on to a range of higher and further education establishments, apprenticeships, employment or training. • Ensures parents are more consistently engaged in learning opportunities with their children and they feel confident enough to use their expertise to seek out and pursue further learning opportunities for pupils. • Ensures that progress and standards improve in line with school's aspirational targets for all groups of pupils but in particular, our pupils who are eligible for pupil premium.

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F.	• Sets targets for attendance so that the overall attendance for pupils improves but in particular, pupils eligible for pupil premium. • Provide a breakfast and morning activity club for disadvantaged pupils • Consider the barrier of transportation to enrichment events and how the school can remove this as a barrier to accessing additional opportunities for disadvantaged pupils • Research the distance families live from school and the connection between lateness and none attendance • Cost for a trial period of time: • The leasing of a minibus • A driver for the bus • An additional staff member for the bus • Driver training for the minibus driver • Staffing the breakfast club	The school: • Treats attendance as a high priority. • Promotes good attendance at every opportunity, including at parent/carer consultation evenings and other meetings, at staff induction, in newsletters, in assemblies, on notice boards and on the website. • Celebrates good and improved attendance. • Sets attendance targets for the school (and for each year group if necessary). • Always uses first day telephone contact. • Keeps parents/carers regularly informed of their child's attendance levels. • Makes good use of attendance data. Analyse data and respond by targeting support for families and using county and National policies to ensure the school and parents adhere to their responsibilities. • Notifies Governors at each full governing body meeting of attendance levels and what the school is doing to improve them. • Attendance of pupils eligible for pupil premium is significantly improved so that is not deemed as a significant weakness in future National statistics (in the lowest 10%). • Persistent absence figures for pupils eligible for pupil premium are significantly improved so that is not deemed as a significant weakness in future National statistics (in the highest 10%)Provides disadvantaged pupils with supported with transport to school • Runs a pilot scheme to transport targeted groups of pupils to school • Provides disadvantaged pupils with a targeted early morning club that offers breakfast and physical activity

5. Planned Expenditure

Academic year:	**Lead By:**	**Implementation Review:**
2017-2018	Headteacher, in conjunction with Maths and English Leads and phase leads	Half termly, as part of the school's RAP, the assess, plan, do and review cycle will be implemented and the actions monitored and reviewed

The three headings below enable St White's School to demonstrate how it is using the pupil premium to improve classroom pedagogy, provide targeted support as well as support whole school strategies that have been identified in this year's SEF (Self Evaluation Form) and included in the SDP (School Development Plan).

i. Quality of teaching for all, in conjunction with high quality targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?

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A: All pupils to develop their language capability so that they widen their understanding of language, which in turn, supports their reading, writing and maths skills across the curriculum. Progress rates in core areas of the curriculum but particularly reading, are to accelerate across the phases so that a greater proportion of pupils' progress in accordance with their ability. The % of pupils achieving the expected standard in reading, writing and maths, at the end of each phase and year, will increase.	The school will use a targeted approach to language development for specific groups of children that will include: • Talk Boost sessions - a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills.- Group activities • Language for Thinking-A Speech Mark Classroom Resource for a group of Year 1 pupils • Developing Language Comprehension – Using Multi-Sensory Activities-Task Master for a group of EYFS pupils • SaLT Interventions designed by NHS speech therapists and implemented in school – 1:1 The school will promote a whole school speaking and listening approach to improve classroom practice. This will include: • A ''Talk for Reading' strategy during, for example guided reading sessions that encourage pupils to read their books aloud to each other and to adults, who will encourage conversations about what they are reading (Modelled through reciprocal reading sessions and then undertaken by groups of pupils independently. It is these group activities that will be closely monitored to determine how effectively children are able to articulate their understanding and then respond to questions); Teachers will be expected to plan and deliver: ✓ Whole class and guided sessions that include them modelling inference-making by asking relevant questions aloud and answering them so that children experience 'good' examples and can copy them when they are in turn answering structured questioning as part of the development of their reading comprehension skills; ✓ Lessons that encourage pupils engaging in paired or group work so they can share the thought processes that lead them to make inferences; • Activities that extend pupils' spoken and receptive vocabulary and encourage children to clearly articulate what they are going to say in their writing. The senior leadership will : • Provide high quality HLTA Teaching Assistants that are used to facilitate additional interventions to accelerate the progress of disadvantaged pupils and others who are not making progress that is commensurate with their ability. • Write termly RAPs to ensure staff, pupils and parents understand the steps to achieving progress in speaking and listening and reading as part of vocabulary development; • Undertake monitoring and moderation to ensure that provision for pupils and what provision needs to look like, is understood by all staff; • Ensure teachers plan high quality sessions in all areas of the curriculum that provide a range of opportunities for pupils to develop their language and acquisition skills and high-quality vocabulary.	• *Early language development generally progresses through a series of distinct but overlapping stages and the majority of children follow similar patterns in a given language, albeit at different rates. Although language acquisition is a very robust process there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity. Children's gestures, such as pointing, are important precursors of subsequent language development. There are a number of well-developed measures of early language development. Some directly test receptive and expressive language skills, others rely on parental report. Although children often have different patterns of interaction as they start to speak (some use lots of words, others combine words very early on in their development), broadly speaking children need to be using between 50 and 100 words before they start putting words together into word combinations or proto-sentences. At some point between two and three years of age, children typically start to produce longer, more complex sentences, and begin to include function words (e.g. pronouns like I/you/he, auxiliary verbs like can/will/might, articles like a/the) and word endings/ morphology (e.g. dogs, finished) Putting words together may be a better predictor of later abilities than the number of words that a child uses. The development of oral language is mediated by, and in turn impacts upon, developments in other cognitive domains. Oral language precedes and underpins pre-literacy skills, as well as later reading (and especially reading comprehension) and writing.* (Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantage backgrounds A Report for the Education Endowment Foundation October 2017) • The DfE, July 2016 explains that *'Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. High-quality Professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching. The design of high-quality professional development is as complex a discipline as the design of high-quality teaching. It requires the planning of programmes of connected activities with clarity about intended outcomes, and evaluation. Effective professional development relies upon teachers, Headteachers and leadership teams in schools and organisations providing professional development, being clear about their respective roles and working together effectively.'* • Only 27% of pupils eligible for pupil premium, entered Reception demonstrating a good level of communication and language knowledge and skills, as opposed to 40% of non-pupil premium children. By the end of the year, 60% of pupils eligible for pupil premium had gained a good level of language and communication development but the gap had widened, with 82.9% of non-pupil premium pupils achieving good level of communication and language.	• The inclusion lead will have a thorough knowledge of barriers and relevant interventions of key groups, in particular, pupils eligible for pupil premium and for boys that can be effectively delivered through robust school wide systems and practices. • The Insight Pupil Tracker will be updated and pupil progress meetings between leadership and class teachers undertaken every 6 weeks to ascertain how well teachers know their pupils • The leadership team will write short-termly raising attainment plans (RAPs) that will target this area for development which will be monitored closely through the 'assess, plan, do, review' cycle that the school has designed: ✓ Planning scrutiny ✓ Lesson observations ✓ Book looks ✓ Pupil conferencing ✓ Observations of the bespoke group interventions, analysis of impact (Before and After Tests) and analysis of progress ✓ Impact of interventions monitored through outcome forms ✓ Learning walks ✓ Assessment information and analysis ✓ Pupil progress meetings. ✓ Structured meetings with parents • All phase leads and the SLT will monitor the quality of teaching of key groups, in particular, pupils eligible for pupil premium and boys in all core subjects and regularly assess the resourcing of sessions. • CPD will be monitored to ensure it is targeted and high quality and INSETS will be tailored to improve teachers' knowledge, skills and understanding of children's language development.

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	• Provide high quality resources • Ensure that inclusion and middle leadership is of a high quality • Ensure that the inclusion and middle leaders closely monitor provision and are able to feedback the strengths and areas to develop to the staff in their phase. • Continue to raise standards of teaching by providing teachers and support staff with focused professional development that is underpinned by robust evidence and expertise and based on improving and evaluating pupil outcomes. • Provide high quality training opportunities to develop staff's understanding of how to improve the overall provision for targeted pupils so that the gap between other pupils in school is closed. • Engage with the GCC evaluating impact project to further strengthen the way that the school will evaluate the impact of your chosen strategies/approaches.	• The school recognises that some teachers are not yet fully secure with subject knowledge nor are they fully confident with the vocabulary expectations within the core areas of the curriculum. This is a contributory factor when analysing assessment information and evaluating the quality of teaching through the school's appraisal process. As a consequence, in some classes children not fully understanding and experiencing a high level of vocabulary • The school is able to effectively evaluate the impact of chosen strategies and judge their success to inform future projects.	

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
B: Reading attainment at the end of EYFS, KS1 and KS2 will be in line with maths and writing. Progress rates in reading will be accelerated across the phases so that a greater proportion of pupils' progress in accordance with their ability. Teachers' own subject knowledge will be developed through their own research and the school providing CPD throughout the year. Pupil premium pupils will make accelerated progress so that their attainment at the end of EYFS, KS1 and KS2 is in accordance with their ability. Reading for pleasure will be developed throughout the school to engage all readers	The school will use a targeted approach to reading comprehension development for specific groups of children that will include: • An assessment of pupils' reading comprehension knowledge and skills using the York Assessment of Reading for Comprehension-GL Assessment • Reading between the lines- a targeted intervention programme, which teaches children to understand inference in Lower Key Stage 2 – Group programme • An assessment of pupils' phonemic understanding using a phonics screening check • Bear Necessities, Bearing Away and Dancing Bears Series – Sound Foundations - intervention programmes to support groups of pupils with phonic development • An assessment of pupils common exception word understanding using Precision Teaching resource – 1:1 in EYFS, KS1 and KS2 • Precision Teaching programme – 1:1 – across the school • Hope Education's Style Tiles Reading comprehension intervention to maximise pupil engagement – 1:1 in Year 5 • Targeted booster reading comprehension sessions before school for Year 6 pupils, led by class teachers The school will promote a whole school reading comprehension programme by: • Introducing a whole school reciprocal approach to the teaching of reading comprehension. Teachers will plan and teach sessions so that:	The school's self-evaluation 2016-2017 showed that: • Inconsistent teaching and the switch from old to new curriculum have resulted in gaps in some pupils' reading comprehension skills. • Some teacher's limited subject knowledge and confidence with the subject have contributed to pupils not fully understanding the different reading skills that make up reading comprehension. As a result, pupils are not confident with inference. • In order to be able to understand what they read, pupils need to be taught and regularly practise the different reading skills. • 76% of all pupils across the school met the expected standard or above in reading. 14% of pupils achieved greater depth in reading. (insight information summer 2 2016/2017 excluding EYFS) • In EYFS, 84% were at the expected standard in reading and 23% were exceeding. • Girls were marginally outperforming boys in reading (79% to 74%). Boys marginally outperformed girls achieving greater depth (16% to 13%) • Boys and girls were broadly in line at EYFS • Non-pupil premium pupils were outperforming pupils eligible for pupil premium (82% to 61%) and significantly fewer pupils eligible for premium pupils achieved Greater Depth (PP 4% Non PP 18%). The aims for the National Curriculum in England for English (DfE, 2013) says that pupils will: • *Read easily, fluently and with good understanding* • *Develop the habit of reading widely and often, for both pleasure and information* • *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading writing and spoken language* • *Appreciate our rich and varied literary heritage* • *Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.*	• The inclusion lead will have a thorough knowledge of barriers and relevant interventions of key groups, in particular, pupils eligible for pupil premium and for boys that can be effectively delivered through robust school wide systems and practices. • The Insight Pupil Tracker will be updated and pupil progress meetings between leadership and class teachers undertaken every 6 weeks to ascertain how well teachers know their pupils • The leadership team will write short-termly raising attainment plans (RAPs) that will target this area for development which will be monitored closely through the 'assess, plan, do, review' cycle that the school has designed: ✓ Planning scrutiny ✓ Lesson observations ✓ Book looks ✓ Pupil conferencing ✓ Observations of the bespoke group interventions, analysis of impact (Before and After Tests) and analysis of progress ,through assessment and pupil voice

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(in particular, reluctant boys).	• Pupils will be taught skills to overcome barriers to comprehension including:
	  • Prediction;
	  • Questioning;
	  • Clarifying;
	  • Summarising;
	  • Inference;
	  • Activating prior knowledge.
	• Assessment information from the school's tracking system used to ascertain which pupils in their classes are not making sufficient progress in reading
	The senior leadership will :
	• Provide high quality HLTA Teaching Assistants that are used to facilitate additional interventions to accelerate the progress of disadvantaged pupils and others who are not making progress that is commensurate with their ability.
	• Write termly RAPs to ensure staff, pupils and parents understand the steps to achieving progress in reading comprehension skills
	• Undertake monitoring and moderation to ensure that provision for pupils and what provision needs to look like, is understood by all staff;
	• Ensure teachers plan high quality sessions in all areas of the curriculum that provide a range of opportunities for pupils to develop their reading comprehension skills
	• Provide high quality resources
	• Ensure that inclusion and middle leadership is of a high quality
	• Ensure that the inclusion and middle leaders closely monitor provision and are able to feedback the strengths and areas to develop to the staff in their phase.
	• Continue to raise standards of teaching by providing teachers and support staff with focused professional development that is underpinned by robust evidence and expertise and based on improving and evaluating pupil outcomes.
	• Provide high quality training opportunities to develop staff's understanding of how to improve the overall provision for targeted pupils so that the gap between other pupils in school is closed.
	• Engage with the GCC evaluating impact project to further strengthen the way that the school will evaluate the impact of your chosen strategies/approaches.
		EEF (August 2017 and April 2017) says that:
		• *A key issue for teachers is identifying the level of difficulty for comprehension activities that is required to extend pupils' reading capabilities. A wide range of strategies and approaches can be successful, but these need to be taught explicitly and consistently. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.*
		• *Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. The potential impact of these strategies is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning. The strategies should be described and modelled before pupils practise the strategies with feedback. Support should then be gradually reduced as pupils take increasing responsibility.*
		Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.
		• *Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Yet despite our best efforts, a disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing.*
		EEF (KS1 report – September 2016) says that:
		• *Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help pupils to develop persistence and enjoyment in their reading. Pupils will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.*
		• The school is able to effectively evaluate the impact of chosen strategies and judge their success to inform future projects.
			✓ Impact of interventions monitored through outcome forms
			✓ Learning walks
			✓ Assessment information and analysis
			✓ Pupil progress meetings.
			✓ Structured meetings with parents
			• All phase leads and the SLT will monitor the quality of teaching of key groups, in particular, pupils eligible for pupil premium and boys in all core subjects and regularly assess the resourcing of sessions.
			• CPD will be monitored to ensure it is targeted and high quality and INSETS will be tailored to improve teachers' knowledge, skills and understanding of reciprocal reading and the barriers to children developing secure reading comprehension skills

Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	• **How will you ensure it is implemented well?**

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C: Teachers' own subject knowledge will be developed through their own research and the school providing CPD throughout the year. Planning and lesson observations will be monitored to determine how effective teachers are in facilitating this objective Teachers will feel confident in their assessment of the children and the evidence will be readily available in the books through the 'solve it' activities. All pupils to develop their reasoning skills (specifically mathematics) so that they are able to explain their thinking, which in turn, supports their reading and writing skills across the curriculum skills. Pupils in all phases, will use the correct mathematical vocabulary in all maths lessons, whether this is during class discussions, work in books or responses to feedback in books. Pupils' knowledge and understanding in each phase, will be deepened so that a higher proportion of children will be at greater depth by the end of the year.	The school will use a targeted approach to the development of number fluency for specific groups of children that will include: • The Sandwell Early Numeracy Test for pupils in KS2 • An IGCC intervention programme for targeted pupils whose number fluency is not yet at age related expectations -1:1 interventions • Precision Teaching programme that support tables and number bonds-rapid recall activities - 1:1 interventions • Plus One-Power of Two- 1:1 interventions • Targeted booster number fluency and reasoning sessions before school for Year 6 pupils, led by class teachers The school, will be part of the controlled group who participate in the primary research being undertaken by the EEF, who are asking: • What is the effect of the Mathematical Reasoning programme on children's mathematical attainment (as measured by the Progress Test in Maths) at the end of Year 2? • What is the effect of the Mathematical Reasoning programme on mathematical attainment at the end of Year 2, among pupils who are eligible for free school meals? Pupils in Year 2 last year, undertook assessments as part of a controlled group and now the resources for planning and teaching are being used for this year's Year two children. The Mathematical Reasoning programme's aim is to develop children's understanding of the logical principles underlying mathematics. The school will develop a whole school approach to the teaching of mathematical reasoning by: • Introducing a whole school approach to the teaching of maths using the Primary Maths Hub Planning; • Spending greater time going into depth about concepts using a small steps approach to secure knowledge, fluency and understanding. Teachers will: • Use assessment information on the school's tracking system to ascertain which pupils in their classes are not making sufficient progress in maths; • Plan maths lessons that have high ceiling low threshold tasks for all to access and have ownership of their learning. • Plan high quality maths sessions to ensure pupils are learning a range of reading skills and high-quality vocabulary sessions as part of English teaching. • Provide feedback in books that stretch and challenge children giving them opportunities to explain and reason their thinking. The leadership team will : • Write termly RAPs to ensure staff, pupils and parents understand the steps to achieving progress in speaking and listening and reading as part of vocabulary development;	The school's self-evaluation 2016-2017 showed that: • Inconsistent teaching and the switch from old to new curriculum have resulted in children's mathematical knowledge having gaps. • Some teacher subject knowledge and confidence with the subject have contributed to children not fully understanding the core concepts in mathematics. As a result, children know the 'rules' but cannot explain the 'why or how' or transfer their understanding to new learning. • To have a deep understanding of mathematics and to be great mathematicians the children need to be able to reason using the correct mathematical vocabulary. • The school's current assessment information shows that 78% of pupils were at the national expectation or above in Mathematics. 20% of pupils achieved greater depth in maths. (insight information summer 2 2016/2017 including EYFS maths) • Girls are marginally outperforming boys in mathematics (67% to 62%) however more boys are achieving greater depth (19% to 13%) • Boys and girls are broadly in line at EYFS with the same proportion achieving Greater Depth • Pupil premium and non-pupil premium are broadly in line with each other in maths (PP52% - non PP 49%) however significantly fewer pupil premium children are achieving Greater Depth (PP 6% Non PP 19%). This is mirrored in EYFS with 5% non PP achieving greater depth and only 2% of pupil premium children. • SEN children are significantly lower in attainment across the school in respect of maths – 77% non SEN (17% GD) compared to 30% SEN (3%GD) • No EYFS SEN children are working at greater depth compared to 5% non SEN (NRICH) research shows that: • *Reasoning enables children to make use of all their other mathematical skills and so reasoning could be thought of as the 'glue' which helps mathematics makes sense.* The second aim of the mathematics National Curriculum in England (DfE, 2013) is that all pupils will: • *Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.* http://www.mathsnoproblem.co.uk/media/images/Ofsted_Good_practice_in_primary%20mathematics.pdf • Practical, hands-on experiences of using, comparing and calculating with numbers and quantities and the development of mental methods are of crucial importance in establishing the best mathematical start in the Early Years Foundation Stage and Key Stage 1. The schools visited couple this with plenty of opportunities for developing mathematical language so that pupils learn to express their thinking using the correct vocabulary. • High-quality teaching secures pupils' understanding of structure and relationships in number, for instance place value and the effect of multiplying or dividing by 10, and progress in developing increasingly sophisticated mental and written methods. • The school is able to effectively evaluate the impact of chosen strategies and judge their success to inform future projects.	• The inclusion lead will have a thorough knowledge of barriers and relevant interventions of key groups, in particular, pupils eligible for pupil premium and for boys that can be effectively delivered through robust school wide systems and practices. • The Insight Pupil Tracker will be updated and pupil progress meetings between leadership and class teachers undertaken every 6 weeks to ascertain how well teachers know their pupils • The leadership team will write short-termly raising attainment plans (RAPs) that will target this area for development which will be monitored closely through the 'assess, plan, do, review' cycle that the school has designed: ✓ Planning scrutiny ✓ Lesson observations ✓ Book looks ✓ Pupil conferencing ✓ Observations of the bespoke group interventions, analysis of impact (Before and After Tests) and analysis of progress ,through assessment and pupil voice ✓ Impact of interventions monitored through outcome forms ✓ Learning walks ✓ Assessment information and analysis ✓ Pupil progress meetings. ✓ Structured meetings with parents • All phase leads and the SLT will monitor the quality of teaching of key groups, in particular, pupils eligible for pupil premium and boys in all core subjects and regularly assess the resourcing of sessions. • CPD will be monitored to ensure it is targeted and high quality and INSETS will be tailored to improve teachers' knowledge, skills and understanding of reciprocal reading and the barriers to children developing secure reading comprehension skills

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	• Undertake monitoring and moderation to ensure that provision for pupils and what provision needs to look like, is understood by all staff; • Provide high quality HLTA Teaching Assistants are used to facilitate additional interventions to accelerate the progress of disadvantaged pupils and others who are not making progress that is commensurate with their ability. • The school will continue to raise standards of teaching by providing teachers and support staff with focused professional development that is underpinned by robust evidence and expertise and based on improving and evaluating pupil outcomes. • Provide high quality training opportunities to develop staff's understanding of how to improve the overall provision for targeted pupils so that the gap between other pupils in school is closed. • Engage with the GCC evaluating impact project to further strengthen the way that the school will evaluate the impact of your chosen strategies/approaches.	• The schools are quick to recognise and intervene in a focused way when pupils encounter difficulties. This ensures misconceptions do not impede the next steps in learning. • These schools recognise the importance of good subject knowledge and subject-specific teaching skills and seek to enhance these aspects of subject expertise.	
		Total budgeted cost:	**£ 29, 210**

ii. Additional Targeted Support

Academic year:	**Lead By:**	**Implementation Review:**
2017-2018	Headteacher, in conjunction with Inclusion Lead and Family Support Worker	Half termly, as part of the school's RAP, the assess, plan, do and review cycle will be implemented and the actions monitored and reviewed

Desired Outcome	**Chosen Action/Approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**
D: The school: Ensures that the family support worker continues to develop her pastoral work across the school. She will use the range of skills that she now has to support both pupils and their families to address the high level of emotional and behavioural needs so that pupils' progress and standards can be the highest priority. Ensures home and school work together to secure the progress of pupil premium children. Supports pupils' mental health using the PiNK curriculum to support.	The school will provide targeted interventions for pupils that will be delivered by the FSW and trained TA that will include: • The completion of strengths and difficulties questionnaires before and after interventions take place to measure impact of: ✓ Social stories – Initiative based on Carol Gray's training ✓ Lego Therapy – Initiative supported by GCC Ed Psych ✓ Play therapy – Initiative by PTUK ✓ Drawing Therapy – Initiative based on IDT The school will provide a whole school approach to supporting the needs of vulnerable children by:	The role of the school's FSW has never been more important. She has undertaken extensive training since joining the school. This has included: • Drawing and Talking – a therapeutic method for supporting children • 2 days Facilitating Parenting Classes – Positive Parenting • GSCB Annual Roadshow • Primary Mental Health Training • Graduated Pathway Awareness • Nurturing Emotional Resilience in Vulnerable Children • Chronology and Genograms Workshop • Listening to Children Workshop • A Call to Men - Promoting Respect, Preventing Violence	The school will: • Complete strengths and difficulties assessments before and after sessions with children • Provide weekly updates on pupils' wellbeing for staff in briefings • Ensure the FWS has access to the Insight Pupil progress Tracker, RAP and pupil progress information • Ensure that the attendance support team meet weekly to discuss attendance information, which forms part of the school's short-termly raising attainment plans. They will then be able to monitor closely vulnerable pupils' attendance pupil progress.

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Develops home/school communication so that parents are regularly invited into school to talk about their children's progress. Uses the pupil online survey to gather insightful information on children's perceptions of their lives and plan sessions so that they are able to make informed choices about their physical, emotional and mental wellbeing. Sets targets for attendance so that the overall attendance for pupils improves but in particular, pupils eligible for pupil premium.	• Holding regular, structured conversations that the majority of parents of pupils, including those eligible for pupil premium, attend. • Provide a KS1 and KS2 homework club and target specific groups of pupils to attend • Personalise homework to meet the needs of individual children • Encourage parents to support their children at home. • Ensure that pupils complete homework and this supports school learning and progress. • Ensure progress and standards improve in line with school's aspirational targets for this group of pupils. (See year group targets.) • Ensure the proportion of pupils eligible for pupil premium attending enrichment clubs is increased by % by the end of the year. • Provide a safe, happy and stimulating environment for all pupils so that they feel valued and welcomed and know that their presence in school is important.	• GSCB Inter-Agency Child Protection The purpose of the training has been to increase the school's capacity to support the growing number of vulnerable pupils and families within the school community. With the number of services available to school ever shrinking, it is important that the school puts reasonable strategies in place to ensure there is sufficient expertise to help our young people and their families. Mental health problems cause distress to individuals and those who care for them. The Prime Minister has said that mental health is one of the *"greatest social challenges of our time"*. Overall, it is estimated that one in ten children and young people have a diagnosable mental disorder – the equivalent of three pupils in every classroom across the country. Therefore schools and colleges are a vital part of a wider systems approach to promoting positive mental wellbeing and preventing mental illness in children and young people (CYP). (*Supporting Mental Health in Schools and Colleges Summary report August 2017 NatCen Social Research & the National Children's Bureau Research and Policy Team)*	• Arrange structured meetings with parents every term and use My Plan targets to support pupils and reviewed improvements and success. • Ensure PSHE remains a top priority as part of school's curriculum and the teaching of mental health retained as part of the school's programmes of study. The school's monitoring of lessons and pupil voice will continue to assess the success of the teaching and learning alongside the pastoral support by the FSW. • The school will also communicate with the Education, Inclusion and Entitlement team to ensure that the school's strategies are being endorsed by the team. • Parental questionnaires will be disseminated and analysed to gain parents perceptions of regular attendance and the impact on their children • Monitor the homework club attendance of vulnerable pupils.
Desired Outcome	**Chosen Action/Approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**

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E: As part of the school's vision, the school will: Provide pupils with high quality enrichment activities to further support the love of learning Ensure that funding is not a barrier to pupils accessing additional enrichment opportunities Further develop the curriculum so that it provides creative opportunities that motivate and challenge. Develop an explicit learning curriculum that focuses on improving pupils understanding of the learning process and equips them with behaviours and attitudes they need to be successful lifelong learners. Plan a calendar of events that will develop experiences for both pupils, staff and parents. Specific members of staff work with a team if children on the Unicef UK Rights Respecting Schools Award (RRSA) to embed children's human rights in their ethos and culture. This will enable our pupils to become caring and active citizens in school and in the wider community. Creates regular opportunities for parents to engage with their children's learning so that they are learning alongside their children and helping them to develop a love of learning. Uses the pupil online survey to gather insightful information on children's perceptions of their lives and plan sessions so that they are able to make informed choices about their physical, emotional and mental wellbeing. Strive for the GHLL Mental Health Champions Award	The school will: • Undertake a series of pupil and parent questionnaires that will determine the school with information to develop the curriculum in accordance with stakeholder's views. • Use the information provided by stakeholders to: ✓ Provide high quality enrichment activities both within the school environment and beyond and pupils are able to talk positively about their experiences and how they impact on their learning and aspirations. ✓ Assess the use of funding to support pupils accessing quality enrichment opportunities, including the Year 6 residential trip, sporting clubs during the term and non-term, homework support clubs and arts sessions. • Develop the curriculum by: ✓ Including programmes of study that support their cognitive development as well as their physical, social and mental wellbeing ✓ Supporting pupils' mental health using the GHLL's PiNK curriculum and works toward the GHHL mental health champions award ✓ Taking part in Gloucestershire's Online Pupil Survey and utilising the information to design curriculum opportunities that support a broadening of pupils' learning experiences and development of their independent, social and emotional learning skills ✓ Developing the role of the school council ✓ Developing a team of stakeholders, including disadvantaged pupils and their parents to work toward the Rights Respecting School's Award • Ensure parents are more consistently engaged in learning opportunities with their children and they feel confident enough to use their expertise to seek out and pursue further learning opportunities for pupils. (See Calendar of events) • Provide parents with opportunities to develop their own skills and knowledge, supported by the Gloucestershire Adult learning Team • Ensure that progress and standards improve in line with school's aspirational targets for all groups of pupils but in particular, pupils who are eligible for pupil premium.	The school is aware that some families have real difficulty funding additional opportunities for their children, particularly families who are experiencing financial hardship. The school is committed to ensuring that all children have access to affordable school trips and curriculum enrichment, removing the potential barrier of cost. We know that well planned learning that includes enrichment opportunities such as visiting experts, additional resources, specific to projects and learning, captures their interest and provides memorable learning experiences that impact for example, on the quality of writing. Children are able to talk about their experiences with real enthusiasm and transpose this to the work then undertaken in class. This concurs with findings by the Sutton Trust (Sutton Trust Next Steps Report July 2015) Parental engagement has a large and positive impact on children's learning. *'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.'* (Desforges 2003). It is a priority to identify interventions that are effective in supporting parental involvement, especially those parents who are either not involved consistently in their children's education or who are not involved at all. Evidence – EEF Homework +2 months - https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-primary/ Evidence – EEF Parental involvement +3 months - https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/	• The phase leads monitor the long and medium term planning undertaken in each phase and provide a calendar of events and opportunities that are then monitored and evidenced. • Insight updated, RAP written and pupil progress meetings between leadership and class teachers to ascertain how well teachers know their pupils • The leadership team writes short-termly raising attainment plans that will target these areas for development which they will then be able to monitor closely through the 'assess, plan, do, review' cycle that the school has designed: ✓ Planning scrutiny to ensure that the curriculum areas targeted n the SDP are consistently included in teachers' plans and also that outdoor learning, SEMH, SMSC, PHSE are being considered ✓ Cross-curricular links are actively being made and where they are not possible, planned blocks of work are evident to ensure all aspects of the targeted curriculum are being met by class teachers ✓ Lesson observations ✓ Book looks ✓ Pupil conferencing ✓ Learning walks – focusing on the curriculum elements being taught and how the learning environment is optimising pupils experiences ✓ Assessment information and analysis that indicates if the breadth of curriculum is having a positive impact pupils' progress in cores subjects. ✓ Pupil progress meetings. • Phase leads and the SLT monitoring the quality of teaching of boys in all core subjects and regularly assess the resourcing of sessions. • Topic celebrations being shared with parents. • Homework being carefully considered and adapted to meet the needs of all pupils. • Curriculum overviews (termly phase overviews and Key Stage yearly overviews) are thorough and clearly show the curriculum breadth being taught.
		Total Budgeted Cost	**£ 21,225**

iii. Other Approaches

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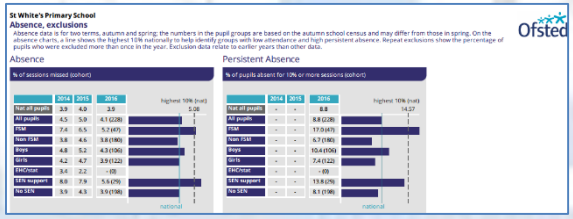
Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	When will you review implementation?
F: • Sets targets for attendance so that the overall attendance for pupils improves but in particular, pupils eligible for pupil premium. • Provide a breakfast and morning activity club for disadvantaged pupils • Research the barrier that families face transporting their children to school. • Research the distance families live from school and the connection between lateness and none attendance • Cost: • The leasing of a minibus • A driver for the bus • An additional staff member for the bus • Driver training for the minibus driver • Staffing the breakfast club	The school will: • Treat attendance as a top priority; • Review the school's pupil attendance policy to ensure it is in line with government and LA guidelines; • Run a pilot scheme to transport targeted groups of pupils to school • Provides disadvantaged pupils with a targeted early morning club that offers breakfast and physical activity. In addition, the school will: • Always use first day telephone contact. • Promote good attendance at every opportunity, including at parent/carer consultation evenings and other meetings, at staff induction, in newsletters, in assemblies, on notice boards and on the website. • Celebrate good and improved attendance. • Set attendance targets for the school (and for each year group if necessary). • Keep parents/carers regularly informed of their child's attendance levels. • Make good use of attendance data by specific analysis. Analyse data and respond by targeting support for families and using county and National policies to ensure the school and parents adhere to their responsibilities. • Notify Governors at each full governing body meeting of attendance levels and what the school is doing to improve them.	The latest RAISE information on St White's 2016 states: ✓ Attendance was low for the groups: FSM, SEN support (in the lowest 10%). ✓ Persistent absence was high for the group: FSM (in the highest 10%).(*Improving attendance at school Charlie Taylor The Government's Expert Adviser on Behaviour September 2011)*  There is no nationally collected data on children's attendance in nursery and reception, as school is not mandatory at this age. This means schools are not held to account for pupils' attendance until they reach the age of five. Many schools do not take measures to improve attendance until their pupils reach statutory school age, but for some children this is already too late. Children with low attendance in the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development. They have little chance of catching up their peers if their attendance is bad. If they fail to succeed early on in their school careers they are likely to get further behind; disillusionment with education sets in and they become excluded or begin to truant. Report Recommendations included: ✓ That Ministers focus on improving the attendance of vulnerable pupils in primary schools. ✓ That the Government changes the focus, when talking about attendance, away from unauthorised and authorised absence, towards making overall absence and persistent absence the headline figures to discuss publicly. ✓ That changes are made to the pupil registration regulations to strengthen the rules on term time holidays. While head teachers should continue to have discretion, holidays in term time should be the exception rather than the rule. ✓ That all primary schools analyse their data on attendance and quickly pick up on children who are developing a pattern of absence. ✓ That primary schools focus on supporting parents in nursery and reception who are failing to get their children to school. In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. In general, the report says that the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2 The findings are based on the attainment of pupils at the end of KS2 and KS4 in state-funded mainstream schools in the 2013/14 academic year, compared to their level of absence across all years in the relevant KS. Key findings for KS2 are set on pages 11-14 of the report. For example, figure 1 is a graph which shows the percentage of pupils achieving levels 4 and 5 at KS2 by overall absence rate over KS2. The graph shows that, in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2	• Insight updated, RAP written and pupil progress meetings between leadership and class teachers to ascertain how well teachers know their pupils • The leadership team writes short-termly raising attainment plans that will target these areas for development which they will then be able to monitor closely through the 'assess, plan, do, review' cycle that the school has designed: ✓ *Clearly allocated responsibilities for attendance among staff* ✓ *Tracking attendance data rigorously over time, analysing it by pupil group* ✓ *Targeting pupils whose attendance is poor and is imp acting on their progress* ✓ *Having robust procedures in place for day-to-day management of attendance, including calling parents on the first day of absence and following up on the third day of absence* ✓ *Analysing assessment information and making clear connections between attendance and attainment* • Holding pupil progress meetings. • Holding structured meetings with parents • All phase leads and the SLT will monitor attendance in their phases • Inclusion lead has thorough knowledge of attendance figures

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	• Ensure attendance of pupils eligible for pupil premium is significantly improved so that is not deemed as a weakness in the next RAISE (in the lowest 10%). • Ensure that persistent absence figures for pupils eligible for pupil premium are significantly improved so that it is not deemed as a weakness in the next RAISE (in the highest 10%)	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled ***trial published by the Education Endowment Foundation (EEF) today.*** 106 English primary schools with higher than average numbers of disadvantaged pupils took part in the trial, which was delivered to 8,600 pupils by the charity Magic Breakfast. Over the course of an academic year, parents were encouraged to send their child to free breakfast clubs before registration. The children were able to choose between cereals, wheat biscuits, porridge and bagels. The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children's Bureau found that Year 2 children in schools with a breakfast club made two additional months' progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast. The evaluators reported that the pupils' concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments. The impact for Year 6 pupils was slightly smaller but still promising. The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment.	
		Total Budgeted Cost	**£5,000**

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