

Pupil premium strategy statement - St Laurence Church of England Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Laurence C of E Primary
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs R Barker, Headteacher
Pupil premium lead	Mr P Hallam, Assistant Headteacher
Governor / Trustee lead	Mr M Hetherington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,780
Recovery Premium allocation	£9,570
Total budget for this academic year	£103,350

Part A: Pupil premium strategy plan

Statement of intent

Our mission at St Laurence Church of England Primary School is to unlock the potential of every child and encourage 'Life in all its fullness' (John 10:10). This is driven by our desire for creating a love of learning and through the values that are rooted in our school community. We ensure that our school is friendly, welcoming, vibrant and inclusive.

The profile of disadvantaged children is wide ranging at St Laurence Church of England Primary School. Many are higher attaining, however, a large proportion had low academic starting points and so benefit from regular pre-teaching and keep-up interventions. A number of our disadvantaged children eligible for Pupil Premium also have specific SEN provision. There are also children with underlying issues affecting their mental and emotional wellbeing who require ongoing support in order to access learning and make progress. Other barriers include financial factors which, without support, would prevent children accessing enrichment opportunities such as visits and clubs.

In order to address the needs of our disadvantaged pupils, quality first teaching is at the heart of our approach. This is because evidence and research show that this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. We also have a number of other approaches that will meet the various needs of our disadvantaged pupils.

Preparation for the future and the opportunity to learn effective communication, social and life skills is also of prime importance for our children. By the time they leave St Laurence Church of England Primary and Nursery school, we aim to ensure that every child is an effective communicator, we strive to achieve this with the use of targeted interventions to improve language acquisition and social skills and the provision of communication friendly spaces within all areas of our school environment.

All staff at St Laurence are responsible for meeting the needs of our disadvantaged pupils and through our strategy we will ensure that they progress, whilst also sustaining and improving the attainment and progress of their non-disadvantaged peers

Challenges

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

Challenge number	Detail of challenge
1	Language and vocabulary acquisition - EYFS baseline data consistently demonstrates children are at risk of delay in the prime area of communication and language.

	<p>In addition to this, through assessments, teacher discussions and discussions with children, the language development of disadvantaged pupils has been highlighted as not in-line with their peers. This is evident from EYFS-Y6.</p> <p>Gaps in knowledge of key vocabulary is noticeably greater in our disadvantaged pupils than their peers. This has a substantial impact on the progress of children.</p>
2	<p>Phonics and the application of phonics when spelling: analysis of Phonics Screening Check (PSC) results and assessment and observation of spelling in written work shows that difficulties in the acquisition of synthetic phonics and application in spelling amongst our disadvantaged pupils.</p> <p>In 2021 -2022, 50% of the year 1 children, who did not pass their PSC were disadvantaged and 44% of the year 2 children who did not pass the re-sit of their PST were disadvantaged.</p>
3	<p>Attendance: In 2021-2022, the overall attendance of disadvantaged children was 91% compared to 94% for non-disadvantaged.</p> <p>In addition to this, 50% of our persistently absent children were disadvantaged.</p>
4	<p>Mental health and wellbeing: through our Thrive profiling and nurture sessions the social and emotional needs of the children have been flagged as an area for development. This has further been reinforced through discussions with class teachers, support staff, parents and the children themselves.</p> <p>In 2021- 2022, 100% of our referrals to Early Help were for disadvantaged pupils.</p>
5	<p>Mathematical attainment: assessments and classroom observation shows that disadvantaged children are performing below their non-disadvantaged peers.</p> <p>In our September 2022 baseline assessments, 35% of our disadvantaged pupils reached the expected level of attainment compared to 61% of non-disadvantaged pupils.</p> <p>Our current year 6 cohort has a large group of disadvantaged children (56.25%), 33% of those children reached the expected level of attainment compared to 57% of non-disadvantaged pupils in our September 2022 baseline assessments.</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved communication and language skills and vocabulary among disadvantaged pupils.	Percentage of disadvantaged children at age related expectations in Communication

	<p>and language at the end of EYFS is equal to that of non-disadvantaged children.</p> <p>Written vocabulary linked to that being specifically taught can be identified in children's books or heard during play/ communication.</p> <p>Disadvantaged children are proportionally represented during class speaking activities or in whole class/ school performances, on the school council and as class ambassadors.</p>
More children are confident in applying their phonic knowledge to blend and read words.	<p>The % of disadvantaged children reaching the required standard in the Year 1 Phonics Screening Check (PSC) equal to that of non-disadvantaged children.</p> <p>Children are reading books with words they are able to decode in the early stages of learning to read.</p> <p>Disadvantaged children should achieve reading fluency in line with their peers by being able to read the accepted average of 90 words per minute by the end of KS1 and 110 words per minute by the end of KS2. (<i>Teacher assessment frameworks</i>)</p>
Improved attendance, reduction of disadvantaged persistent absentees and children arriving late.	<p>The attendance and persistent absentee rate of disadvantaged children is the same as non-disadvantaged.</p> <p>The number of 'late marks' recorded for disadvantaged children will be reduced.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To improve the social and emotional skills (SEMH) of all children, particularly disadvantaged pupils.</p>	<p>Analysis of results from student and parent surveys and teacher observations.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Through Thrive profiling an improvement of children's social and emotional skills will be seen.</p> <p>Analysis of pupil questionnaires will demonstrate an improvement of SEMH skills.</p> <p>During lesson observations and learning walks, pupils will demonstrate improved</p>

	learning attitudes, better communication with peers, more respectful attitudes towards others and better resilience.
Improved progress in Maths for those working towards or below ARE.	<p>Disadvantaged children will show increased retention of knowledge measured through either small steps of progress on the Brackenfield tracker assessments or through PUMA scores on termly assessments.</p> <p>Children can access appropriate maths tasks independently.</p> <p>Improved progress from their initial starting points on end of key stage assessments.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,767.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase subscription to Read Write Inc Phonics (RWI) to provide all children, including disadvantaged children, with a consistent and effective approach to learning to read.	<i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i> Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Purchase subscription to Accelerated Reader (AR) to enable staff to effectively monitor reading comprehension progress.	<i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i> <i>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</i> EEF - Reading Comprehension	1, 2
Implement CPD for staff on the delivery of RWI and AR. This will result in quality first teaching for all children.	<i>Regular CPD will ensure that staff are fully trained and able to identify needs/concerns as required.</i> <i>Staff will be confident when delivering the phonics and reading programmes effectively.</i>	1, 2
Implement CPD for all staff on the Thrive approach, which will result in improved	<i>The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and</i>	1, 2, 3, 4, 5

outcomes for children at St Laurence because they will be able to manage their emotions and behaviours and become more resilient.	<p><i>emotional development. In addition, the Approach can equip practitioners to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.</i></p> <p>EEF - Social and Emotional Learning</p>	
Recruit a teaching assistant to work with disadvantaged pupils across the school, improving their outcomes.	<p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>EEF - Small Group Tuition</p> <p><i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p>EEF - One to One Tuition</p>	1, 2, 3, 4, 5
<p>Purchase resources to support disadvantaged children to access learning.</p> <p>Including: assessments from Rising Stars, Power Maths books and any other additional resources.</p>	<p><i>Based on our experiences, we have identified a need to set funding aside to respond quickly to needs throughout the year.</i></p> <p><i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</i></p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5

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

Budgeted cost: £24,646.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Run weekly interventions for year 6 disadvantaged pupils.</p> <p>Run targeted interventions for identified groups of pupils, including with disadvantaged KS2 children who are working towards or below ARE.</p>	<p><i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> <p>EEF - Instant feedback for small groups of pupils</p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</i></p> <p>EEF - Reading Comprehension</p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>EEF - Small Group Tuition</p>	<p>1, 2, 4, 5</p>
<p>Daily reading for the lowest 20% of readers across the school. The aim is for these children to make accelerated progress and be more able to access learning across the curriculum.</p>	<p><i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> <p>EEF - Instant feedback for small groups of pupils</p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading</i></p>	<p>1, 2, 3, 4</p>

	<p><i>comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</i></p> <p>EEF - Reading Comprehension</p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>EEF - Small Group Tuition</p> <p><i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p>EEF - One to One Tuition</p>	
<p>Hold additional phonics sessions targeted at disadvantaged pupils who require further phonics support. The aim is to accelerate their progress.</p>	<p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</i></p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4

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

Budgeted cost: £42,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning by implementing the Thrive Approach, including 1-1 support with disadvantaged pupils.	<p><i>The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip practitioners to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.</i></p> <p>EEF - Social and Emotional Learning</p>	3, 4
Improve the quality of social and emotional (SEL) learning by implementing a nurture programme.	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i></p> <p>EEF - Social and Emotional Learning</p>	3, 4
Promote resilience and address social, emotional and mental health needs through the Derbyshire Behaviour Box resource.	<p><i>The Derbyshire Behaviour Box is a fantastic resource specially developed for primary schools. It has been shown to reduce exclusion, promote resilience and address social, emotional and mental health needs.</i></p> <p>Derbyshire Behaviour Box</p>	3, 4
Employ a professional to support families with Early Help. Colleague from Positive for Young People (P4YP) will work one day per week.	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i></p> <p>EEF - Social and Emotional Learning</p>	3, 4
Run a nurture lunchtime club. Staffed by teaching assistants that have been trained by the Derbyshire Nurture Team.	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i></p> <p>EEF - Social and Emotional Learning</p>	3, 4

<p>Embed the principles of good practice set out in the DfE's Improving school attendance: support for schools and local authorities.</p> <p>Employ staff member to work for 2 hours per week in the role of Attendance Officer to support DSL and Early Help Professional. This will result in improved attendance and more robust practice.</p>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p> <p>EEF - Parental Engagement</p>	3
<p>Buy into the Fair Share Food Scheme. This will enable families to receive food parcels</p> <p>The scheme will also provide fruit for snack time at school. This will ensure that all children have a healthy snack in the mornings.</p>	<p><i>The food provided by FareShare is used by the school to support our children and families at breakfast and after school clubs in addition to being distributed to our disadvantaged families on a weekly basis.</i></p> <p><i>The effect of this is that disadvantaged children are able to come to school without feeling hungry. This has a direct impact on the child's well-being and also aids towards a better education as they are ready to learn.</i></p>	3, 4
<p>Implement various cultural capital/extracurricular activities.</p> <p>Including: attendance at after school sports clubs, choir, Rock Steady music, swimming, bikeability, year 6 residential, theatre trips and more.</p>	<p><i>EEF State: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p> <p>EEF - Arts Participation</p>	3, 4
<p>Contingency fund for acute issues.</p> <p>This includes supporting families with purchasing uniform and PE kit. Enabling children to attend school trips and many more.</p>	<p><i>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</i></p>	3, 4

Total budgeted cost: £97,448.90

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Below is a table analysing the impact of the activities that were in place during the 2021-2022 academic year.

<u>Activity</u>	<u>Impact/Evaluation</u>
<u>Focus - Teaching</u>	
Ensure all relevant staff have received training to deliver the Read Write Inc (RWI) phonics scheme effectively.	<p><i>This training took place.</i></p> <p><i>In Summer 2022, 15/27 children (55%) passed the Phonics Screening Check (PSC) in year 1.</i></p> <p><i>3/7 (42.8%) disadvantaged children passed vs 12/20 (60%) non disadvantaged.</i></p> <p><i>Children did not sit the PSC in Summer 2021 but they did in December 2021 during their time in year 2.</i></p> <p><i>These children benefited from a term of RWI phonics teaching and were 6 months older at the time of taking the test.</i></p> <p><i>Overall 17/26 (65.3%) passed. 6/9 (66.6%) of disadvantaged children passed vs 11/17 (64.7%) of non disadvantaged children.</i></p>
<p>Purchase subscription to Accelerated Reader (AR) to enable staff to monitor progress of children effectively.</p> <p>Subscription to Read, Write Inc, to secure stronger phonics teaching for all pupils.</p>	<p><i>In the 2022-2023 baseline assessment, disadvantaged and non disadvantaged children performed broadly the same in reading. 52% of disadvantaged children achieved expected vs 59% of non disadvantaged children.</i></p> <p><i>Teachers are able to use the inbuilt diagnostic assessment on Accelerated Reader to identify specific areas of weakness for individuals and groups. This creates a detailed report which is linked to NC objectives.</i></p>

	<p><i>Accelerated Reader also allows children to view their individualised targets and see their progress towards it.</i></p> <p><i>Going forward, teachers must encourage children to take quizzes after they have read their book to ensure assessment data is accurate and reflective.</i></p> <p><i>The implementation of RWI Phonics has been successful. (PSC results can be read in the box above.)</i></p>
CPD for RWI and Accelerated Reader	<p><i>Staff completed training in RWI and AR. The RWI training has continued into this academic year to further support the effective delivery of phonics.</i></p> <p><i>Ofsted commented on the impact of RWI and AR:</i></p> <p><i>“ Leaders promote the importance of reading effectively. There is a strong focus on ensuring that pupils acquire a wide vocabulary. Pupils learn to read in a precise way from the moment they start in Reception. Teachers use a structured approach to help all pupils learn to read well.</i></p> <p><i>Pupils receive daily phonics sessions. They use their phonic knowledge to help them to sound out unfamiliar words. Staff choose books which match the letters and sounds pupils are learning. They provide immediate support if pupils fall behind. Leaders arrange extra phonics sessions to help pupils to catch up.”</i></p>
<u>Focus - Targeted Interventions</u>	
NELI Programme (EYFS)	<p><i>The member of staff receiving the training was unfortunately absent for a long period in 2021-2022, meaning that the programme did not take place.</i></p>
Targeted interventions for identified groups of pupils.	<p><i>These interventions took place throughout the year.</i></p> <p><i>Disadvantaged performance in end of Key stage tests:</i></p> <p><u><i>Maths -</i></u></p> <p><i>KS2 Sats - 82% of disadvantaged reached</i></p>

	<p><i>expected standard vs 70% for non disadvantaged.</i></p> <p><i>KS1 Sats - 54% of disadvantaged reached expected standard vs 73% for non disadvantaged.</i></p> <p><u><i>Reading -</i></u></p> <p><i>KS2 Sats - 64% of disadvantaged reached expected standard vs 89% for non disadvantaged.</i></p> <p><i>KS1 Sats - 45% of disadvantaged reached expected standard vs 69% for non disadvantaged.</i></p> <p><i>Language and vocabulary acquisition are a priority for this academic year, as is phonics.</i></p>
Daily reading for the lowest 20% of readers across the school	<p><i>Last academic year, 30 children received additional daily reading support, 14 (46.6%) of these were disadvantaged children.</i></p> <p><i>Some individuals made accelerated progress as a result of the additional support.</i></p> <ul style="list-style-type: none"> <i>• A year 6 child achieved a progress score of +5.36 in their Sats reading paper.</i> <i>• Two children in year 4 made good progress and achieved the expected standard in reading at the end of the year.</i> <i>• Two children in year 1 made progress by achieving working towards the expected standard rather than being below the expected standard.</i> <p><i>The approach will continue in 2022-2023.</i></p>
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p><i>In December 2021, 6/9 (66.6%) of disadvantaged children passed the PSC. Those children who didn't, continued to access daily phonics and additional sessions. In Summer 2022 2/3 disadvantaged children who hadn't initially passed the PSC, passed the test.</i></p>

<p>Improve communication and relationships with parents. Including parent workshops to be held throughout the school year.</p>	<p><i>We held various workshops through the year:</i></p> <p><i>Introduction to RWI</i> <i>Year 2 and Year 6 Sats Workshops</i> <i>Phonics Screening Workshop</i> <i>Two parents evenings</i></p> <p><i>In a parent questionnaire, 85.5% of parents surveyed agreed that communication with parents is good.</i></p> <p><i>In a parent questionnaire, 96.5% of parents surveyed agreed or strongly agreed that the school responds well to any concerns raised.</i></p> <p><i>We successfully introduced Class Dojo as a means of improved communication between school and home. The vast majority of parents have signed up to the system.</i></p> <p><i>Ofsted commented on the relationships with parents and improved communication:</i></p> <p><i>‘Parents and carers are overwhelmingly positive about the school. One parent’s comment summed up the views of many: ‘The school has a lovely family feel. Staff couldn’t do any more for our children’. Parents appreciate the regular communication from the school.’</i></p>
<p><u>Focus - Wider Strategies</u></p>	
<p>Improve the quality of social and emotional (SEL) learning, including a nurture lunchtime club.</p>	<p><i>During 2021-2022, 72% of the 24 children attending nurture were disadvantaged children.</i></p> <p><i>In a parent questionnaire, 96.5% of parents said that their child is happy at school.</i></p> <p><i>Following nurture, the children showed increased attendance, less behaviour incidents, increased resilience and improved academic performance.</i></p> <p><i>Staff completed Boxall reports before and after their children attended nurture, allowing staff to analyse the progress made by the children.</i></p>

<p>Employment of a Positive 4 Young People (P4YP) School Pastoral Officer</p>	<p><i>Our Early Help Pastoral Officer worked with children and parents from 9 families last year, all of whom were disadvantaged.</i></p> <p><i>This resulted in improved communication and positivity towards school. Our pastoral officer was able to work with those families effectively by providing advice and support. Where applicable, the children showed increased attendance, less behaviour incidents, increased resilience and improved academic performance.</i></p>
<p>Various strategies were used to improve the attendance of disadvantaged children:</p> <ul style="list-style-type: none"> • Employment of a Positive 4 Young People school pastoral officer • The introduction of nurture clubs • The opportunity to attend breakfast club for free. • Increased and improved communication with parents • Enhanced cleaning procedures remained in place. 	<p><i>Attendance for PP children 2021-2022 was 91.66%, non disadvantaged children was 94%, for all children attendance was 92.86%.</i></p> <p><i>In 2020-2021 PP attendance was 94.25% and overall the figure was 95.99%.</i></p> <p><i>Nationally, attendance is lower and many schools are facing similar issues. COVID19 and its impact is still having a major influence on our attendance.</i></p> <p><i>As a school, we are monitored and reported absence robustly. Families were challenged and followed up. Families that were absent were supported by SLT to help improve. Attendance meetings were offered to children below 90%.</i></p> <p><i>We offered families attendance at breakfast and after school clubs to support getting to school earlier if needed.</i></p> <p><i>We have invested in employing a colleague from P4YP to help with improvement in attendance in addition to other issues that families may have.</i></p> <p><i>In a parent questionnaire, 85.5% of parents surveyed agreed or strongly agreed that communication with parents is good.</i></p>
<p>Disadvantaged children will be offered the opportunity to attend breakfast club for free. This will ensure that children arrive at school early and have a healthy start to the day.</p>	<p><i>The number of disadvantaged children attending breakfast club varied throughout the year.</i></p> <p><i>We arranged with 3 disadvantaged families to attend for free to support them with improving their attendance/lateness and to ensure those children had breakfast in the morning.</i></p>

Buy into the Fair Share Food Scheme.	<i>We were able to distribute food provided through the scheme. These packages were regularly provided and went to disadvantaged families.</i>
Cultural capital/extracurricular activities.	<i>Activities attended included: Additional sports clubs/activities such as boxercise, cricket, gymnastics and many more. Choir and other singing events</i>
Contingency fund for acute issues.	<i>This was used to support families to enable children to attend trips.</i>