

# Pupil premium strategy statement: Glade Community Primary School (2017-8).

1. Summary information					
School	Glade Community Primary School.				
Academic Year	2017/18	Total PP budget	£96,000	Date of most recent PP Review	n/a
Total number of pupils	273	Number of pupils eligible for PP	73	Date for next internal review of this strategy	Jan 2018

2. Current attainment	Suffolk Selected Performance Information for Review 2017			
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths			44%	67%
Average progress score in reading			-4.8	0.3
Average progress score in writing			-5.2	0.2
Average progress score in maths			-6.8	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	EYFS Maths baseline shows starting points are lower for pupils eligible for PP than for other pupils. This reduces GLD attainment/ reduces attainment in subsequent years.
B.	Pupils who are eligible for PP in KS2 are making less progress in maths than other pupils. This adversely affects maths achievement in Key Stage 2.
C.	KS1 attainment in maths and writing is significantly lower for pupils who are eligible for PP than for other pupils. This adversely affects age related attainment in Key Stage 2.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	<p>There is less engagement with home/school learning amongst families of pupils who are eligible for PP.</p> <p>New class transition meetings Years 1-5 (12/9/17 – 15/9/17): 10% of those who attended were parents of pupils eligible for PP.</p> <p>Year 1 Story Cafes (16/10/17): 5% of those who attended were parents of pupils eligible for PP.</p> <p>EYFS maths parental workshop (22/11/17): 0% of those who attended were parents of pupils eligible for PP.</p>

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><u>Improve maths attainment for pupils eligible for PP in EYFS.</u>  <i>To ensure quality of provision, sessions will be led and modelled to EYFS TAs by EYFS Lead. They will be monitored regularly with the interventions reviewed half-termly. Impact on pupils will be reviewed following assessment submissions and through pupil progress meetings. There are clear, measurable targets set for pupils receiving support.</i></p>	Pupils eligible for PP in Reception class make rapid progress so that all pupils eligible for PP meet age related expectations across both areas of maths (Number/ SSM) by the end of the year and baseline mean SS increases from below A.R.E. (68 October 2017) to A.R.E. (85-125 (July 2018).
<b>B.</b>	<p><u>Higher rates of progress in maths across KS2 for pupils eligible for PP.</u>  <i>To ensure quality of provision, sessions will be led and modelled to KS2 TAs by KS2/maths Lead. They will be monitored regularly with the interventions reviewed half-termly. Impact on pupils will be reviewed following assessment submissions and through pupil progress meetings. There are clear, measurable targets set for pupils receiving support in terms of levels progress from starting point to end of intervention.</i></p>	Pupils eligible for PP make at least as much progress as 'other' pupils in maths from end of KS1 to end of KS2. Measured in Y3, Y4, Y5 and Y6 by teacher assessments/ end of KS2 outcomes, intervention reviews and successful moderation practices established across the multi-academy trust (MAT).
<b>C.</b>	<p><u>Improve attainment in maths and writing for KS1 pupils eligible for PP.</u>  <i>To ensure quality of provision, sessions will be led and modelled to KS2 TAs by KS2/maths Lead and to KS1 TAs by KS1 Lead and English Lead. They will be monitored regularly with the interventions reviewed half-termly. Impact on pupils will be reviewed following assessment submissions and through pupil progress meetings. There are clear, measurable targets set for pupils receiving support in terms of levels progress from starting point to end of intervention.</i></p>	Gap between maths/ writing attainment of pupils eligible for PP and 'other' pupils is reduced from 22.6% in writing and 20.8% in maths to a gap of 10% or less.
<b>D.</b>	<p><u>Increased school engagement amongst families of pupils eligible for PP. Improved attendance amongst those eligible for PP.</u>  <i>Attendance at school functions (story café, workshops etc.) is tracked with reports recorded detailing attendance of vulnerable groups. Attendance is reported on weekly basis and the profile of attendance is raised through assemblies, displays and newsletters. The EWO, FSW and school work together to support vulnerable families and those eligible for PP.</i></p>	Increased parental attendance at parents' meetings, story cafes and learning workshops. Improved attendance from pupils eligible for PP: overall PP attendance improves from 92% to 96% in line with 'other' pupils (attendance data from September 2017).

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To improve maths attainment for pupils eligible for PP in EYFS.	Coaching programme with opportunity to develop teaching practice through focused observation.	EYFS Baseline data shows PP pupils have a low starting point in maths on entry. We want to provide staff training in EYFS maths to raise QFT leading to accelerated progress for these pupils. This should improve levels of attainment. This support can be provided through in school training and coaching and opportunity to observe EYFS practitioners in other schools.	Identify a local school in a similar context achieving floor standards or higher in EYFS. Arrange opportunity for paired observation (EYFS teacher and EYFS lead) of practice. Develop action plan showing how this will be implemented in classroom. Monitor impact through learning walk and pupil progress meetings.	Maths Lead for in school training.  EYFS Lead for observations of alternate settings, action planning and implementation.	January 2018 March 2018 July 2018
B. To achieve higher rates of progress in maths across KS2 for pupils eligible for PP.	KS2 staff training on high quality feedback.	EEF Toolkit shows specific, clear and accurate feedback in maths, including specific modelling and time for pupils to respond to feedback, will lead to improved attainment.	Opportunity for staff to work 1:1 with maths lead on paired marking. Monitoring programme to focus on quality feedback in maths to ensure this becomes part of regular classroom practice following training.	Maths Lead.	January 2018 March 2018 July 2018
	Teacher and TA training on appropriate use of manipulatives in maths.	EEF Toolkit shows establishing the link between manipulatives and mathematical concepts lead to improved knowledge and understanding in pupils of all ages.	Opportunity for whole school training (teachers and TAs) on use of manipulatives. This will be followed by learning walks and book monitoring.	EN	January 2018 March 2018 July 2018
	RWI training for staff	Research suggests that phonics intervention is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Up to date training for staff in the school's chosen phonics programme, RWI, ensures a high standard of delivery and consistency of approach. Training allows TAs to assist in the delivery of phonics, including intervention.	RWI lead to monitor teachers' and TAs delivery. This will lead to a support programme identifying where training is needed. This could be in the form of a coaching programme, as outlined below, and staff training led by the RWI leader.	RWI leader.	January 2018 Initial intervention review February 2018 March 2018 July 2018

	Coaching programme with opportunity to develop teaching practice through focused observation.	EEF states there is extensive evidence to suggest that writing can be improved through developing pupils' language capability (questioning to extend and articulation of writing process) and explicit modelling of the writing process. We have teachers who successfully utilise these strategies and releasing other teachers to observe successful practice would improve QFT within their own class, leading to improved attainment.	Initial meeting with supported teacher to identify focus of lesson study. Paired observation between supported teacher and coaching lead. Subsequent meeting to discuss practice observed and to plan how to implement. Planned observation of future teaching to measure impact.	AHT (Coaching Lead). English Lead.	
All of above	TA deployment within the classroom to support the progress of pupils eligible for PP.	TAs can be used to good effect to support and supplement teachers' work with pupils eligible for PP. This can include working under teachers' planning and guidance, supporting guided groups, implementing teacher planned intervention or enabling the teacher to focus on supporting pupils eligible for PP.	TA appraisal targets explicitly linked to assisting the Class Teacher in supporting pupils eligible for PP through classroom support and precise intervention. Teachers to ensure TA work supplements, rather than replaces, their own work with pupils eligible for PP.		January 2018 March 2018 July 2018
<b>Total budgeted cost</b>					<b>£30,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved maths attainment in EYFS	3 x weekly maths intervention planned by EYFS lead and delivered by EYFS lead/ EYFS TA. Groups no larger than 6 pupils.	We want to provide personalised maths intervention for PP pupils in EYFS who received a baseline SS below ARE. EET research shows that small group intervention (the smaller the group, the more effective) is effective in raising attainment, especially in early phases of Primary Education. It also suggests that manipulatives can successfully reinforce mathematical concepts. Using manipulatives within small group intervention to improve mathematical, conceptual understanding amongst EYFS pupils should raise attainment.	EYFS training on use of manipulatives to reinforce conceptual understanding. Time for teachers to liaise with intervention lead to ensure intervention is targeted to pupils' needs and embedded within classroom practice. Initial training for EYFS lead and TA by Maths Subject Leader. TA to attend sessions led by EYFS leader to ensure consistency in TA led session. Maths Subject Lead to monitor interventions led by EYFS Lead/ TA. Close tracking of attainment through pupil progress meetings.	EYFS lead with support from Maths Lead.	January 2018 Initial intervention review February 2018 March 2018 July 2018

B. Higher rates of progress across KS2 for pupils eligible for PP.	3 x weekly maths intervention planned by Class Teacher and delivered by Class TA. Groups no larger than 6 pupils.	EET research shows that small group intervention (the smaller the group, the more effective) is effective in raising attainment. It also suggests that focusing on problem solving strategies and the use of representation of concepts (such as bar modelling) can raise attainment. Therefore, small intervention groups focusing on problem solving using bar modelling is likely to have a positive impact on attainment.	KS2 training on bar modelling for problem solving in maths. Time for teachers to liaise with intervention lead to ensure intervention is targeted to pupils' needs and embedded within classroom practice. Initial training for the TA led by Maths Subject Leader. TA to observe sessions led by Maths Subject Lead prior to undertaking intervention. Maths Subject Lead to monitor interventions. Close tracking of attainment through pupil progress meetings.	Maths Lead.	January 2018 Initial intervention review February 2018 March 2018 July 2018
C. Improve attainment for KS1 pupils eligible for PP in maths and writing.	3 x weekly maths intervention planned by Class Teacher and delivered by Class TA. Groups no larger than 6 pupils.	EET research shows that small group intervention (the smaller the group, the more effective) is effective in raising attainment. It also suggests that focusing on problem solving strategies and the use of representations (such part-part-whole, the pre-cursor to bar modelling) can raise attainment. Therefore, small intervention groups focusing on problem solving using part-part-whole is likely to have a positive impact on attainment.	KS1 training on part/part/whole for problem solving in maths (pre-cursor to bar-modelling).Initial training for the TA led by Maths Subject Leader. TA to observe sessions led by Maths Subject Lead prior to undertaking intervention. Maths Subject Lead to monitor interventions. Close tracking of attainment through pupil progress meetings.	Maths Lead.	January 2018 Initial intervention review February 2018 March 2018 July 2018
	5 x weekly 1:1 phonics (ten minutes per child)	EET states there is a consistent body of evidence demonstrating the benefits of using structured programmes for targeted interventions. Using RWI to deliver 1:1 or 1:2 tuition for identified pupils would be consistent with the school's approach to the delivery of phonics. Phonics intervention has been proven to raise literacy attainment in KS1.	RWI leader to use tracking and assessment to identify vulnerable PP learners. Opportunity for RWI leader to liaise with Class Teacher and TA to devise intervention programme. Training for TA to ensure effective delivery. Progress reviewed half-termly.	RWI Lead.	January 2018 Initial intervention review February 2018 March 2018 July 2018
	Small group intervention/ 1:1 coaching in writing.	There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. This intervention will include an emphasis on explicitly modelling the writing process and using talk to develop writing, two strategies proved to be effective in improving writing by EET research.	Successful identification of pupils and targets through work between English Lead and Class Teacher. ).Initial training for the TA led by English Subject Leader. TA to observe sessions led by English Subject Lead prior to undertaking intervention. English Subject Lead to monitor interventions. Close tracking of attainment through pupil progress meetings.	English Lead	January 2018 Initial intervention review February 2018 March 2018 July 2018

<p>B. Higher rates of progress across KS2 for pupils eligible for PP</p> <p>C. Improve attainment for KS1 pupils eligible for PP in maths and writing.</p>	<p>Targeted support through SENCO for pupils with SEN eligible for PP.</p>	<p>58% of children on the SEN register are eligible for PP. The SENCO supports the SEN needs of these pupils through monitoring of progress, organisation of intervention (academic and pastoral), liaising with parents and SEN/ medical agencies for specialist support and training members of teaching staff in supporting pupils' needs.</p>	<p>Tracking through pupil progress meeting and intervention review. Provision mapping of SEN/ pupils eligible for PP. Intervention programmes to be specific to pupil need, with clear targets and measurable outcomes. Interventions to run for fixed time frame (e.g. 6 weeks) before review.</p>	<p>SENCO</p>	<p>January 2018 Initial intervention review February 2018 March 2018 July 2018</p>
<p>C. Improved attainment for KS1 pupils eligible for PP in maths and writing.</p>	<p>Targeted support for pupils with language difficulties through Speech and Language support</p>	<p>Improving children's use of spoken language improves attainment in reading and, therefore, writing. The school employs a qualified SALT to support those children with communication difficulties. The SALT provides one to one support for pupils as well as guidance for school staff on ways to support vulnerable pupils in class. The SALT will also provide staff training through staff meetings on strategies to embed within teaching practice.</p>	<p>SALT to provide regular reports on pupils' progress to SENCO who will monitor. SENCO will advise Class Teachers/ TAs of pupils' progress and strategies to use in class.</p>	<p>SENCO</p>	<p>January 2018 March 2018 July 2018</p>
<p>D. Increased school engagement for families of pupils eligible for PP.</p>	<p>Targeted support from Family Support Worker.</p>	<p>In October 2017, 59% of families currently supported by the Family Support worker were families of pupils eligible for PP. The FSW supports families experiencing difficulties as well as those needing encouragement to engage with education. The FSW works alongside pupils and parents on areas including attendance, behaviour, and pastoral need/parenting support.</p>	<p>FSW appraisal targets directly linked to ensuring families of pupils eligible for PP engage with school and learning. FSW will meet with SLT half-termly to review impact of support on families targeted for support/ pupils' attainment and engagement with school. Support programmes will run for a fixed period of 6 weeks with specific, measurable targets.</p>	<p>FSW</p>	<p>January 2018 March 2018 July 2018</p>
<p><b>Total budgeted cost</b></p>					<p>46,000</p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve maths attainment for pupils eligible for PP in EYFS. B. Higher rates of progress across KS2 for pupils eligible for PP. C. Improve attainment for KS1 pupils eligible for PP in maths and writing.	Parental workshops for parents across all phases to raise profile of maths and share home strategies to support learning. Parental transition meetings to familiarise parents with age related expectations.	It has been proven that 'maths anxiety' can begin as early as KS1 and negatively impact on pupils' progress. However, interventions designed to engaging parents to help children with, for example, maths homework have shown limited impact on maths. Instead we will focus on strategies parents can practice at home to improve confidence. Research has shown that having a quick recall of maths facts (number bonds, multiplication tables, telling the time etc.) will help form the foundation for conceptual understanding. Improving parents' understanding of age-related expectations and curricular requirements will improve their capacity to become involved with their children's learning.	Workshops will be short and informal to maximise engagement. They will be specific to particular age groups across school to ensure relevancy. The workshops will be delivered alongside pupils to encourage involvement. Engagement will be tracked with PP families actively encouraged to engage. Parental feedback will inform subsequent sessions. Emphasis will be on simple, practical and low-cost ways to engage with learning.	EN for maths. KS Leaders for transition workshops.	January 2018 March 2018 July 2018
D. Increased school engagement amongst families of pupils eligible for PP.	Targeted support for PP families through Family Support Worker in the first instance. First day response provision. Regular communication about attendance on school newsletter. Rewards for good and improved attendance.	Persistent lateness/ low attendance means pupils eligible for PP are missing significant amounts of learning, which means the gap in attainment between PP pupils and 'other' pupils may increase. Addressing attendance issues is a significant part of improving attainment.	Thorough briefing of FSW about existing absence issues. Clear communication between PP co-ordinator, Family Support Worker, EWO and Head Teacher to identify and support PP families. Opportunity for parents to engage with school-led parenting workshops. Attendance data monitored closely to look for trends and monitor impact of approaches.	PP Lead	January 2018 March 2018 July 2018
	Opportunity to engage with small group music tuition.	EET research describes the positive impact of participation in the arts. Following increased involvement with the arts, improved outcomes have been identified in English, mathematics and science. Such activities increase pupils' enjoyment of school and involvement in wider opportunities, which may incentivise attendance.	Music tuition available for PP pupils across KS1 and KS2. Parents contacted individually by music teacher to encourage involvement. Pupils in receipt of music tuition to be tracked to establish if there is an improvement in attainment/ participation in wider opportunities.	PP Lead	January 2018 March 2018 July 2018
	Opportunity to enrich life experiences through participation in trips and visits.	Participation in trips and visits enriches pupils' life opportunities and helps engage pupils with learning. Families of pupils eligible for PP may be unable to support	Money is used to enable pupils eligible for PP to engage with trips and visits. Trips and visits are of educational or pastoral value.	PP Lead	January 2018 March 2018 July 2018

		participation in trips and visits without financial assistance.			
	Provision of free milk for children eligible for PP.	Research proves the importance of breakfast and impact of missing breakfast on pupils' achievement at school. There are many pupils eligible for PP who do not access breakfast before school which impacts on learning.	Parents to be reminded that those eligible for PP are entitled to free milk for their child. Class Teachers to have lists detailing which pupils are eligible for milk. Class Teachers to inform office if children are taking the milk provided. School to review whether it would be better to provide this on morning registration rather than playtime.	PP Lead	January 2018 March 2018 July 2018
All of the above	Allocated time for Pupil Premium Lead to review pupils' progress, attainment and engagement. Opportunity to write/ review PP strategy. Support for SLT from <i>National College for Teaching and Leadership</i> to provide objective support and challenge with school's approach to PP strategy.	PP needs to be central to the SEF and SIDP to ensure that the funding allocated is being used appropriately and effectively to raise attainment, inclusion, progress, opportunity and aspiration amongst pupils eligible for PP. Regular time on a half-termly basis is needed to review the school's provision and liaise with other stake-holders to ensure the best outcomes for pupils.	PP is a regular item on the agenda of SLT's, MLT's and KSL's agendas. It is central to the appraisal cycle and pupil progress review. Monitoring of PP attainment and tracking of engagement with school activities will show effectiveness of strategy. Involvement with external advisory services will bring expertise and allow for monitoring.	PP Lead Head Teacher Governing Body	January 2018 March 2018 July 2018
<b>Total budgeted cost</b>					£20 000

Really clear here that the school is making good use of EET research.



6. Review of expenditure for 2016-7				
Previous Academic Year Allocation		£99,293		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide support in class and through interventions to support disadvantaged pupils.	Additional Teaching Staff. Intervention. Coaching and smaller teacher/pupil ratio. This was planned to enable 50% of teaching staff to receive coaching support from a member of SLT (a week's intense team coaching model, including planning) and for additional support in Year 6 through 3 cycles of a team-teaching/coaching model.	<i>Monitoring and Support Plan</i> implemented in Autumn 2016 provided teachers with opportunity to improve practice through a coaching model with improvements noted through monitoring cycle. This benefitted all pupils, including PP. However, staffing changes coupled with recruitment needs reduced additional staffing to support disadvantaged pupils. This means PP children were not provided with the smaller ratios intended. The additional training given to improving QTF with specific teachers has not been sustained due to a change in teaching staff.	Intervention will continue for 2017-8. TA appraisal targets are explicitly linked to working alongside the Class Teacher to support children eligible for PP. All members of teaching staff will be held accountable for the progress of pupils eligible for PP. Intervention to support pupils who are eligible for PP will have a clear success criteria and will be reviewed systematically. Coaching opportunities linked to removing barriers for pupils eligible for PP have been systematically planned with release provided through internal HLTA appointment rather than appointing additional staff to work with PP. This will lead to a distributed, collective responsibility towards supporting PP pupils.	£62,162
To address low on-entry levels and to support the acquisition of appropriate language, based on analysis of on-entry language difficulties.	Additional EYFS TA support. This equated to 1 full time TA in one class and 1 part-time TA in the second class. This enabled the additional full time TA to provide extra support by delivering Language Link intervention. The remaining time was supporting in class learning.	Floor standards for GLD in EYFS 2016-7 were not met. 50% of children eligible for PP achieved GLD in 2017. 75% of pupils made expected progress for 2016-7 from baseline starting points. 100% of pupils made progress in Communication and Language. Of all PP children supported through Language link for 2016-7 (11), 91% made progress on the programme and 9% made negative progress. After the yearly programme, 45% were still not at age appropriate expectation.	There are no additional members of staff in EYFS to support language acquisition amongst PP children. Baseline data for 2017-8 shows a need for support with maths, which will be targeted through intervention from the EYFS Lead alongside an EYFS TA. Pupils in receipt of PP who received intervention through Language Link made measured progress. There is insufficient TA provision to resource this programme for 2017-8.	£7,481
ii. Targeted support				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide individual and small group support both in class and out of class. This includes the provision of additional staff in Reception to ensure that children get the best start to school, irrespective of their 'starting points.'	Teacher and TA led intervention support: <i>Language Link, Catch Up, CLIC maths, RWI</i> , bespoke support.	Floor standards for GLD in EYFS 2016-7 were not met. 50% of children eligible for PP achieved GLD in 2017. 75% of pupils made expected progress for 2016-7 from baseline TA using EYFS profile. 91% of pupils eligible for PP made progress following Language Link intervention. 9% worsened. 55% of children in receipt of PP who were supported through Language Link were working at age appropriate levels after the intervention.	Intervention for pupils' eligible for PP will be directly linked to barriers for learning. Data shows these areas to be maths and writing. This intervention will be provided within every class and monitored by KS Leaders and SL. The intervention provided is specific to the needs of each cohort. Training opportunities and coaching sessions from SL will support those leading intervention. Intervention programmes will be specific to PPP pupils with specific targets set, which will be reviewed systematically.	£16,180
To work with those pupils and families who require additional support in relation to pastoral matters.	Family Support Worker	49% of pupils supported by the FSW 2016-7 were eligible for PP. 32% of there were working at ARE June 2016. 44% of these were working at ARE June 2017.	The impact on attainment for supported pupils is not significant but the impact on pupils' engagement with school and behaviour is clear. There is a clear need for a Family Support Worker and this role is full-time for 2017-8. The FSW's appraisal targets link to supporting families eligible for PP. The progress they make following intervention (in terms of attainment, -progress, attendance and school engagement) will be monitored.	£7, 670
Qualified SALT to support those children with communication difficulties. The SALT provides one to one support for pupils as well as guidance for school staff on ways to support vulnerable pupils in class.	Speech and Language Therapist	<u>May 2017</u> 48% known to SALT in receipt of PP. <u>June 2017</u> 42% known to SALT in receipt of PP 58% of PP children receiving SALT in May 2017 still receiving SALT. <u>November 2017</u> 42% known to SALT in receipt of PP. 50% of PP children receiving SALT in November 2017 still receiving SALT.	There is evidence to show PP children receiving SALT have made progress and been discharged from the programme. They would not have accessed this resource without Glade's appointment of SALT therapist. Many pupils eligible for PP have identified SL needs and will continue to be supported by the SALT. Their progress will be monitored by the SENCO. Opportunity will be made for the SALT to provide training to all teaching staff through staff meetings.	£4,800
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Milk is provided for pupils in receipt of PP.	Milk provision.	During a pupil perception, Dec 17, pupils were wholly positive about receiving milk, discussing "stronger bones", "energy for outside" and "good for teeth." All questioned said they would want to continue having milk and they felt having it at registration rather than playtime was beneficial as	The pupils will benefit from receiving the milk, which is a relatively low cost. This will continue. Class Teachers to monitor whether those eligible for PP are drinking the milk provided. In the longer-term, the school would benefit from a Breakfast Club facility.	£1,000

		it allowed more time for play and gave energy in the morning.		
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)