



Pupil Premium Strategy Statement – Sept 2018

| 1. SUMMARY INFORMATION | | | | | |
|------------------------|----------------------------|---------------------------|----------------|---|----|
| School | Town End Academy | | | | |
| Academic Year | 2018/19 | Total PP Budget | £108,240 | Date of most recent PP Review | |
| Total number of pupils | 193 (244 inc N and 2's) | Number of pupils eligible | 82 (110 inc N) | Date of next internal review of this strategy | NA |

| 2. CURRENT ATTAINMENT | | |
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| Class of 2018 (unvalidated) | Pupils eligible for PP (School) GDS* | National Average 2017 (ALL) GDS* |
| % Achieving in reading, writing and maths | 60% 0%* | 61% 9%* |
| % Achieving in reading | 67% 40%* | 71% 25%* |
| % Achieving in writing | 67% 13%* | 76% 18%* |
| % Achieving in maths | 73% 13%* | 75% 23%* |

| 3. Barriers to future attainment (for pupils eligible for PP, including high prior attainment) | |
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| IN SCHOOL BARRIERS (Issues to be addressed in school) | |
| A. | Oral language skills on entry into EYFS are lower, especially for pupils eligible for PP. This slows reading and writing progress in subsequent years. |
| B. | Less middle and low ability pupil premium pupils achieve the higher standards in Year 6 in R, W, M and SPAG |
| C. | The quality of teaching remains a key focus for the school as in a minority of areas, with recently qualified staff, it remains variable which impacts on outcomes for pupils. |
| D. | Attainment of some groups of pp pupils across the school are a cause for concern especially reaching GD - Year 3, year 4 and year 6 (2018/19) achieving expected standard, year 5 and year 6 (2018) achieving at greater depth although all year groups pp outcomes are higher than national |
| E. | Behaviour and emotional issues for a small group of Y6 and Y3 mostly eligible for PP are having detrimental effect on their academic progress and that of their peers. |
| F. | 68% of pupil premium pupils have been in receipt of FSM for 2 years or more indicating prolonged periods of deprivation |
| EXTERNAL BARRIERS (issues which also require action outside of school) | |
| F. | Attendance rates for pupils eligible for PP are 94.6% This reduces their school hours and causes them to fall behind. |
| G. | Limited parental support with reading and homework across the school. This slows reading and writing progress. |
| H. | Many pupils come to school hungry and malnourished each day, this slows progress and impacts on levels of concentration, especially in the morning. |

| 4. DESIRED OUTCOMES: | | |
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| | Desired Outcomes and how they will be measured: | Success criteria: |
| A. | Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding. | Improved GLD score for pupils exiting EYFS in July 2019 Improved CLL scores for pupils eligible for PP in July 2019. |
| B. | Higher rates of in year progress, especially in KS2 for pupils eligible for PP | In year average progress rates are 3+ steps for pupils eligible for PP in every year group and this group make at least as much progress as 'other' pupils. |

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| | | Progress over time rates are in line with the following: Y3: 3+, Y4: 6+, Y5: 9+, Y6: 12+ for pupils eligible for PP and this group makes at least as much progress as 'other' pupils. Moderated judgements across the MAT by termly MOD squads. |
| C. | Triangulated monitoring demonstrates that more teaching is judged as consistently good or better. | Teaching profile, based on triangulated monitoring, improves to 100% consistently good or better. |
| D. | Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2. | Low/ high attaining group in every year group make better in year progress (3 steps) with more making accelerated and meeting the expected standard. |
| E. | Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions | Improved Exit KS1 (Y2) outcomes for pupils eligible for PP in reading, writing and maths. Improved Year 4 (class of 2020) outcomes for pupils eligible for PP in reading, writing and maths. Improved Y5 and 6 (class of 2018/19) outcomes for pupils eligible for PP in reading, writing and maths at greater depth |
| F. | Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving. | 2018/19 attendances for pupils eligible for PP was 94.6%. In 2018/19 academic year this will improve. |
| G. | Improved % of pupils reading at home, and in school to improve outcomes in reading. | Improved reading and writing exit data in all year groups for pupils eligible for PP. |
| H. | Improve pupil well-being and ensure they have all requirements to access learning at all times | Improved concentration in lessons Improved behaviour for learning evidenced through lesson observations. Self-regulation techniques being used well across the school |

5. REVIEW OF EXPENDITURE

| Previous Academic Year | | | | | 2018-19 |
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| i. Quality of teaching for all | | | | | |
| Action | Intended outcome | 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 | |
| Early identification of need Early implementation of intervention across the school CPD from Kirsty Page for all staff and EYFS team on use of Launchpad to plan lessons and to help identify gaps in skills Staff CPD alongside FS director of T+L | A Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding. | Reception GLD score 2019 was 70% Progress in CLL (speaking 5, L+A 4.91 and U 4.91) was well above expected (3) | This approach will continue with next cohort and will continue to be embedded throughout FS to address issues on entry and accelerate progress | 13000 | |

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| Whole school on-going CPD EEF handwriting project with Y2 and targeted Y5 pupils Teaching school advocacy programme with EEF for literacy lead with reading focus – accelerated reader Smaller class sizes in target year group(Y6) Additional support (TA's in all year groups) for immediate, same day intervention | B Higher rates of in year progress, especially in KS2 for pupils eligible for PP | All year groups in KS2 had good rates of progress for PP pupils (with exception of year 6) Handwriting intervention improved presentation in year 2 and target in year 5 | Continue to use accelerated reader but place more emphasis on star reader tests and assessment information. This will be shared with staff and parents and children will be made clear of targets and expectations for reading New reading WISE programme to be implemented across Ks2 and into year 2 when appropriate Handwriting intervention approach to be rolled out across school | 34000 |
| Whole school CDP Coaching and mentoring support Performance management targets focused on T+L and linked to career stage expectations | C Triangulated monitoring demonstrates that more teaching is judged as consistently good or better. | 100% of teaching is at least good across school | Continue to implement CPD plan for all staff WISE has developed a bespoke CPD package linked to stage of career and staff to attend termly | 10000 |
| Whole school CPD Focus on Accelerated reader in KS2 and new home readers in Rec | G Improved % of pupils reading at home, and in school to improve outcomes in reading. | This does not appear to have been successful and children's reading ages are still lower than we wanted across KS2 | This area needs to continue but with more focus on AR and what the data is telling us to inform parents further | 10000 |

ii. Targeted support

| Action | Intended outcome | 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 |
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| Clarity of SEN SEN support plans in place and show progress PP with SEN identified and tracked Additional EP support to identify | D Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2. | All children closely monitored and given additional intervention as needed and based on teacher assessments SEN pupils clearly identified and have relevant professionals involved. All have SEN support plans evaluated by SENCo | Continue with this approach and develop to introduce sets for phonics and a KS2 phonics/reading intervention | 10000 |

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| iii. Other approaches | | | | |
| Action | Intended outcome | 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 |
| OPAL C+F liaison officer School counsellor Nurture provision Wider curriculum developing key skills of life Free breakfast club | E Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions | 0 lunchtime incidents 1 fixed term exclusion of pp pupil Behaviour in school is outstanding | Continue with this approach as it has great impact on behaviour and maintain outstanding behaviour | 30000 |
| As above | F Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving. | Attendance is good and in line with national PA has reduced from 2017-18 | Continue with this approach as it has resulted in attendance figures remaining close to national and above for PP pupils compared to similar schools nationally Persistent absentees has reduced as an impact of rigorous focus | Inc above |
| Free breakfast club Nurture provision Early identification of SEN needs | H Improve pupil well-being and ensure they have all requirements to access learning at all times | Improved behaviour for learning – outstanding in last review | Continue this approach | |

| 6. PLANNED EXPENDITURE | | | | | |
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| Academic year | | 2018/19 | | | |
| | i) QUALITY OF TEACHING FOR ALL | | | | |
| Desired Outcomes | Chosen action/ approach | Evidence for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| E: Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the | <ul style="list-style-type: none">C+F liaison officer employed 0.5Senior admin monitor attendance | <ul style="list-style-type: none">Impact of external attendance officer negligible so school to take on full attendance responsibility – DHT and C+F liaison worker to take responsibilityWeekly targets for pupils | <ul style="list-style-type: none">CPD on effective attendance managementSI Partner recommended actions | DHT, Child and family liaison officer | |

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| number of exclusions F: Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving. | <ul style="list-style-type: none"> • New data management system in place • CPD • Nurture provision 0.5 • School counsellor employed from first steps counselling • Emotional health team in place (SENCO and TA) • Engagement with OPAL • Forest school 0.2 weekly • After school clubs • Music provision • Art provision • DT provision • Breakfast club (free) | <ul style="list-style-type: none"> • Attendance certificates sent out to parents half termly for pupils below 98% • Attendance awards for pupils with attendance above 98% termly • Nurture provision in place for vulnerable pupils with emotional/behavioural issues • School counsellor employed 0.1 weekly for 2018 - 19 • Ongoing emotional healthy school activities and sharing best practice with network of local schools • School continue to develop outdoor lunchtime provision to ensure pupils are ready for learning (OPAL programme) • Ongoing enrichment opportunities for pupils to develop 'foundations for learning' linked to attitudes and readiness to learning (forest school, after school clubs, music provision, artist, invention shed) | <ul style="list-style-type: none"> • % child and family workers working week focused on attendance in 2018/19 • HT to monitor attendance and impact of any actions taken half termly – linked to HR perf management • Regular OPAL meetings to evaluate practice and improve – OPAL award for school by spring term • Monitoring of enrichment opportunities • Pupil questionnaires | | <p>Sept 18</p> <p>Sept 18</p> <p>Jan 19</p> |
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Rational:-

This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>

The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.

<https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.

The Education Endowment Foundation has researched the positive benefits of Art Participation - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/>

Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>

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| <p>D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p> <p>E: Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions</p> | <ul style="list-style-type: none"> • SEN Team – SENCO with responsibility for behaviour, mental health and emotional well being, including SEN • Additional EP time bought in to support pupils/ provide specific and targeted support/ interventions. – precision teaching • SEN support SLA from the LA | <ul style="list-style-type: none"> • Further assessment of pupils needs from emotional attachment team, Ed psych, nurture assessments and counselling service to identify barriers and ways to overcome these • Ongoing C+F support for hard to reach families and pupils • Ongoing CPD for all staff. • MAT CPD and links to teaching school • New performance management in place reviewed termly to increase T+L to 100% good or better consistently | <ul style="list-style-type: none"> • Regular SEN reviews • Termly evaluation of provision in Nurture and counselling • Recommendations from staff and parents re who is high priority for support • Graded response in place from SENCo's to inform decision making • Termly designated SM time to evaluate provision | SENCO | July 18 |
| | | | | | Sept 18 |
| | | | | | Oct 18 |
| | | | | | Termly targets set |

Rationale: -

<http://onlinelibrary.wiley.com/doi/10.1002/bin.1418/abstract> Research shows that Precision Teaching demonstrates an impact on reading fluency.

In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment
<https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>

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| <p>B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP</p> <p>C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.</p> <p>D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p> | <ul style="list-style-type: none"> • Whole school on-going CPD • EEF handwriting project with Y2 and targeted Y5 pupils • Teaching school advocacy programme with EEF for literacy lead with reading focus – accelerated reader • Maths lead engaged with maths hub eyfs mastery project – | <ul style="list-style-type: none"> • Evidence form active research from projects and online on the EEF toolkit • CPD and monitoring timetable in place for the year • See data and target sheets attached | <ul style="list-style-type: none"> • Ongoing CPD throughout the year for projects engaged with • Yearly MAT assessment cycle in place with termly pupil progress meetings • MAT moderation taking place half termly • SEN reviews planned termly with all staff • SEN graduated response in place • Progress of time table rock stars termly • Termly assembly | HT SLT | |
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| | times table rock stars <ul style="list-style-type: none"> Targets set with all staff for end of year desired outcomes with intervention planned (for expected and greater depth) | | | | |
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Rationale:-

Benefits are outlined here; <https://ttrockstars.com/page/features>

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| A: Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding. B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better. D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2. G: Improved % of pupils reading at home, and in school to improve outcomes | <ul style="list-style-type: none"> Whole school on-going CPD – reading linked to EEF project | <ul style="list-style-type: none"> Early identification of need Early implementation of intervention across the school Paired reading (evidenced by Durham University) in year 2 and 4, and year 3 and 5 Embed tracking for AR across school and reading ages shared with parents with guides to what they can do at home CPD from Kirsty Page for all staff and EYFS team on use of Launchpad to plan lessons and to help identify gaps in skills See target data sheet attached | <ul style="list-style-type: none"> Ongoing CPD throughout the year for projects engaged with Yearly MAT assessment cycle in place with termly pupil progress meetings MAT moderation taking place half termly SEN reviews planned termly with all staff SEN graduated response in place School monitoring calendar with regular book scrutiny and book sharing | DHT | Sept 18 |
| | <ul style="list-style-type: none"> Reading resources- new scheme KS1 and phonics scheme Accelerated reader books Engagement with Kirsty Page (SALT) and Launchpad to literacy document to provide further intervention and support across foundation stage | | | | Oct 18 |

Rationale: -

The EEF found that Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/> Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.

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| https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/ Research has shown that peer tutoring approaches appear to have a positive impact on learning, with an average positive effect of approximately five additional months' progress | | | | | |
| The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf | | | | | |
| B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better. D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2. | <ul style="list-style-type: none"> • Whole school on-going CPD – Maths mastery • Staff training on high quality feedback. | <ul style="list-style-type: none"> • Maths lead and EYFS to engage with maths mastery project with great north maths hub • Continue to embed Maths mastery across the school with regular training and support for staff to ensure fully implemented. • Daily CLIC takes place to increase focus on times tables • Targeted support needed for Y6 - two small classes • We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. – maths feedback will be the focus for term 1 | <ul style="list-style-type: none"> • Ongoing CPD throughout the year for projects engaged with • Yearly MAT assessment cycle in place with termly pupil progress meetings • MAT moderation taking place half termly • School monitoring calendar with regular book scrutiny and book sharing | Maths lead | |
| Rationale:- Reducing class size is demonstrated by the EEF to show increased progress at https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ | | | | | |

| ii) TARGETED SUPPORT | | | | | |
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| Desired Outcomes | Chosen action/ approach | Evidence and rational for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>A: Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding.</p> <p>C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.</p> <p>G: Improved % of pupils reading at home, and in school to improve outcomes</p> | <ul style="list-style-type: none"> ECAT, Launchpad to literacy training for EYFS staff. EYFS tool kit used for 1/1 intervention to plug gaps | <ul style="list-style-type: none"> EEF guidance demonstrates that an increase emphasis on speaking and listening skills will have an impact on literacy outcomes for all pupils – and those from disadvantages backgrounds Staff CPD ongoing with WISE FS executive leader | <ul style="list-style-type: none"> INSET days to deliver training WISE FS executive leader supports staff through ongoing coaching and mentoring | WISE FS executive leader Kirsty Page | Ongoing reviews and visit forms completed identifying next steps |
| <p>Rationale:-</p> <p>In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> | | | | | |
| <p>B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP</p> <p>D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p> | <ul style="list-style-type: none"> Smaller class sizes in target year group(Y6) Additional support (TA's in all year groups) for immediate, same day intervention | <ul style="list-style-type: none"> Past years evidence of accelerated progress through this method Coaching and mentoring provided from DHT to other Year 6 teacher to support T+L | <ul style="list-style-type: none"> Close monitoring of VA progress scores- with particular focus on low/ high prior attainment so that VA progress scores improve Assessment policy in place to compare data with all WISE schools and adjust provision in light of this assessment | Cost of additional teachers in Y6 in September 2018/19 TA costs | Regular assessments and monitoring of progress |
| <p>Rationale</p> <p>Reducing class size is demonstrated by the EEF to show increased progress at https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p> | | | | | |

| iii) OTHER APPROACHES | | | | | |
|---|--|--|---|---------------------|---|
| Desired Outcomes | Chosen action/ approach | Evidence and rational for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| E: Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions | <ul style="list-style-type: none"> Pupil workshops to enrich curriculum/ subjects areas Pupil trips and residential visits OPAL programme engaged with Enrichment offer through curriculum provision – forest school, artist, after school clubs, music tuition Nurture provision | <ul style="list-style-type: none"> Enrichment opportunities and working on non-cognitive skills is proven to impact on learning outcomes (EEF 2013) | <ul style="list-style-type: none"> Ongoing CPD and monitoring from OPAL Further questionnaires and re-audit of provision Reduction in incidents on lunchtime Children ready to learn straight after break times. Skills based curriculum overview for all staff/pupils in place incorporating key skills across the curriculum and within the wider enrichment opportunities | HT OPAL team | Mar 19 Jan 19 Sept 18 |
| <p>Rationale:- Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress). https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Outdoor Adventure Learning - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/ Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence</p> <p>Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills. http://www.bbc.co.uk/news/health-28703013</p> | | | | | |

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| H: Improve pupil well-being and ensure they have all requirements to access learning at all times | <ul style="list-style-type: none"> • Daily breakfast club offered and managed by TA's • Well-being/attachment aware programme to share expertise across local schools | <ul style="list-style-type: none"> • Case study evidence demonstrates the impact the attachment aware/emotional support on pupils • Continued use of self-regulation areas and resources to support pupils • Counselling service used for additional intervention or some pupils (all PP) • EEF research into breakfast clubs supporting outcomes for pupils | <ul style="list-style-type: none"> • HLTA responsible for wrap around – monitors and coaches/mentors where necessary • New group of local schools established to take forward attachment aware focus and develop a regional hub of expertise | HLTA and TA's North area heads SENCO (PD) and TA (EL) | Jan 19 |
| <p>Rationale:- Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils, particularly in Year 7, that this will also be beneficial at secondary: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav</p> | | | | | |