

Ryecroft C.E. Middle School Pupil Premium Strategy Statement



1. Summary information

School	Ryecroft C.E. Middle School				
Academic Year	2017 / 18	Total PP budget (allocation based on October 2017 census)	£30,280	Date of most recent external PP review	02.11.2016
Total number of pupils (based on October 2017 census)	205	Number of pupils eligible for PP (based on October 2017)	35	Date for next PP Strategy Review	Termly

2. Current attainment/progress on exit (end of academic year 2017-2018)

Reading

Group	Y5			Y6			Y7			Y8		
	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below
All	15	46	39	6	50	44	3	49	48	40	51	9
Girls	29	35	36	12	58	30	0	67	33	47	47	6
Boys	5	55	40	3	46	51	6	34	60	36	54	10
SEN	0	50	50	9	36	55	0	9	91	13	87	0
Non SEN	18	45	37	5	54	41	4	58	38	46	43	11
PP	0	38	62	7	36	57	0	63	37	0	80	20
Non PP	19	48	33	5	55	40	4	47	49	45	47	8

Writing

	Y5			Y6			Y7			Y8		
Group	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below
All	13	41	46	13	42	45	14	49	37	21	60	19
Girls	24	41	35	29	41	30	22	56	22	27	67	6
Boys	5	41	54	6	43	51	6	44	50	18	57	25
SEN	0	17	83	18	27	55	0	18	82	13	38	49
Non SEN	15	45	40	12	46	42	17	56	27	23	66	11
PP	0	25	75	14	29	57	0	13	87	0	80	20
Non PP	16	45	39	13	47	40	16	55	29	24	58	18

Maths

	Y5			Y6			Y7			Y8		
	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below
All	8	51	41	23	50	27	15	59	26	47	35	18
Girls	12	53	35	18	47	35	15	63	22	67	27	6
Boys	5	50	45	26	51	23	16	56	28	36	39	25
SEN	0	33	67	27	27	46	18	45	37	13	50	37
Non SEN	9	55	36	22	56	22	15	63	22	54	31	15
PP	0	50	50	21	50	29	25	25	50	40	40	20
Non PP	10	52	38	24	50	26	14	65	21	47	34	19

Key Stage 2 progress (2018)

Group	2016 Reading Progress Score	2017 Reading Progress Score	2018 Reading Progress Score	2016 Writing Progress Score	2017 Writing Progress Score	2018 Writing Progress Score	2016 Maths Progress Score	2017 Maths Progress Score	2018 Maths Progress Score
All	-0.8	+1.2	-1.09	-1.1	-0.4	+0.50	-3.6	-0.4	-2.71
Boys	-0.8	+0.3	-1.66	-0.8	-0.7	-0.57	-1.3	-0.6	-2.20
Girls	-0.9	+2.0	+0.15	-1.5	-0.2	+2.82	-7.3	-0.2	-3.77
PPG	-2.0	+1.6	-1.08	-3.3	+1.7	+0.64	-6.3	+0.9	-2.59
Non PPG	-0.7	+1.1	-0.84	-0.8	-0.7	+0.45	-3.2	+0.6	-2.73
SEN	-4.2	-2.2	+2.87	-2.4	-1.6	+3.75	-10.3	-0.6	-1.89
Non SEN	-0.5	+1.6	-1.79	-1.0	-0.3	+0.10	-3.0	-0.4	-2.80

* The progress score is calculated by comparing the score attained at KS2 with the pupils KS1 baseline. A score of 0 indicated that a pupil's progress is in line with pupils nationally in the same attainment group at KS1. A negative score shows that although a pupils has made progress it is below that of others nationally in their attainment group. A positive score show a better level of progress.

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A.	Literacy skills (especially reading) entering Year 5 are lower for pupils eligible for PP than for other pupils (only 23% of pupils eligible for PP have a reading age equal to or greater than their chronological age (October 2016))
B.	A smaller number of PP children are making exceptional progress compared with non PP pupils in Maths, Reading and Writing
C.	High and middle ability pupils who are eligible for PP are making less progress than other high and middle ability pupils across Key Stage 2
D.	Behaviour and social issues for a group of Year 7 PP pupils is having a detrimental effect on their academic progress and that of their peers
E.	On entry, our Year 5 Pupil Premium pupils are significantly lower in Maths, reading and writing compared to other pupils

External barriers:

E.	Completion rates for homework are lower for PP pupils
F.	School attendance rates for pupils eligible are 95.3% (which is below 'other' pupils at 97.2%). This reduces their school hours and contributes to them falling behind

4. Outcomes (desired outcomes and how they will be measured)

4. Outcomes (desired outcomes and how they will be measured)		Success criteria:
A.	Improved attainment at Key Stage 2 for pupils eligible for PP so they are in line with other pupils' nationally	From a lower starting point, and due to making accelerated progress, the difference between

		attainment for pupils eligible for PP and 'other' pupils diminishes.
B.	Improve progress of PP boys at Key Stage 2. In Reading, writing and mathematics the data for 2018 showed significantly better progress for girls.	The progress of boys and girls is equal
C.	Improved rates of progress across all year groups for pupils eligible for PP to diminish the difference to other pupils (both in school and nationally)	Pupils eligible for PP make accelerated progress. This will be measured using GL testing, teacher assessment and Accelerated Reader.
D.	Ensure that pupils eligible for PP have at least the same Attitude to Learning scores as 'other' pupils	Half termly data captures show that there is no difference in average Attitude to Learning scores
E.	Increased attendance rates for pupils eligible for PP to make them at least in line with other pupils in school	Increase the attendance of pupils eligible for PP so there is no difference between this group and 'other' pupils.
F.	Developing skills and personal qualities -To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities and ensure there is proportional representation of PP pupils in all aspects of school life.	Monitor involvement to ensure pupils eligible for PP are participating
G.	To widen the life experiences of PP pupils through the introduction of 'Passports of Experience'	Pupils experience a wide range of activities

The action plan below is part of the Pupil Premium Action Plan 2018 – 2019 and shows how the school will use Pupil Premium to improve classroom pedagogy, provide targeted support and support the School Development Plan.

<p>School Vision:</p> <ul style="list-style-type: none"> • Embracing a culture where no child is left behind and every child achieves their potential, we value and respect all of the children that God has put into our care, ensuring Ryecroft is a safe, happy and inspiring place to be. • Ryecroft enriches the lives of our children beyond the classroom, through a range of social, emotional, physical and spiritual experiences so they develop into mature and responsible adults and experience life in all its fullness. • The school works with the church, local and global communities, to find opportunities to work together, serve one another and support those in need, demonstrating the Christian values of trust, humility and perseverance.
--

Key Priorities:

- ❖ 1. Leaders and Governors monitor and evaluate rigorously the impact by the pupil premium on improving outcomes for disadvantaged pupils
- ❖ 2. Set work at the appropriate level of challenge for pupils, including those who are disadvantaged and those identified as at risk of falling behind
- ❖ 3. Inform pupils, through marking and feedback, how they can improve their work so that they know what to do to reach the next stage in their learning
- ❖ 4. Ensure that the pupil premium funding has been deployed effectively enough to diminish the difference in attainment for disadvantaged pupils
- ❖ 5. Ensure that there is appropriate stretch and challenge for the most able disadvantaged pupils
- ❖ 6. Ensure that there is appropriate support and monitoring for disadvantaged pupils with a Special Educational Need and / or disability

Action	Amount allocated	Action	Intended outcomes	Time frame	Monitored by	Success criteria
Develop an action plan related to the use of Pupil Premium funding to address the issues raised (from reviewing the 2017-2018 plan and outcomes)	£0	SB to research the work of other schools (especially those identified as Pupil Premium Champions) to help inform our PP plan	Action plan is comprehensive in its coverage and will ensure improvement in outcomes of disadvantaged pupils	01.09.2018	SB	Class Teachers: provided with action plan and can identify their role in delivering on the plan
						Senior Leaders: SB to be responsible for delivery of the plan and report to SLT
						Governors: hold Senior Leaders to account re: performance of disadvantaged pupils
Re-organise our pastoral structure	£0	SB to liaise with other schools who have established PP form groups and investigate rationale	If viable, establish a Key Stage 2 and Key Stage 3 form group so that specific work can be undertaken with the pupils	To be established for 05.09.2018	SB	Senior Leader: conducted research and, depending on findings, established groups for start of the academic year
Establish a 'Passport of Experience'	£0	SB to develop a document which will encourage PP pupils to participate in a wide range of activities and experiences.	Pupils to widen the range of experiences across different areas of the curriculum	To be established for 05.09.2018	SB	Senior Leader: to develop a 'Passport of Experiences' for all pupils based on the requirements of the curriculum and share with all staff
Review the use of Flights paths for disadvantaged pupils, using the RADY methodology	£0	SB to work with MH to review the target setting process for our disadvantaged pupils	Disadvantaged pupils to be set aspirational targets to ensure they remain a priority for all members of staff	01.09.2018	SB	CT: staff are aware of the targets disadvantaged pupils have
		Staff to be informed of the targets for disadvantaged pupils	Staff to be held to account over the performance of disadvantaged pupils	At each data point	SB	Senior Leaders: hold staff to account for the performance of

						disadvantaged pupils
						Governors: hold Senior Leaders to account re: performance of disadvantaged pupils
Pupil Premium governor to hold Senior Leaders to account for the school's use of Pupil Premium funding	£0	Continue meetings to be responsible for monitoring the performance of disadvantaged pupils.	Governors hold Senior Leaders to account over the performance of disadvantaged pupils and the use of funding	Ongoing	SB	Senior Leaders: held to account by PP governor Governors: appoint a PP Governor and hold Senior Leaders to account
Establish an electronic scrapbook	£0	SB to design and maintain an electronic scrapbook in the Staff Shared area	Examples of 'soft' evidence can be collated to show the additional opportunities and the impact they have	To be established for end of September 2018	SB	CT: staff are aware of the scrapbook and add examples of their work Senior Leaders: oversee the scrapbook and co-ordinate the collation and presentation of the work Governors: hold Senior Leaders to account re: performance of disadvantaged pupils
Ensure that governors and leaders have an accurate picture of where we are and predicted outcomes	£0	Following every data capture, MH to prepare a summary (data pack) of the current picture for SLT and Governors.	Leaders and Governors to be aware of the current picture	20.10.18 (and then half termly)	HT	Senior Leaders: held to account by PP governor Governors: hold Senior Leaders to account
Develop longitudinal studies to track trends based on pupil voice and performance data	£0	See action above plus SB to conduct regular pupil voice with disadvantaged pupils to gather their views on the learning experience.	Leaders more aware of the views of disadvantaged pupils and include these in future action plans		SLT Governors	CT: aware of the headlines of pupil voice Senior Leaders: aware of the views of pupils Governors: aware of the views of pupils through QA reports
Clearly identify disadvantaged pupils on all data sets for staff and governors. Develop this work by having SEN/D + PP as a discrete group	£0	MH to continue providing data which presents information comparing disadvantaged pupils to others	Staff and governors more aware of the performance of disadvantaged pupils	20.10.18 (and then half termly)	SLT	CT: aware of the performance of the PP pupils they teach Senior Leaders: aware of the performance of all PP pupils and analyse for trends

						Governors: hold Senior Leaders to account
Tracking matrices for PP pupils to be used for analysis of performance	£0	Following every data capture (at the end of each half term), SB to share performance of PP pupils with relevant governor	Governors to hold Senior Leaders to account over the performance of PP pupils	20.10.18 (and then half termly)	Governors HT	CT: aware of the performance of the PP pupils they teach
						SL: aware of the performance of pupils in their subject area
						Senior Leaders: aware of the performance of all PP pupils and analyse for trends
						Governors: hold Senior Leaders to account
Use Data Analysis meetings to gather information related to disadvantaged pupils	£0	Undertake half termly Data Analysis meetings to review the outcomes for disadvantaged pupils in school	Senior Leaders to be aware of the current picture and respond to what the data is showing	20.10.2018 (and then half termly)	SB	Senior Leaders: have regular information about disadvantaged pupils
						Governors: hold Senior Leaders to account
To conduct termly QA reports focussing on provision and outcomes for PP pupils	£0	SB and other Senior Leaders to carry out lesson observations, learning walks, book scrutinies and pupil voice to gather information for a termly report. Amend Action Plan as necessary	Senior Leaders to be aware of the current picture and share information with Governors. Action Plan reflects priorities	w/b 02/10/18 (and then termly)		CT: involved in the QA process and given a copy of the report
						SL: compile information and produce report
						Governors: hold Senior Leaders to account
To present the information in the Pupil Premium Strategy in an accessible format / document	£0	SB to write an executive summary of the PP Strategy and ensure it is on the website	Document available for all visitors to the school website	08.09.2018	SB	Executive summary available on the school website
To provide all staff with up to date information re: disadvantaged pupils	£0	SB to lead session during INSET day	Copy of presentation e-mailed to all staff for reference	04.09.2018	SB	Staff have up to date information re: performance and issues re: disadvantaged pupils
Where possible, use additional adults to support disadvantaged pupils in the classroom	£0	Timetable to be produced to ensure that disadvantaged pupils in each year group have specific support from a Teaching Assistant	Accelerated learning for targeted pupils throughout the year to assist in diminishing the difference across Key Stage 2		SLT PP Governor	CT: to be aware of the timetable and nature of the intervention(s)
						Senior Leaders: have an overview of the interventions and analyse data to establish the

						difference
						Governors: to hold SLT to account
Share updated list of disadvantaged pupils with all staff as necessary	£0	SB to provide updated information to all staff re: disadvantaged pupils.	Staff to be more aware of targeted pupils. Pupils to be identified in lesson plans, seating plans, teaching files	From 04.09.18 (as necessary)	SB	CT: have the relevant information to ensure they are aware of targeted pupils SL: have the relevant information to ensure they are aware of targeted pupils KSD: have the relevant information to ensure they are aware of targeted pupils
Staff plan their lessons effectively to help the disadvantaged pupils learn well.	£0	Lesson plans clearly identify disadvantaged pupils and any necessary actions to ensure they make good progress. Seating plans identify PP pupils	Staff to be more aware of targeted pupils. Pupils to be identified in lesson plans, seating plans, teaching files All disadvantaged pupils experience high quality teaching	From 04.09.18 (as necessary) Ongoing	SB HT	CT: Lesson planning identifies disadvantaged pupils Senior Leaders: aware of provision across the school and gather evidence as part of QA process Governors: hold Senior Leaders to account
All disadvantaged pupils to have an individual Boxall Profile	£0	SB to prepare and share Boxall Profiles for all disadvantaged pupils. These will start with Year 6 pupils, then 8, 5 and 7.	Staff to be given more information re: learning styles, barriers to learning, necessary differentiation etc. for the pupils they teach	All complete by October half term	SB	CT: use Boxall Profiles to inform teaching. Help support pupils in achieving their targets Senior Leaders: to prepare and summarise individual Boxall Profiles Governors: hold SLT to account
Improve staff understanding of pupils' reading abilities	£300	All pupils to have completed a PIRA test, results recorded and data shared with all teaching staff	Following PIRA reading tests, pupils to be reading at an appropriate level in all areas of the curriculum	20.10.18	SB	CT: aware of the appropriate level of book each pupil should be accessing Senior Leaders: analyse the difference between reading age and chronological age Governors: hold Senior Leaders to account

Intervention is implemented to address specific needs	£	Where data identifies an issue, rapid intervention is implemented. The impact of these is closely monitored	Pupils are monitored closely and intervention provided to help diminish any differences	Ongoing	SB	CT: to be made aware of interventions taking place
						Subject Leaders: to analyse data and implement interventions
						Senior Leaders: to monitor the impact of any intervention and report to relevant staff
Disadvantaged pupils to be the focus for form teachers during daily reading session to help diminish the difference between chronological and reading ages	£0	Form teachers to be aware of the disadvantaged pupils in their tutor group and ensure they spend time supporting the reading development of these pupils	Pupils are monitored closely and intervention provided to help diminish any differences PIRA reading tests and other data will show the difference interventions have made to the pupils' reading age when compared to their chronological ages	From 05.09.18	SB	Governors: hold Senior Leaders to account
						CT: supporting disadvantaged pupils during reading sessions
						Senior Leaders: able to see the difference this intervention has had from the data
						Governors: hold Senior Leaders to account
To conduct a focused work scrutiny on PP pupils	£0	SB and SE to conduct a work scrutiny on PP pupils to ensure that marking is helping pupils to improve the quality of their work	Staff have useful information Report produced for SLT and all staff on the findings Findings are part of the QA PP process	By 20.10.2018 Completed as part of QA cycle	SB SLT	CT: provided with outline of findings from work scrutiny – share examples of good practice
						Senior Leaders: have key information about the quality of marking for disadvantaged pupils across the school
To provide all staff with a guide to strategies to support disadvantaged pupils	£0	SB to review the previous document, make changes as necessary and re-distribute at INSET	Staff have useful information	04.09.2018	SB	CT: have a document with ideas / strategies to help inform teaching
Pupil voice	£0	SB and SE to conduct regular pupil voice with PP pupils to ascertain their understanding of how they are going to improve the quality of their work.	Report produced for SLT and all staff on the findings Findings are part of the QA PP process	First pupil voice by 22.09.18	SLT	CT: provided with an overview of pupil comments
						Senior Leaders: have a clear picture re: the views of disadvantaged pupils
						Governors: have an overview of the views of

						disadvantaged pupils
Literacy Action Plan to be reviewed and re-written. Ensure there are opportunities for PP pupils to improve their literacy	£0	KS to share Key Stage 2 Literacy Plan with SB and ensure there is appropriate focus for PP pupils	Focus is raised for the disadvantaged pupils	Plan to be written by 22.09.18	SB KS	SL (for KS2 Lit): to write plan and meet with SB to ensure focus on disadvantaged pupils
						Governors: to check the document and hold the Subject Lead to account
						CT: aware of the Literacy plan and their part in achieving success
To have an effective Pupil Premium Strategy document written	£0	Review the 2016-2017 Strategy, write our Pupil Premium Strategy for 2017 - 2018; share with SLT and governors and ensure it goes on the school website	Document is complete, regularly reviewed and is on the website	08.09.18	SB	Senior Leaders: to research and produce the document
						Governors: to check the document and ensure it goes on the website
Ensure attendance of PP pupils is not contributing to lower attainment	£0	Ensure work with EWW includes a focus on the attendance of all disadvantaged pupils and where a declining percentage is identified action is taken.	SB to produce monthly analysis of attendance for PP pupils. Trends identified and attendance is not a barrier to learning	From 05.09.2018	SB SLT	CT: provided with an overview of attendance for their Key Stage
						SL: completes monthly analysis and shares concerns as necessary during half termly attendance checks
						Governors: to be aware of any pupil whose attendance causes concern and what the school is doing to address it
To provide opportunities for PP pupils to develop further social skills outside of school (Twice a year)	£3000	All parents of PP pupils are to be written to asking them to 'bid' for money which will allow their child to participate in a new opportunity	Pupils have the chance to try something different outside of school which will develop their social skills and / or independence	16.09.18	SB TE	SL: monitor the spend and encourage all pupils to make use of the facility
						Governors: evaluate the impact of the spend and decide on allocating finance
						SL: to produce a letter, distribute and to be aware of opportunities taken up and evaluate the impact on pupils

Provide PP pupils with daily breakfast	£1,600	All disadvantaged pupils are entitled to a breakfast at school every day. Parents to be written to reminding them of this so uptake is improved	Record of pupils having breakfast shows that pupils make use of this service.	From 05.09.18	SB TE	SL: monitor the spend and encourage all pupils to make use of the facility
						Governors: evaluate the impact of the spend and decide on allocating finance
Ensure PP pupils have appropriate uniform for school	£300	All PP pupils and their families to be supported (where necessary) with purchasing school uniform	Pupils have the same opportunities as others to be dressed appropriately for school	From 05.09.18	SB	Govs: to be aware of the initiative
						SLT: to monitor the appearance of pupils
Provide access to the Youth Emotional Support Service counsellor	£4000	As required, pupils to be provided with the opportunity to meet individually with Helen to address social, emotional and behavioural needs	Case studies of individual pupils to be requested from YESS to show the impact	From 08.09.18	SB	SL: to refer to pupils as necessary and monitor the impact
						Governors: to make decisions on future funding allocation
Investigate the possibility of hosting a 'Ryecroft Camp' for disadvantaged pupils and their families	Unknown	SB to meet with PP lead from Oldfields Hall Middle School to investigate the cost, organisation etc of hosting an overnight camp	Information to be gathered and presented to HT for a decision to be taken	20.10.18	SB	SL: To gather information and make an informed decision
Ensure that all PP pupils can take part in enrichment activities	£1000	Include appropriate paragraph in all letters to parents about enrichment activities so they are aware of the funding arrangements	PP pupils take part in enrichment activities	From 05.09.18	SB	CT: ensure all letters have relevant information
						SL: to monitor participation
Ensure that all PP pupils can take part in educational visits	£2000	Include appropriate paragraph in all letters to parents about enrichment activities so they are aware of the funding arrangements	PP pupils, who wish to participate, take part in educational activities	From 05.09.18	SB	CT: ensure all letters have relevant information
Ensure that all eligible families are aware of how to apply	£0	Letter to be sent home in December 2018	Any pupils not already registered for funding will be added to future lists	20.12.18	SB	SL: to monitor and encourage participation in educational visits
						SL: monitor response to letter
Keep up to date with current research to inform our practice	£0	SB to carry out research so the school is aware of the national picture and findings	Research can inform current and future practice at Ryecroft	Ongoing	SB	SLT: to share information re: EEF with PP Governor and discuss future spend based on research

Continue to participate in the RADY project	£0	SB part of a regional network	Information / ideas shared with staff as necessary	Ongoing	SB	SLT: aware of local / national initiatives and respond to ideas
Ensure that behaviour is not a barrier to learning	£0	Analyse Behaviour scores for all disadvantaged pupils and compare to other pupils	Any differences to be highlighted and shared with staff	Weekly	SB	CT: receive weekly behaviour totals so any issues can be followed up by form teachers
Ensure all disadvantaged pupils are engaged in their learning	£0	Analyse Attitude to learning grades for all disadvantaged pupils and compare to other pupils Produce Venn diagrams to show PP pupils AtL	Any differences to be highlighted and shared with staff Pupil voice to be carried out to identify barriers	Weekly Half termly	SB SB	CT: to be aware of any issues in their class SL: to discuss alongside academic data and identify patterns
Provide opportunities for pupils to have more aspiration in life	Unknown	Organise visit to a theatre for eligible pupils Organise visit for Key Stage 3 pupils to University Open days	Experience a cultural visit Experience a visit to a place of Higher Education to act as inspiration	December 2018 April 2019	SB	SL: organise visits and monitor the impact
SEND + PP pupils – identify, actions, monitoring, support	£0	Identify pupils who are on both the PP and SEND registers so they are identified on all data tracking documents	Progress and attainment is closely monitored so pupils are not allowed to fall behind	20.10.2018 (and then ongoing)	SB	SL: to establish tracking data and share with all staff

Review of expenditure

Previous Academic Year	2017/2018	Budget -		
Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Improved attainment and progress of disadvantaged pupils	A priority was given to providing all pupils (especially those eligible for PP) with feedback about the learner's performance relative to success criteria or outcomes. Feedback can be verbal or written, or can be given through tests.	It helped to improve student learning by redirecting or refocusing the teacher's or learner's actions to achieve a goal.	In pupil voice the students regularly talk about next steps and how they find them helpful. For this strategy to have an even greater impact it needs to be embedded across the school so all pupils receive appropriate and regular feedback about their performance.	£0
Improved attainment and progress in writing of disadvantaged pupils	A whole school strategy was devised by the Head of English to raise the profile of writing across the curriculum and provide staff with specific areas to focus on and assess.	Whole school Key Stage 2 writing results increased (from -0.4 to +0.5) and PP pupils remained above the national expected standard	For this strategy to have an even greater impact it needs to be embedded across the school so all pupils are provided with regular opportunities to improve their writing.	£0
Targeted support				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Pupils have a free and nutritious meal before school to aid concentration	Provide a daily allowance for every PP pupil to purchase food and drink of their choice either before school or at morning break	47 % of eligible pupils take this opportunity on a daily basis	Update is not universal because of various factors including pupils having breakfast at home. Studies show the importance of diet on learning so we will continue to promote and maintain this practice.	£956.48
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Improved social and emotional health for some disadvantaged pupils	Employ the services of a School Counsellor to provide necessary support to pupils when they require additional help.	Mixed – some pupils benefitted from the one to one support.	Support to continue but for the ongoing impact to be monitored more closely and cases to be discussed with the provider so that input is at the right time for the pupils.	£4070
7. Additional detail				
For a summary of this document, see the 'Executive Summary' which is available on the school website				

