

# Saint Nathaniel's Academy Pupil Premium Strategy Statement 2019-2020



1. Summary information					
School	Saint Nathaniel's Academy				
Academic Year	2019-2020	Total PP budget	£242,880	Date of most recent PP Review	
Total number of pupils	479 N-Y6 503 with SL	Number of pupils eligible for PP	219 / 45.7%	Date for next PP Strategy Review	26 / 27 Nov 2019

<b>Early Years Total</b>	<b>45</b>	
Nursery	18/57	31.5%
Reception	27/59	45.7%
<b>Key Stage 1 Total</b>	<b>51</b>	
Year 1	29/62	46.7%
Year 2	22/60	36.6%
<b>Key Stage 2 Total</b>	<b>123</b>	
Year 3	26/60	43.3%
Year 4	33/60	55%
Year 5	31/60	51.6%
Year 6	33/60	55%
<b>Whole School Total</b>	<b>219</b>	<b>45.7%</b>

## Key Stage 2 - Pupil Premium

Three Year Trend

	2017				2018				2019			
	School Attainment	School Pupil Premium	National Non-Pupil Premium	2017 Difference	School Attainment	School Pupil Premium	National Non-Pupil Premium	2018 Difference	School Attainment	School Pupil Premium	National	2019 Difference
% achieving EXS in Reading, Writing & Maths		22.6%	67.0%	44.4%		39.4%	71.0%	31.6%		60.0%	70.8%	10.8%
% achieving GDS in Reading, Writing & Maths		0.0%	11.0%	11.0%		0.0%	12.0%	12.0%		3.3%	13.0%	9.7%
% achieving EXS in GPS		45.2%	82.0%	36.8%		57.6%	82.0%	24.4%		73.3%	82.7%	9.4%
% achieving GDS in GPS		6.5%	36.0%	29.5%		9.1%	39.0%	29.9%		30.0%	40.6%	10.6%
% achieving EXS in Reading		29.0%	77.0%	48.0%		54.5%	80.0%	25.5%		63.3%	78.1%	14.8%
% achieving GDS in Reading		3.2%	29.0%	25.8%		9.1%	33.0%	23.9%		6.7%	31.4%	24.7%
% achieving EXS in Writing		51.6%	81.0%	29.4%		60.6%	83.0%	22.4%		76.7%	83.2%	6.5%
% achieving GDS in Writing		6.5%	21.0%	14.5%		12.1%	24.0%	11.9%		13.3%	24.0%	10.7%
% achieving EXS in Mathematics		38.7%	80.0%	41.3%		48.5%	81.0%	32.5%		80.0%	83.7%	3.7%
% achieving GDS in Mathematics		0.0%	27.0%	27.0%		3.0%	28.0%	25.0%		10.0%	31.4%	21.4%

## Whole School Overview October 2019

Reading				
4.8%	13.1%	17.9%	38.1%	9.5%
Writing				
6.5%	7.7%	22%	39.9%	7.1%
Maths				
8.3%	7.7%	22.6%	54.2%	7.1%

## 2. Areas of additional focus

### In-school focus *(issues to be addressed in school, such as oral language skills)*

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|-----------|---|
| <b>A.</b> | Prioritise the development of oracy, communication and language skills on entry to the school for all children and provide high quality, targeted support when needed.  |
| <b>B.</b> | Expose children to a wide range of experiences, building on children's understanding of the world. Develop children's ability to draw upon progressive learning across the curriculum leading to skills and knowledge being embedded over time. |
| <b>C.</b> | Build on language skills for those pupils who have EAL ensuring they are developing English skills alongside the wider curriculum.  |

### External focus *(issues which also require action outside school, such as low attendance rates)*

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|-----------|--|
| <b>D.</b> | Promote parental engagement with external agencies including health, police, CAMHS and social care. Build strong relationships with parents to provide support where needed. |
| <b>E.</b> | Support the social, emotional and mental health needs of our children. Enhance engagement with parents to reduce potential issues.   |

## 3. Outcomes *(Desired outcomes and how they will be measured)*

### Success criteria

<p><b>A.</b></p>	<p>Children will receive a curriculum which is planned and sequenced so that new knowledge and skills build on what has been taught and moves towards an agreed end point.  Children will enhance their contextual use of vocabulary across the whole curriculum.  Children will be able to read fluently and with appropriate pace leading to an increased reading stamina and deeper level of decoding and inference skills.  Children will be able to reason and problem solve in maths by articulating their mathematical rationale, therefore deepening their level of conceptual understanding.  Target children (as identified in each year group) will make accelerated academic progress.</p> <p>Measured through attainment and progress data, pupil voice, lesson observations, book scrutinies and pupil progress meetings.</p>	<p>PP children will continue to diminish the difference with the national average for non pp children in writing across all curriculum areas due to the explicit teaching of vocabulary in context.  PP children will continue to diminish the difference with the national average for non pp children in maths.  PP children will continue to diminish the difference with the national average for non pp children in reading.  Identified target children will make accelerated progress from their individual starting points through intervention and targeted support.</p>
<p><b>B.</b></p>	<p>Children will receive a curriculum which takes into consideration the local context by addressing typical gaps in all pupils' knowledge, skills and experiences.  Children will develop their essential skills (listening, presenting, problem solving, creativity, staying positive, aiming high, leadership and team work) through the use of the skills builder program.  Children will benefit from an enriched PHSE curriculum and careers based project pertinent to the identified needs of our context and community.  Children will receive an enriched curriculum including experiential learning in the form of educational visits, visitors, forest school activities, residential trips and after school clubs.</p> <p>Measured through attainment and progress data, pupil voice and club attendance.</p>	<p>Pupil premium children will continue to diminish the difference with the national average for non pp children at the expected and greater depth standard for RWM combined.  Pupils will speak positively about their enriched curriculum experiences.</p>
<p><b>C.</b></p>	<p>Embedded in all curriculum areas is the explicit teaching of metacognitive strategies for the self-regulation of learning. This has demonstrable evidence of raising the attainment of all groups of pupils, but the explicit teaching across all curriculum areas will ensure pupil premium children continue to diminish the difference with the national average for non pp children.</p> <p>Measured through attainment and progress data, pupil voice, lessons observations and book scrutinies.</p>	<p>Pupil premium children will continue to support the school's 3 year trend in diminishing the difference with the national average for non pp children.</p>

<b>D.</b>	<p>Attendance for all groups of pupils will be at least 96%. Rigour in our safeguarding procedures will enable our children to overcome environmental and contextual barriers leading to a readiness to learn for all children.</p> <p>Parental engagement activities will build trust and develop strong working relationships with our school community.</p> <p>Measured through attendance data, attainment and progress data, pupil and parental voice.</p>	<p>Attendance overall will be at least 96% with pupil premium children equalling this.</p> <p>Successful parental engagement projects with measured impact including ESOL, cook and eat, topic afternoons, assemblies, story time. Before and after school clubs, holiday clubs will ensure our families are supported leading to children being ready and able to learn.</p>
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#### 4. Planned expenditure

##### Academic year 2019 - 2020

We have consulted a number of research documents to create our strategy, these include:

- Education Endowment Foundation Research 2015
- Schools and Communities Research, 'Effective pastoral strategies for the closing achievement gap'
- National Audit Office, 'Funding for disadvantaged pupils'
- DFE, 'Supporting the attainment of disadvantaged children'
- Ambition school leadership, 'Closing attainment gap'
- Education Endowment Foundation Guide to Pupil Premium June 2019

The planned spend of this year's grant takes into account research findings and our understanding of Pupil Premium children at our school. We use a tiered approach to our pupil premium that balanced support across:

1. Improving the quality of teaching
2. Targeted support, ensuring that the curriculum is not narrowed for dis-advantaged pupils
3. Wider whole school strategies including attendance, behaviour and readiness to learn.

##### RECORD OF PUPIL PREMIUM SPENDING BY ITEM/PROJECT 2019/2020

Item/ Project	Rationale & Strategy	Outcome	Cost	Impact Review
Quality first teaching	<p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: <b>over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</b> (Sutton Trust, 2011)</p> <p>Improving teaching is recognised by international evidence as the most</p>	<p>Quality first teaching evident across the school for Pupil Premium children in class and in intervention groups.</p> <p>Ensure quality first teaching diminishes the difference between Pupil Premium children and their peers.</p>	£40,000	<p><b>Autumn Term:</b></p> <p><b>Spring Term:</b></p> <p><b>Summer Term:</b></p>

	effective way to improve schools. (Sutton Trust, 2017)			
High Quality CPD (TDT)	15 key lessons learned in the EEF's first six years' states 'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes'. <b>With quality first teaching taking place, pupils gain 1.5 years' worth of learning.</b>	Continued development of staff to develop their own teaching skills to ensure Pupil Premium students make the expected levels of progress. We will ensure staff receive specialist training to ensure the needs of disadvantaged pupils are met across the school. We will ensure staff well-being is a priority to help retain and recruit teachers of a high standard.	£7,000	Autumn Term: Spring Term: Summer Term:
Feedback and marking	Many different evidence sources, including John Hattie's Visible Learning and the EEF Toolkit, suggest high quality feedback is an effective way to improve attainment. This is an approach that we can embed across the school. <b>When feedback is effective an additional +8 months progress can be made.</b>	High quality feedback will be effective in improving attainment of all children, particularly Pupil Premium. Consistent use of marking and feedback strategies enable children to make accelerated progress in all areas of the curriculum.	£1,000	Autumn Term: Spring Term: Summer Term:
Metacognition	Evidence suggests the use of 'metacognitive strategies' which get pupils to think about their own learning can be worth the equivalent of an <b>additional +7 months' progress when used well</b> . The potential impact of these approaches is very high, particularly for disadvantaged pupils. We find that pupils are not always able to set themselves targets or have a tendency to 'give-up' if work is challenging. Metacognition can be used to change children's mind-sets.	Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work for them. Improving esteem and confidence levels will achieve higher rates of progress.	£2,000	Autumn Term: Spring Term: Summer Term:
Reading Comprehension	On average, <b>reading comprehension approaches deliver an additional +6 months progress.</b>	To model the value of reading by providing high quality resources for our pupils. Purchasing new reading	£1,000	Autumn Term: Spring Term: Summer Term:

	To ensure reading comprehension can be taught effectively, high quality texts have been purchased.	books and subsequent staff training on comprehension strategies. Class libraries to be replenished with high quality texts.		
ICT resources	EEF research states that <b>digital technology can improve pupil progress by up to +3 months.</b>	Children will have a greater access to high quality ICT resources e.g. laptops and Ipads to enhance and support quality first teaching and targeted interventions.	£15,200	
Additional reading support across the school for PP pupils	The Education Endowment foundation conducted research, which found that on average, <b>reading comprehension approaches improve learning by an additional + 6months' progress over the course of a school year.</b>	Identified pupils receive reading support in addition to that given through quality first teaching. KS2 pupils to focus on comprehension skills and inference skills. Children will make equal or better progress in comparison to their peers.	£15,000	Autumn Term: Spring Term: Summer Term:
Involvement with English Excellence project (reading and phonics focus)	The last Ofsted inspection (2017) recommended that improving reading outcomes should be a priority for development.	Identified support given to ensure quality first teaching is taking place for the teaching of reading and phonics, leading to accelerated progress for pupil outcomes.		
Accelerated Reader	An independent study conducted by the Education Endowment Foundation and Durham University in 2015 found that students using Accelerated Reader (AR) achieved an <b>additional +3 months growth in reading age compared to their peers, over a 22-week period.</b> Low-income students were found to achieve an	Accelerated progress and continued improved attainment of reading across the school. Development of reading comprehension skills, motivation to read and independent reading skills.	£4,000	Autumn Term: Spring Term: Summer Term:

	<p>additional five months growth with AR – outperforming their peers and closing the gap between them.</p> <p>The National Literacy Trust also found that AR users have more positive attitudes to reading and read more regularly outside of class.</p> <p>AR has also been recommended as a strong, motivating approach by other trust schools.</p>			
Beanstalk Reading	<p>Previous analysis of school data shows that children reading with a trained reading volunteer make more than expected progress. The Beanstalk programme gives dedicated time from trained reading helpers to read and discuss books in a 1:1 basis.</p> <p><b>EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</b></p>	<p>Targeted children receive support on a one to one basis to:</p> <ul style="list-style-type: none"> <li>• Improve reading &amp; comprehension</li> <li>• Increase confidence</li> <li>• Inspire a love of reading</li> <li>• Increase range of reading materials</li> <li>• Narrow the gap with peers</li> </ul>	£2,000	
TT Rockstars, Purple Mash & My Maths, 2 Simple, PE Passport	<p>EEF research states that <b>digital technology can improve pupil progress by up to +3 months.</b></p> <p>Programmes are age appropriate and taps into competitive gaming familiarity. TTRockstars, Purple Mash and MyMaths can be used at home to promote progression in maths. <b>A +5 month gain can be made through the effective use of home learning activities according to the EEF.</b></p>	<p>Pupils to become more confident and agile in mental maths. Progress and attainment in Maths overall will improve. PP pupils will engage in home learning through digital technology.</p>	£2,000	
High Quality Interventions	<p>The Education Endowment Foundation reports that small group tuition is effective <b>(+4 months)</b> and studies suggest that more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>Pupils are supported in achieving personalised targets. Self-esteem and confidence in key skills developed. Increased outcomes, attainment and progress made by pupils.</p>	£20,000	

EAL Support	EAL support is vital in order to develop language skills, support new arrivals into the school, develop early language & build friendships. To support the needs of our pupils and their families from EAL backgrounds to enable them to improve their written and spoken language and to support families with any issues in or out of school.	Support with language development in order to accelerate progress. EAL pupils supported in ensuring they are regularly engaging with English language. Progress against age related expectation	£10,000	
Speech & Language Therapy Services	Low levels of language and communication mean PP pupils cannot access the rest of the curriculum at the same rate as their peers. PP pupils to be seen by Speech & Language Therapists to identify specific need to ensure strategies used in lessons, interventions and at home support language development. <b>Extensive research conducted by the EEF suggests that oral language interventions (Talk Boost / SALT) have an impact of +5 Months for a low cost.</b>	Quickly identify children in EYFS who need extra Speech and Language Therapy. Targeted Intervention for children working below age related expectations in Communication and Language enabling children to achieve a Good Level of Development by the end of the Foundation Stage.	£1,300	
Stoke Speaks Out	Stoke Speaks Out works on the rule that the majority of brain growth takes place in the first three years of life so it focuses on early life and early education to ensure all children are supported as well as they can be.	All children aged 2-5 years will be screened using the language tool, to assist early identification and embed targeted interventions to support the identified children.	£4,000	Autumn Term: Spring Term: Summer Term:
Time to Talk & Talk Boost	Assessments show that verbal reasoning and limited vocabulary are the primary barriers to achievement in EY and KS1. <b>Research conducted by 'I Can' suggests that 'Talk Boost' raises children's progress in language and communication by an average of 18 months after a ten week intervention.</b> Extensive research conducted by the EEF suggests that oral language interventions	Gaps in early language development in PP children have been identified and addressed resulting in better progress in reading and writing Improved language, communication and social skills for all pupils including those eligible for PP and especially those in EYFS and KS1.	£500	Autumn Term: Spring Term: Summer Term:

	(Talk Boost / SALT) have an impact of +5 Months for a low cost.			
Learning Mentor	The Education Endowment foundation found that on average, Social and Emotional Learning programmes have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Social and Emotional Learning programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. Many of the disadvantaged pupils live with challenging circumstances at home. <b>EEF also report that social and emotional learning provides +4 months impact.</b>	Through social and emotional programmes PP children develop emotional health and well-being in line with their peers and difficulties not impacting on learning.	£10,000	Autumn Term: Spring Term: 16 children access intensive learning mentor support (100% PP) Summer Term:
Forest Schools Curriculum	Experiences of the 'outdoors' is limited for many pupils attending the school. Forest Schools is a unique way of building independence, self-esteem and a positive attitude towards learning in children and young people as they explore and experience the natural world for themselves. A combination of freedom and responsibility is beneficial to children with little confidence or challenging behaviour. Valuable life skills are learnt - communication, team working and responsibility. <b>EEF also report that outdoor adventure learning provides +4 months impact.</b>	An opportunity to focus on children from vulnerable groups to increase confidence, self-esteem and develop social skills in the context of creative, stimulating and interactive activities outside.	£7,500	Autumn Term: Spring Term: Summer Term:
Alternative Provision	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	In rare cases, alternative provision is put in place. This can improve self-esteem, attendance and reduce the risk of exclusion.	£5,200	Autumn Term: Spring Term: Summer Term:
Music	The Education Endowment foundation	Pupils are given the opportunity to	£1,000	Autumn Term:

Tuition	<p>found overall, the impact of arts participation on academic learning is positive. Improved outcomes have been identified in English, mathematics and science learning with greater effects identified for younger learners.</p> <p><b>EEF report that arts participation provides +2 months impact.</b></p>	<p>learn an instrument. This will support an increase in self-esteem and fine motor skills to a group of pupils who might not otherwise have been able to participate in them. Instrumental lessons are subsidised if chosen by PP families. Instruments are provided and lessons are subsidised.</p>		<p>Spring Term:</p> <p>Summer Term:</p>
Holiday Clubs	<p>The EEF report that the overall impact of sports participation on academic achievement tends to be positive. We find that disadvantaged children lack stimulation in the school holidays and have limited experiences.</p> <p><b>EEF report that sports participation provides +2 months impact.</b></p>	<p>To run successful clubs at Saint Nathaniel's during the holidays. Provide children with a safe, fun environment during the holidays to play, exercise and learn. Activities are structured to ensure accessibility and enjoyment whilst learning about new things and socialising with friends.</p>	£500	<p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>
Attendance Officer	<p>'In general the higher the percentage of sessions missed across the Key Stage, the lower the likely level of attainment at the end of KS2' (Department for Education, 2016)</p> <p>Disadvantaged pupils are disproportionately likely to fall into the groups of pupils with the worst absence, thereby increasing the gap in achievement between disadvantaged pupils and non-disadvantaged.</p>	<p>Provision of support and guidance for vulnerable children and families, signposting to services and promoting attendance. Rise in the rate of attendance to meet the National Target of 96% Attendance will be monitored weekly by the Attendance Officer, particular attention will be given to PP children and their families if required.</p>	£8,000	<p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>
EWO Services	<p>The attendance for our children is below the target set by the government. The Educational Welfare Officer (EWO) works alongside school staff and families to ensure attendance is monitored and maintained to achieve the National Target of 96%.</p>	<p>The attendance of all PP pupils will be above 96%. EWO to support the school to diminish the difference between attendance figures for Pupil Premium children and their peers.</p>	£5,200	<p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>
Attendance	<p>Rewards are positive ways to encourage</p>	<p>Rise in the rate of attendance to</p>	£500	<p>Autumn Term:</p>

Incentives & Rewards	engagement and act as an incentive for those who struggle to come to school. Rewards and financial incentives, used wisely, can be useful in breaking persistent resistance to good attendance.	meet the National Target of 96% which will reduce lost learning time. Progress and attainment will improve as a result.		Spring Term: Summer Term:
Attendance to breakfast clubs	NFER research suggests that breakfast clubs have a positive effect on attendance. Their research concluded that groups of children who participated in breakfast clubs improved their attendance at a faster rate than those who did not attend. EEF evidence shows the impact that breakfast club can have on attainment as well as on attendance and punctuality. A number of PP pupils are consistently late for school and arrive without having had any breakfast. They do not have any time in the morning to interact with their peers as they arrive late and have to go straight into assembly or lessons. Breakfast Club will be available and PP pupils targeted where necessary to attend. They will receive breakfast to help them concentrate for longer in lessons and will be in school on time in the mornings.	Subsidised Breakfast club offered for pupils attending Breakfast club from 7.30am including breakfast. This will provide a settled start to the day for PP pupils and support positive attendance.  All children are offered a breakfast on entry to school to ensure they are ready to learn.	£4,000	Autumn Term: Spring Term: Summer Term:
Magic Breakfast Initiative				
Inclusion Team	The inclusion team provide ongoing support to children and their families. This supports their overall wellbeing.	Children and families requiring additional support will be identified and timely support will be given, including referring to external agencies where appropriate.	£35,000	Autumn Term: Spring Term: Summer Term:
Emotionally Healthy Classrooms	One of this year's whole school priorities is to support all pupils in their mental health and wellbeing.	PP children showing greater confidence, motivation, focus and resilience as learners.	£2,000	Autumn Term: Spring Term: Summer Term:
Young Carer Support	This year will be focus on our young carers ensuring they are identified and supported	By receiving timely support, young carers will be able to achieve	£2000	

	within school.	academically and socially.		
Subsidised Trips & Mini Buses	<p>A number of pupils would be unable to attend trips which will broaden their life experiences and enhance their learning. School Mini buses reduce the transport costs and the school subsidises some trips for disadvantaged pupils.</p> <p><b>EEF report that outdoor adventure learning provides +4 months impact.</b></p>	<p>PP pupils will access a wide and varied range of opportunities which they may not normally be able to access.</p>	£14,000	<p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>
Sports Coaches	<p>Sports coaches work alongside teachers to engage all pupils in physical activity including vulnerable and disadvantaged pupils. They offer a range of sports through morning 'boot camps', lunchtime and afterschool clubs to allow children to try different sports within school.</p> <p><b>EEF report that sports participation provides +2 months impact.</b></p>	<p>Specialist PE and sports provision during the school day maximising opportunities for PP children to access external competitive sports tournaments etc.</p> <p>Lunchtime Sessions</p> <p>Physical activities help to promote children's readiness to learn.</p>	<p>£10,000</p> <p>£5,000</p>	<p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>
Swimming	<p>Swimming supports pupils' physical development, and is an essential life safety skill, it also meets the requirements of the PE curriculum. The school fully subsidises the cost of swimming lessons. It is important that our disadvantaged children have a chance to take part in swimming as others do. Simply by not being able to afford to go will stop our children from develop a vital life skill in swimming. Therefore paying for their provision allows them to take part with others.</p> <p><b>EEF report that sports participation provides +2 months impact.</b></p>	<p>Children in Year 4, 5 and 6 are supported to reach the expected minimum standard in swimming.</p>	£5,500	<p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>
Gymnastics Centre	<p>The gymnastic specialists at Stoke Gymnastics Centre deliver high quality gymnastic sessions across Key Stages 1 &amp; 2, which has been very popular.</p>	<p>Children will make good progress in gymnastics. Vulnerable children are able to learn a new skill, boosting confidence and</p>	£4,000	

	<b>EEF report that sports participation provides +2 months impact.</b>	motivation which will impact their learning across the curriculum.		
Attendance to after school clubs	Pupils are motivated to learn within and beyond the classroom, improved pupil progress. Enjoyment of learning enhanced. <b>EEF report that sports and arts participation provides +2 months impact.</b>	After school (teacher-run) clubs offered free of charge to enrich the curriculum to offer pupils the opportunity to develop skills and relationships outside of the classroom. Involvement in such activities enhances social skills and improves confidence and self-esteem. Inclusion and equality is achieved.	£1,500	Autumn Term: Spring Term: Summer Term:
Increased Parental Engagement	The Education Endowment Foundation reports that parental involvement is consistently associated with pupils' success at school and this is particularly the case for disadvantaged families. They state that <b>"two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact."</b>	Increase involvement with parents in the school through: <ul style="list-style-type: none"> <li>• stay and play</li> <li>• coffee mornings</li> <li>• assemblies</li> <li>• SATs parent support meetings</li> <li>• Parents Evenings</li> </ul> Parents/carers understand how their child learns and how they can help them at home. Progress and attainment improves as a result.	£1,000	Autumn Term: Spring Term: Summer Term:
Farm Fresh	As part of personal development, behaviour and welfare, schools are required to supporting pupils to gain "knowledge of how to keep themselves healthy" and "make informed choices about healthy eating" (Ofsted). The Farm Fresh project educates children and their families by providing subsidised fruit, vegetables, meat and eggs to parents every other week. Parents are provided with recipe ideas and cooking classes.	To encourage and educate families and children about healthy eating.	£1,000	Autumn Term: Spring Term: Summer Term:
ESOL Classes for Parents	We aim to help parents to support their children through ESOL.	To improve the English of parents, they will be able to better support their children.	£4,200	Autumn Term: Spring Term: Summer Term:

**5. Review of expenditure**

Previous Academic Year

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 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

## iii. Other approaches

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

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.