

Disadvantaged Pupil Action Plan and Allocation of Funding 2017-2018

School:	Longleaze Primary School		
Academic Year	2017-2018	Total PP budget	£86,609
Total number of pupils	257	Number of pupils eligible for PP	66

1. Current attainment and Progress Measures for Disadvantaged Pupils

	2015-2016			2016-2017		2017-2018 FFT targets – top 20%	
	<i>School Disadvantaged</i>	<i>National Disadvantaged</i>	<i>National Other</i>	<i>School Disadvantaged</i>	<i>National other</i>	<i>School</i>	<i>School Other</i>
*progress score excluding 3 school refusers and 3 children based in the school complex needs centre (years 3-5)							
% achieving in reading, writing and maths	27%	53%	61% (all pupils)	44.4%	61%	Combined 50%	Combined 56%
% making progress in reading / scaled progress score	-5.16 (-1.99)*	-0.7	+0.33	+2.8	+0.3	Reading 66%	68%
% making progress in writing / scaled progress score	-3.01 (+0.27)*	-0.3	+0.12	0	+0.2	Writing 72%	71%
% making progress in maths / scaled progress score	-4.50 (+1.05)*	-0.5	+0.24	+3.1	+0.3	Maths 69%	72%

2. 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.	Emotional Mental health issues have historically had an impact on the progress of disadvantaged children in the school. The year 6 cohort of disadvantaged pupils for 2016-2017 did not include pupils with social and emotional needs. However, in Year 5 and 6 there are currently a significant number of pupils with social and emotional needs. The challenge for the school is addressing these needs without taking children out of their literacy and numeracy lessons (preventing them from falling further behind and further affecting their self-esteem). Support will be mainly class based and when specific S and E support is required it will focus on resilience and it will take place in the afternoon wherever possible.
B.	Although the progress of disadvantaged readers (+2.7) is well above national and indeed above other children within the school, the % of disadvantaged pupils achieving the expected standards or above (attainment) is significantly below national other. One of the reasons identified, was the lack of aspirations that some pupils might have for reading, particularly in their choice of reading material e.g. children are not being exposed to high quality challenging texts at home.
C.	The attainment of disadvantaged pupils at the end of EYFS and at the end of KS1 was significantly lower than other children within the cohort. Early identification of EYFS disadvantaged pupils and detailed tracking of these children every term during Pupil Progress Meetings will be critical in preventing this from happening again.
D.	Some disadvantaged pupils demonstrate poor oracy skills. This is having an impact on the progress of writing (particularly in Year 5)

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

E.	Historically, mental health issues (leading to school refusal) had an effect on attendance rates. Historically, some parents were finding it difficult to get their children in to school on time. Many disadvantaged children were arriving at school late, without eating their breakfast. This was affecting their progress.
F.	Parents of some pupils (including those who are disadvantaged) do not hear them read regularly at home.

G.

Disadvantaged children tend not to attend extra-curricular clubs / residential visits and therefore can miss out on enrichment opportunities.

3. Desired outcomes to overcome these barriers.

	<i>School Improvement Strategy including Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact</i>
A.	<p><u>Pastoral Support</u></p> <p>This support will increase emotional resilience due to the pastoral support they will receive. Because the bulk of this intervention will be class based and because it will be provided in the afternoon, pupils will not miss out on literacy and numeracy learning in the morning.</p>	<ul style="list-style-type: none"> • The scaled progress score of disadvantaged pupils will be at or above national non-disadvantaged pupils in reading, writing and maths. • In year progress will show above expected progress across the school (greater than 3 points) for reading, writing and maths. • The progress of disadvantaged pupils will be greater or in line with non-disadvantaged pupils for reading, writing and maths. 	
B.	<p><u>Increased Reading Expectations</u></p> <p>Improve the quality, breadth and challenge of reading materials, disadvantaged pupils are exposed to at school and at home.</p> <p>Teachers will track what reading books pupils are reading at home, using the Junior Librarian system. Teachers will challenge all children to choose to read a wider range of genre (using a possible reading wall).</p> <p>Disadvantaged learners (including those less able) will be exposed to more challenging texts during guided reading sessions. Whole class comprehensions sessions could involve everyone reading the same text, rather than some pupils having a simplified version.</p> <p>Reading lead to steer and monitor these initiatives and be given leadership time to do this (planned expenditure 4)</p>	<ul style="list-style-type: none"> • On average, disadvantaged pupils will read as regularly as others. • The end of Key Stage 2 progress of lower attainers will be in line with middle attainers and high attainers • The progress of SEND/PPG pupils in reading will be above 3.2 points. 	<ul style="list-style-type: none"> •
C.	<p><u>EYFS and KS1 Data Tracking</u></p> <p>To increase the percentage of disadvantaged pupils reaching the expected standard at the end of EYFS and Key Stage 1.</p> <p>EYFS and Key Stage 1 leaders will have weekly leadership time (planned expenditure 4) to identify track the progress of and design intervention for disadvantaged pupils throughout early years.</p>	<ul style="list-style-type: none"> • The % of disadvantaged pupils at GLOD will increase from last year and be in line with the national average for non-disadvantaged pupils. • The % of disadvantaged pupils achieving the expected standard in reading, writing and maths at the end of year 2, will be in line with non-disadvantaged pupils. 	

	<p>EYFS data (including disadvantaged data) will be part of the data report to governors at Curriculum and Standards committee meetings. Governors will provide support and challenge around data outcomes.</p> <p>This will be the case for all Key Phase leaders.</p>		
D.	<p><u>Talk For Writing Initiative</u></p> <p>Improve oral language skills for all disadvantaged pupils throughout the school (but particularly in year 4).</p> <p>Writing lead will be to continue to embed the existing good practice of Talk for Writing. He will be given leadership time to do this (planned expenditure 2).</p>	<ul style="list-style-type: none"> • The overall progress for writing for disadvantaged pupils will be above expected. • The overall progress of writing for disadvantaged pupils in year 4 will be above expected.. 	•
E.	<p><u>Early morning TA support between 8.40am and 9am</u></p> <p>TAs will listen to individual readers during this time and address any mathematic misconceptions, picked up by the class teacher.</p> <p>As a result, disadvantaged pupils will read more frequently (in school at least 3 times a week). This will lead to accelerated progress of disadvantaged pupils in reading across the school.</p> <p>Their misconceptions will also be dealt with effectively before the next maths lesson.</p>	<ul style="list-style-type: none"> • The scaled progress score of disadvantaged pupils will be at or above national non-disadvantaged pupils in reading. • In year progress will show above expected progress across the school (greater than 3 points) for reading. • The progress of disadvantaged pupils will be greater or in line with non-disadvantaged pupils for reading. 	•
F.	<p><u>Breakfast/ Early Morning Drop off</u></p> <p>Disadvantaged pupils will funded to attend the early morning breakfast session (Planned expenditure 3).</p> <p>Dis- advantaged pupils will arrive at school promptly, their attendance / lateness will improve and they will be ready for learning. As a result they will make more progress.</p>	<ul style="list-style-type: none"> • The progress of disadvantaged pupils attending the early morning drop off will be accelerated and will be greater than those children who are not, • The attendance / lateness of disadvantaged pupils attend the breakfast club will better than those that don't 	•
G	<p><u>Funding for Enrichment</u></p> <p>Money will be allocated to fund the school trips, music lessons and school events that provide enrichment opportunities for pupils.</p> <p>Disadvantaged pupils will have increased access to enrichment opportunities as a result (Planned expenditure 6).</p>	<ul style="list-style-type: none"> • There will be improvement in the attitude of children receiving PPG to school. (pupil voice) • The health and welfare of these children will improve (pupil voice). 	•

4. Planned expenditure					
Academic year	2017-2018				
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.					
1) Pastoral support - To increase the social and emotional resilience of pupils so they are more able to access learning.					
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?
Children who receive pastoral care will be more emotionally resilient and as a result have a better attitude to learning (pupil voice and book scrutiny)	<p>One : One social and emotional programmes delivered by pastoral team.</p> <p>Emotional and social support within the classroom to help integrate children in to the curriculum.</p>	<p>The impact school refusers had on KS2 progress last year.</p> <p>The high level of emotional and social need within disadvantaged pupils.</p> <p>The strong correlation between social / emotional needs and slow progress.</p>	<p>Pupil voice will inform impact statements at the start and end of support programmes (see Ceri Seal)</p> <p>The progress data for these children will be tracked.</p>	Pastoral manager	After each intervention.
Total budgeted cost					£46,743

2) Extra TA support from 8.40am-9am to provide support for disadvantaged learners.					
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?
Disadvantaged pupils will be heard read by teaching assistants when they arrive in the morning.	<p>TAs will listen to individual readers during this time and address any mathematic misconceptions, picked up by the class teacher.</p> <p>TAs to be given training in teaching of inference and comprehension.</p>	<p>Disadvantaged pupils read less frequently than their peers.</p> <p>The KS2 progress in reading for disadvantaged pupils is significantly below national others.</p>	<p>There will be evidence that the frequency at which pupils read (either at home or in school) will increase.</p> <p>The in-year progress of disadvantaged readers will be accelerated.</p>	Reading lead SENDCo	Termly

<p>TAs support disadvantaged pupils with their next steps and deal with misconceptions they might have.</p>	<p>Teaching Assistants will :</p> <p>check that pupils are aware of their next steps and to act upon them before the next lesson through RTM.</p> <p>support the teachers in dealing with misconceptions from the previous days learning.</p> <p>ensure that disadvantaged pupils settle in to school in the morning so that they engage in learning as soon as possible.</p> <p>To ensure children are prepared for activities throughout the day e.g. TA will check they have P.E kits, home learning etc.</p>	<p>Disadvantaged pupils have found picking up new concept from the 2014 curriculum challenging,</p> <p>Immediate, needs based, intervention is proven to be more successful.</p> <p>Research suggest that pupils acting on regular feedback has a dramatic impact on progress.</p> <p>Many disadvantaged children were not coming to school prepared for learning.</p>	<p>Book scrutiny to check for quality of response to feedback.</p> <p>Morning curriculum walks to monitor the use of TAs at this time.</p>	<p>SENDCo Deputy Head Teacher</p>	<p>Termly</p>
Total budgeted cost					<p>£7,603</p>

<p>3) To fund PPG children to attend the Early Morning Drop off with breakfast session and free milk.</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Disadvantaged children will be more prepared for learning and have higher levels of engagement.</p> <p>The transition between home and learning time at school will be smoother.</p>	<p>Provision of breakfast in school – free of charge to PP children - to make sure they are on time and have a settled start to their day.</p>	<p>Parents of disadvantaged pupils report that they find transition time between home and school particularly difficult.</p> <p>Teacher report that disadvantaged pupils who have not had an adequate breakfast are less focused on their learning.</p>	<p>The progress of PPG children who attend Early Morning Drop of will be greater than those PPG who do not and in line or greater than others within the school.</p> <p>The attendance percentage of these children will be in line with national.</p> <p>Staff will report that the engagement of these children will improve when they attend the EMDO</p>	<p>Martin Yeo</p>	<p>Termly</p>
Total budgeted cost					<p>£12,995 and £778</p>

4) Key Phase and Subject Lead Release Time 1.5 days and cover for Pupil Progress meetings

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?
Phase and subject leaders will drive improvement strategies forward and be given time to monitor the impact of these strategies.	Talk for writing Guided reading and whole class comprehension. Junior Librarian tracking	Poor oracy and a lack of aspiration together with the poor progress of lower attaining groups in reading.	<ul style="list-style-type: none"> •On average, disadvantaged pupils will read as regularly as others. •The end of Key Stage 2 progress of lower attainers will be in line with middle attainers and high attainers •The progress of SEND/PPG pupils in reading will be above 3.2 points. 	Phase and subject leaders	Termly
<p>Teachers are aware of the progress and attainment of the disadvantaged pupils in their class. They plan intervention when this progress and attainment is below expected.</p> <p>The progress of disadvantaged groups will tracked closely in EYFS and KS1 and interventions for these pupils will be provided promptly when progress is a concern.</p>	<p>Pupil Progress meetings will be used to challenge and support teachers on the progress of their pupils, particularly those who are disadvantaged. They will be led by the subject leaders for reading, writing and maths and by the school's SENDCo.</p> <p>These will form a focus for these meetings (particularly those in KS1).</p> <p>Teachers track the attainment and progress of disadvantaged pupils against Fischer Family Trust targets and write provision which include intervention for those who are falling behind.</p> <p>Data tracking for EYFS and KS1 EYFS Reports to Curriculum and Standards committees. Bespoke intervention for those disadvantaged children falling behind.</p>	<p>The % of disadvantaged pupils reaching an expected standard at the end of EYFS and KS1 was below national in 2016/2017 If subject leaders are more aware of the progress of disadvantaged pupils within their subjects, they are in a better position to plan actions in their subjects to ensure these pupils make progress.</p> <p>Nationally, it is often suggested that teachers have lower expectations for the attainment of disadvantaged pupils because of their backgrounds. The use of (top 20%) FFT targets ensures that teachers set suitably high targets for their disadvantaged pupils</p>	<ul style="list-style-type: none"> •The % of disadvantaged pupils at GLOD will increase from last year and be in line with the national average for non-disadvantaged pupils. •The % of disadvantaged pupils achieving the expected standard in reading, writing and maths at the end of year 2, will be in line with non-disadvantaged pupils. 	Class Teachers	The impact of interventions set as a result of Pupil Progress Meetings will be monitored and the follow meeting.
Total budgeted cost					£6,800 + £500

5) Play Therapy					
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?
These specific children will have a better attitude to school and their emotional well-being and resilience will be increased (pupil voice)	Play Therapy	<p>The high level of emotional and social need within disadvantaged pupils.</p> <p>The strong correlation between social / emotional needs and slow progress.</p>	<p>These specific children will have a better attitude to school and their emotional well-being and resilience will be increased (pupil voice)</p> <p>The progress of these children in reading, writing and maths will accelerate.</p>	Play Therapist	After each intervention.
Total budgeted cost					£3,150

6) To provide enrichment opportunities for PPG children					
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?
Our target is that 1/3 of the children currently attending school clubs / extra- curricular activities are those eligible for PPG funding.	<p>The PPG will be used to partially fund:</p> <ul style="list-style-type: none"> • Music lessons • Gymnastics lessons • Sports clubs e.g. tennis sessions • School trips, including residential visits • Visitors to school e.g. Aspiration Performance (“Get Out Your Box”), “Stand up to Bullying”. • 101 Things to do on a Rainy Day (books to give parents ideas for weekend activities). 	<p>Disadvantaged children tend not to attend extra-curricular clubs / residential visits and therefore can miss out on enrichment opportunities.</p> <p>In the past, these children have not attending residential visits.</p>	<p>There will be improvement in the attitude of children receiving PPG to school. (pupil voice)</p> <p>The health and welfare of these children will improve (pupil voice).</p>	P.E lead	Termly
Total budgeted cost					£900

7) Talk for Writing and other techniques that improve oracy					
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?
Disadvantaged children will develop greater oracy skills.	Staff training for: Text mapping Story making Information gap tasks Text reconstruction	Some disadvantaged pupils demonstrate poor oracy skills. This is having an impact on the progress of writing (particularly in Year 4) Research shows that developing oracy skills has a positive impact on standards of writing (particularly for EAL and disadvantaged children) - Wiltshire Disadvantaged Leaders network meeting,	Pupil progress meetings Analysis of group data Work / planning scrutiny Curriculum walks Lesson observations	Writing Lead	Termly
Total budgeted cost					Management time

8) White Rose Hub Maths Scheme					
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?
Disadvantaged pupils with SEND have a greater mastery of new maths concepts.	Units last for a longer period of time and allow children more opportunities to master concepts.	Last year the progress of low attaining disadvantaged children and those with SEND across the school was significantly lower than expected, particularly in maths. It was 2 points (expected is 3 or above). This is also evident from KS2 progress. These children lack basic numeracy skills and are also finding it difficult to master elements of the 2014 curriculum.	Pupil progress meetings Analysis of group data Work / planning scrutiny Curriculum walks Lesson observations	Maths Lead	Termly
Disadvantaged pupils with SEND are supported more effectively through the use of visual and concrete resources.	Teachers to use visual and concrete resources that are suggested by this scheme.				
Total budgeted cost					Management time

9) Close monitoring of number of disadvantaged children on track to pass Year 1 phonics screening					
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?
Phonics lead to have accurate information as to which disadvantaged children are on track to meet the required standard in the Year 1 phonics screening.	Rapid intervention from non-class based teachers and teaching assistants can be put in to place to ensure children are back on track, if they in danger of falling behind,	The % of disadvantaged pupils who reached the expected standard in the Year 1 phonics screen check was significantly below national in Year 1 (63%) and Year 2 (78%).	% of disadvantaged pupils reaching the required standard in the phonics screening will be at or above national	Martin Yeo	Termly
Total budgeted cost					Management time

10) To fund new uniform for pupils who are eligible for Free School Meals.					
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?
Disadvantaged pupils will not feel isolated or unfairly highlighted as a result of wearing an older / different coloured school uniform.	<ul style="list-style-type: none"> Disadvantaged pupils will initially receive free sets of the school's new uniform. 	Protective characteristics.	Pupil voice will reveal that disadvantaged pupils feel as safe and valued as other pupils in the school.	Head Teacher	Yearly
Total budgeted cost					£900

11) No Added Sugar Art Project – mural in the foyer of the school.					
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?
<p>The self-esteem of disadvantaged pupils will improve as will their sense of inclusion.</p> <p>The school environment will improve. This will have a positive impact on learning attitudes (including those of disadvantaged pupils).</p> <p>The project will provide pupils with social emotional needs (many of</p>	A group of local artists will work with all pupils across the school to create a mural for the foyer of the school.	Many of the disadvantaged pupils have low self esteem as a result of their home backgrounds, Some of these pupils also have trouble working in a team and calming themselves	<p>Art leader will organise the two days to allow all pupils to access the project.</p> <p>Disadvantaged pupils will feel more included and their self esteem will have improved.</p> <p>They will demonstrate better team work skills in lessons.</p>	Art Lead SBM	After the event through informal pupil voice and lesson observations.

whom are disadvantaged) with another important calming strategy. The project will help to develop the ability for all of our children to work in a team.					
Total budgeted cost					£1,235

12) Interactive Learning Diaries.					
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?
Early Years teachers will be able to assess of all children in Reception more easily (including disadvantaged pupils) and gather evidence to help moderate their judgements.	Interactive learning journeys allow teacher to record and upload evidence electronically. This makes patterns in data easier to track.	Last year, the percentage of EYFS disadvantaged pupils reaching GLOD was below national average. The closer tracking of the progress of these individuals this year will allow teachers to fine tune provision and maximise the progress that they make.	The % of disadvantaged pupils reaching GLOD will increase.	EYFS lead	Termly – pupil progress meetings.
Total budgeted cost					£1,200

13) Parent Carer Support Advisor					
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?
The quality of parenting of disadvantaged pupils will improve as a result of the advice they receive from the Parent Carer Advisor. This will lead to these pupils being in a better position to learn and make progress.	A Parent / Support Advisor will be made available to the parents of pupils (including those who are disadvantaged) when they require it.	The home lives of many of our disadvantaged pupils are often quite chaotic. Their parents are often faced with more challenges (particularly financial) than other parents. This can make parenting more difficult for them.	The parent advisor will report on the impact of the advice and interventions she provides for parents.	PSA	As and when appropriate.
Total budgeted cost					£780

14) Arbour Report (Data analysis)

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?
The school will have a detailed understanding of the performance of different school groups at the end of EYFS, KS1 and KS2. They will be more aware the relative strengths and weaknesses.	Investment in the Arbour Report which identifies weakness and strengths with EYFS, KS1 and KS2 performances.	The school's good understanding of its strengths and weaknesses was picked up by Ofsted as being a key strength.	End of year headline data	Head Teacher Deputy Head Teacher	End of the Year
Total budgeted cost					£330

5. Review of expenditure				
Previous Academic Year				
1. Pastoral support - To increase the social and emotional resilience of pupils so they are more able to access learning.				
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
				£46,743
2. Extra TA support from 8.40am-9am to provide support for disadvantaged learners.				
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
				£7,603
3. To fund PPG children to attend the Early Morning Drop off with breakfast session and free milk.				
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
				£12,995 and £778
4. Key Phase and Subject Lead Release Time 1.5 days and cover for Pupil Progress meetings				
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
				£68,00 and £500
5. To fund play therapy				
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
				£3,150

6. To provide enrichment opportunities for PPG children				
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
				£900
7. Talk for Writing and other techniques that improve oracy				
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
				Management time
8. White Rose Hub Maths Scheme				
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
				Management time
9. Close monitoring of number of disadvantaged children on track to pass Year 1 phonics screening				
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
				Management time
10. To fund new uniform for pupils who are eligible for Free School Meals.				
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
				£900

11. No Added Sugar Art Project – mural in the foyer of the school.

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
				£1,235

12. Interactive Learning Diaries.

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
				£1,200

13. Parent Carer Support Advisor

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
				£780

14. Arbour Report (Data analysis)

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
				£330

6. 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