

Arley Primary School: Pupil premium strategy statement 2021 - 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Arley Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	39% (76 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs L. Kelly
Pupil premium lead	Mrs S. Riley
Governor / Trustee lead	Mrs L. Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,425
Recovery premium funding allocation this academic year	£9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£97,850

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are on track to be more able through Challenge Interventions.

We will consider the challenges faced by vulnerable pupils; including school attendance and access to resources when working remotely. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Good first quality teaching is at the heart of Arley Primary School, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will know the skills and knowledge they need to catch-up with through a range of on-going assessment tools; these will enable the school to identify the pupils and the areas to work on in order to close the gaps in learning. The approaches we have adopted complement each other to help pupils excel through "endless opportunities" including the wider curriculum.

Well-being of all pupils remains a high priority as pupils need to be "ready to learn" with a positive mindset. Disadvantaged pupils and their families will be supported in their SEMH needs as well as academic through the FSW role employed from this academic year. Jigsaw and Thrive will also support this.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work
- act early to intervene at the point need is identified using on-going and summative analysis tools such as Tapestry, Target Tracker, NTS Assessment materials, Mark Analysis and Shine Interventions.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through summative and formative assessment procedures and regular reviews of pupils' progress towards those outcomes.
- Prioritise disadvantaged pupils for wider curriculum opportunities

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils' use of a rich vocabulary and understanding of these words when read in context. Although 76.8% of PP pupils achieved ARE+ in the NTS tests with 23% achieving Greater Depth, Reading remains a high priority throughout the school for PP from Year 1 to Year 5.
2	Although, in Year 6 the % of pupils achieving ARE+ in Writing was 69.3% (moderated internally by the DHT with prior training in KS2 Moderation), Writing remains a high focus for the next year to close the gap from Year 1 – Year 5.
3	Pupils' ability to catch-up on essential key skills missed for English and Maths following the Co-vid 21 period of time). This remains a high focus for the whole school to ensure that PP pupils are able to accelerate their progress in order to close the gaps in their learning. The Year 6 Maths achievement in the NTS internal tests was below average with no greater depth pupils.
4	Due to Co-vid 19, attendance data is not reported this year; however, the vast majority of PP pupils did not attend school from January 2021 until March 8 th on the school re- opening; therefore, this will impact on the attainment and progress of pupils – being the second period of time for the school to Lockdown in the last two academic years. This is a potential barrier; including the periods of time in isolation with the strict rules of any potential Co-vid symptoms. The target for attendance at school remains at 97% or higher. This year PP overall attendance was 89.6% with non-PP 93.4% (A difference of -3.8% - this gap has narrowed over the year but still remains below the good attendance of 97% we aspire to achieve for all of our pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To increase the number of PP pupils achieving ARE by the end of KS2 in reading to narrow the gap compared to non-PP nationally.	For the average whole school progress for PP in Reading to be in line with National non-PP.
To ensure that PP pupils have stamina for writing using a wide range of vocabulary in context. To increase the number of PP pupils achieving ARE by the end of KS2 to narrow the gap to National non-PP.	For the average whole school progress for PP in Writing to be in line with National non-PP.
To ensure all PP pupils catch-up on key English and Maths skills from the Summer 2020 curriculum	For PP pupils to make accelerated progress in order to catch-up on key skills missed during the January 2021 Lockdown period of time. For the average whole school progress for PP in Maths to be in line with National non-PP.
Good attendance rates for pupils eligible for PP in line with non-PP national.	PP pupils to achieve at least 97% attendance by the end of the year. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.

Activity in this academic year 2021 - 2022

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,681.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to increase their vocabulary and stamina for reading into writing. LC will continue to be a moderator for the LA. To use Read, Write Inc as a whole school strategy to accelerate progress in English.	Research in writing shows that starting with enriched good quality texts improves pupils' vocabulary and language acquisition. Reading into writing is a proven strategy. Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. The baselines have already been completed for grouping pupils at the end of the Summer Term 2021.	1,2,3
For teachers to thread reasoning skills in Maths throughout their lessons. Use White Rose resources and strategies to thread reasoning strategies in all Maths lessons.	Monitoring showed evidence of an improved use of reasoning skills by pupils but pupils may not have been able to practise these during their time at home using a range of visual representations; with increased attendance at school following another Lockdown period, good first quality teaching needs to focus on modelling reasoning strategies as well as providing pupils with the skill set they need to master reasoning.	3
For children to improve the presentation of their handwriting. Using the recently purchased Nelson Handwriting Scheme, there needs to be consistency throughout the school for handwriting.	Regular practice of handwriting and raised aspirations and high expectations of pupils' work will increase the standard of presentation. Consistency is likely to be ensured through the progressive new scheme.	3

<p>First Quality Teaching: for all teaching to be good or better consistently in all areas of the curriculum. This includes Consortium subscription costs.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching.</p> <p>Opportunities to observe good practice in other schools is an effective CPD opportunity.</p>	<p>1,2,3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57,142.30 + Mark & Tutoring

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved progress and attainment for PP pupils in Reading and Writing. All TAs and teachers to challenge PP pupils in 1:1 reading during assemblies in addition to whole class sharing of texts. Close monitoring of the progress made in Reading of PP compared to non-PP pupils. Monitor the quality of reading provision 1:1.</p>	<p>Additional priority reading and text discussion opportunities will support the implementation of the Read, Write Inc scheme of work. Research shows that direct discussion and open questioning of texts will develop individuals as readers. Read,Write Inc baselines will enable the English lead to quickly identify groups to catch-up on missing phonics skills. Each term, analysis of the progress will be used to re-group at regular intervals.</p>	<p>1</p>

<p>Targeted PP Pupils to develop speed, accuracy and fluency in reading or maths number skills. Precision Teaching Speed Reading or Precision Teaching Maths for targeted PP pupils. Using the new tracking grids for progression evidence for individual children. Reporting termly on impact reports. Using the EP Reading and Maths baseline checks to not only identify the key skills or words that need to be learnt but also to then re-check following the intervention to show its impact.</p>	<p>Precision Teaching is a targeted intervention which is administered quickly on a daily basis and has continued to have a proven measured impact when measured against the baseline. This strategy allows key skills to be targeted in an efficient manner without impacting on other lessons.</p>	<p>1,3 Costs £3,211.31</p>
<p>Pupils in Catch-up and Challenge Groups to make rapid progress to close the gap towards ARE or GD from their prior attainment. Targeted support for small Catch-up and Challenge groups. Targeted open questioning for PP pupils in all lessons. Fluidity in groups to suit the needs of individuals. TAs in class during the lesson introduction to support PP pupils to ensure learning intentions are clear. Detailed transition meetings between current and new teachers including priorities on interventions that need to be planned in for the Autumn Term initially. SHINE materials to be used for instant interventions from the MARK analysis. Continual monitoring and analysis of pupil performance and progress throughout the year; including pupil talk, work trawls, intervention baseline and end of term analysis.</p>	<p>Research shows that using a targeted range of open questioning techniques enable teachers to make formative assessment judgements in class and small group work. The use of small groups ensures that all pupils within the group are focused and work is targeted to suit the needs of individuals. Flexibility of groupings allows specific catch-up skills to be fine-tuned to suit the needs of pupils. We now have the analysis tools to be able to target specific gaps in learning in Maths and English.</p>	<p>1,2,3</p>
<p>Pupils who are SEND and PP to make good progress against their IPP (Individual Provision Plan) targets. Focused 1:1 IPP work for individuals. IEPs reviewed and created in April 2020 will remain in place for the start of the Autumn Term; specific targets adjusted after initial baseline informative assessment made by teachers. Ensure parents have a copy of these targets so they can also support the learning at home. Regular IPP reviews with teachers and parents. Use of the EP Reading and Maths assessment materials to identify gaps.</p>	<p>Pupils who are SEND will benefit from focused targeted work against their IPP targets; to improve their basic English and Maths skills and allow them to catch-up on those key skills they need to read, write and complete Maths tasks. Involving parents/carers and teaching staff, with the pupil voice will make these targets purposeful with all stakeholders working together with the SEND child.</p>	<p>1,2,3</p>

<p>Pupils who have missed key skills teaching in Maths and English to catch-up. Staff to identify when key skills need to be taught on a 1:1 basis when pupils are absence.</p>	<p>Pupils with high absence are more likely to miss key skill teaching in Maths and English. Therefore, catch-up interventions should enable pupils to maintain their progress alongside other children. This strategy is very successful at Arley and workable on top of other targeted support strategies. Pupils cannot afford to miss any further key skills after the length of time, pupils have already been absent in school.</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,372.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase attendance rates. Parents/carers text straight away on the first day of an absence. Letters sent if attendance falls below 90%. Parents contacted. Certificates sent home for pupils who have poor attendance but have made significant improvements during the term. ACE involved quickly if there are continual absence concerns. Catch-up teaching used in Maths and English to ensure that key skills are caught up when pupils are away. Attendance class league introduced to encourage good attendance. Attendance certificates. Attendance will be closely monitored to ensure that individuals' attendance is improving. Pupils with high absence will be monitored through Maths and English book trawls. Evidence for opportunities to catch-up on key skills should be evident in books. Attendance for PP will be continued to monitored for improvements as well as identifying when we need to work more closely with parents using the FSW for example. PP 1:1 sheets also include an attendance target for all pupils. There is always an attendance target on the 1:1 sheet for all PP pupils aiming for 97%.</p>	<p>If pupils are not attending school then they are not being given first good-quality teaching and gaps in their learning will increase; therefore having a detrimental effect as they progress through the school. Persistent absence (below 90%) through research shows that pupils are missing up to a whole month in learning.</p> <p>Teachers will ensure that key skills are not missed therefore ensuring that pupils' attainment continues to thrive and there are no gaps in learning.</p>	<p>4</p>

<p>To increase pupils' ability to explain their learning using the language of learning. Refer to the 4Rs characters and the Arley 8 using the growth mind set philosophy Pupil talk comparing the language of learning for PP compared to non-PP. Release teachers to see good practice at other schools.</p>	<p>The Sutton Trust report recognises that one of the most significant impacts on pupil progress is the ability to be able to reflect on their own learning through Growth Mindset practices.</p>	<p>1,2,3,4</p>
<p>To encourage parents to support pupils at home in their learning. Encourage parents to be actively involved in their child's learning. Teachers to send home additional work if they feel individuals will benefit to help them to close the gap in key skills missed. Monitor the attendance of PP parents/carers at key school events when it is safe to do so. Feedback from virtual learning. Review after any key events or signposted information.</p>	<p>Children sharing their learning with their parent/carer will encourage parents to come into school and be an integral part of their child's learning. By engaging with parents, this could have a positive impact on attendance figures.</p>	<p>1,2,3,4</p>
<p>To ensure pupils have a classroom breakfast at the start of each day. Use of the Co-op and Fair share scheme to provide a breakfast for all pupils at the start of the day. Staff to volunteer to make the breakfast in the morning on a rota basis. Continue to compare the impact of Magic Breakfast on children's attitude to learning through pupil, parent and teacher feedback.</p>	<p>Analysis of teacher, pupil and parent talk show that pupils are "ready to learn" with the Magic Breakfast. Pupils will be less engaged in their learning if they are hungry and more unlikely to be well resulting in further absence from school.</p>	<p>1,2,3,4</p>
<p>To ensure that pupils' mental health is strong and they are not affected by any trauma. Using the JIGSAW to support teachers with resources for PSHE and the Protective Behaviour ethos as a whole school strategy to ensure that all pupils feel safe. The FSW will be able to target pupils and work together with parents to re-engage pupils into a positive mindset. Whole school thrive Monitor pupils carefully when they start school in September 2021; continue to monitor the well-being and involvement of all pupils.</p>	<p>As outlined in the KCSE document for September 2021, research states that pupils' mental health should be strong in order for them to not only feel safe but also to thrive at Arley in all they do. Pupils should all be clear on what to do and who they can talk to should they ever feel unsafe.</p>	<p>1,2,3,4</p>

<p>To ensure that pupils' mental health is strong and they are "ready to learn". SEMH Support- 1:1/Groups Pupil questionnaire about mental health and feeling safe. Pupil talk, parental feedback.</p>	<p>Research shows that pupils have to be ready to learn by being in a positive mindset. Early intervention in supporting pupils who need help, will enable pupils to access learning and raise achievement in the classroom.</p>	<p>1,2,3,4</p>
<p>Daily Lunchtime Nurture facilities; the introduction of Nurture passes for vulnerable pupils identified on a day-to-day basis. Teachers and lunchtime supervisors are able to quickly identify pupils who will benefit for each day.</p>	<p>There is clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class. Thus allowing pupils to be "ready for learning" at the start of the afternoon. Without this provision, valuable learning time may be lost. Pupils' emotional well-being needs are quickly addressed.</p>	<p>1,2,3,4</p>
<p>Purchase curriculum enhancements to facilitate the teaching of first good quality lessons. To purchase Times Table Rock Stars, Twinkl Subscription, Target Tracker assessment tool, the Power of Reading teaching strategy. To use Thrive to identify the SEMH needs of individuals. Tapestry for EYFS to engage parent/school partnership.</p>	<p>Repeated practice skills for tables will have a direct impact on pupils' number work and key mental arithmetic skills. The Power of Reading strategy and pedagogy enables pupils to access key reading and writing skills. Key assessment tools such as Tapestry, Times Table Rockstars and Target Tracker will provide school with the tools to quickly identify where gaps in learning are; thus closing those gaps in order to ensure that pupils are year group. Effective teaching of interventions are enabled through analysis of outcomes to raise standards for disadvantaged pupils. Thrive analysis will enable the school to create "ready to learn" pupils research shows that addressing barriers to learning through a Thrive approach is crucial to enable pupils to engage fully in lessons.</p>	<p>1,2,3,4</p>
<p>Subsidise the cost of Wrap around care.</p>	<p>This will enable pupils to be ready to learn at the start of the day; improving attendance at schools and supporting parents/carers to be able to work.</p>	<p>4</p>

<p>Total budgeted cost:</p>	<p>£99,196.61 + Mark & tutoring</p>
<p>Total Funding:</p>	<p>£97,850.00 (including £9425 recovery fund)</p>
<p>Schools main budget contribution:</p>	<p>£1,346.61 + Mark & tutoring</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Therefore, all judgements are based on Teacher Assessment with Test Scores from the NTS tests administered at the end of every term.	Pupils eligible for PP (Arley)		NTS Test Scores		Steps Progress since KS1 <u>Note:</u> Good progress from KS1 would be 24 steps in Target Tracker.
	Age Related+	Greater Depth	Age Related+	Greater Depth	
% achieving ARE+ in Speaking and Listening	61.6%	23.1%	N/A	N/A	23.1
% achieving ARE+ in Reading	92.3%	23.1%	76.8%	23%	23.5
% achieving ARE+ in Writing (Teacher Assessed)	69.3%	15.4%	N/A	N/A	22.4
% achieving ARE+ in Maths	53.9%	7.7%	38.5%	0%	22.4
% achieving ARE+ in Science	69.3%	15.4%	N/A	N/A	22.6

Chosen action/approach	Impact
Quality of teaching for all	
Good quality texts to be used. Linked to the Power of Reading Project. To ensure that all classes have a story time where reading can be modelled and new vocabulary explored.	Medium impact: PP Pupils have made on average 6.4 steps progress (good progress) in Reading. Next year's 4, 5 6 remain a high priority to accelerate their progress to close the gap. Current Year 6 achieving at least ARE or above was 76.8% for PP pupils. 23% of PP pupils achieved greater depth. The Purchase of Read, Write Inc should also have a positive impact on raising standards and accelerated progress in English.
Staff CPD on reasoning skills and the White Rose resources in KS2 from September 2018.	High impact. The vast majority of year groups for PP made good progress this year. Next year's Year 5 PP pupils remain a high priority for focused interventions to enable them to close the gap. The NTS test results were not as high a % achieving ARE as we would have expected in the Summer Term test. Pupils in Y6 for PP performed better in English than Maths this year.
Targeted support	
All TAs to challenge PP pupils in 1:1 reading.	Medium Impact – The Covid rules around having to run bubble class assemblies rather than whole school has been a barrier for priority reading time. High Impact: Phonics interventions throughout the school have shown significant improvements in Phonics scores; particularly when re-tested using the 2019 Year 1 phonics test for SEND pupils with this targeted support on their IPP. 45.5% of Year 1 PP and 62.5% of Year 2 PP pupils achieved 32 or above.
Precision Teaching Speed Reading or Precision Teaching Maths for targeted PP.	High Impact. All pupils who use precision teaching show significant achievement in the speed of the skill they are developing and often move onto several other objectives. Maths precision teaching techniques supported the increased knowledge of times tables or compliments work.
Targeted support for small Catch-up and Challenge groups. Targeted open questioning for PP pupils in	Medium Impact: By the end of Year 6, PP pupils achieving ARE or above in Writing was 69.3% with 15.4% achieving greater depth. This was the strongest cohort. Next year's 4, 5 6

<p>all lessons. Fluidity in groups to suit the needs of individuals. TAs if in class during the lesson introduction to sit near PP pupils to ensure learning intentions are clear.</p>	<p>remain a high priority to accelerate their progress to close the gap. Overall, the average progress for Writing was 6.2 steps progress. This is good progress overall but varied from year to year – it was accelerated in the EYFS and KS1. The impact of the Nelson Handwriting Scheme on presentation and cursive handwriting will be measured next year.</p>
<p>Focused 1:1 IEP work for individuals</p>	<p>High impact: Individual pupils show good progress against their IPP targets – good use of TA time for focused target work on a 1:1 basis. Pupils have been quickly identified to have EP and STS intervention; 3 EHC applications have been successful with clear evidence provided using this strategy. Parent/carer feedback from IPP meetings has been very positive.</p>
<p>Catch-up slips to identify when key skills need to be taught on a 1:1 basis when pupils are absence.</p>	<p>Medium Impact: DB Primary purchased for blended learning during the January 2021 Lock-down period which meant that teachers were able to set work during this time. Laptops were also obtained through the government scheme and data also purchased. This was offered to PP families enabling all families to have access to the technology they needed to complete the work. Some families found it hard to access and support their child/children so the school also provided paper copies for those families who requested it. The amount of work varied from family to family; but staff were quick to offer support to families through the regular monitoring of completed work. High Impact: The purchase of NTS assessment materials has a high impact for pupils so staff can use the MARK tools to identify the appropriate SHINE materials to use next term for the PP interventions</p>
<p>Other approaches</p>	
<p>Parents/carers text straight away on the first day of an absence. Letters sent if attendance falls below 90%. Parents contacted. Certificates sent home for pupils who have poor attendance but have made significant improvements during the term. Catch-up slips used in Maths and English to ensure that key skills are caught up when pupils are away. Attendance class league introduced to encourage good attendance.</p>	<p>N/A Attendance is not reported this year in line with Government recommendations. No data was reported on the end of pupil reports. However, PP attendance was still analysed. By the Summer Term 2021, PP pupils' attendance started to close the gap to -3.8% rather than -4.6% in the Autumn Term 2020. With the clear guidelines of adhering to the LA and school risk assessment, it would be unfair to make a judgement on attendance this year.</p>

<p>Purchasing JIGSAW to support teachers with resources for PSHE. Teachers to sign up for https://mentallyhealthyschools.org.uk/ to access further resources to support mental health teaching.</p>	<p>High Impact: With the introduction of Well-being Wednesday and additional mindfulness activities, the evaluation of pupil well-being throughout the year for not only individual children's Well-being but also their Involvement (on scales against descriptors from 1 – 5), there was clear evidence of a high impact. The % of pupils with the highest positive well-being in school increased from 29.6% to 61% with 80.3% of the school scoring a 4 or 5 on the judgements. For involvement, the & increased from 9.4% to 46.6% for full total involvement in all aspects of learning in and out of school; with 81.1% scoring a 4 or 5 for involvement against the criteria. Pupils identified with well-being concerns were swiftly identified for further support or referrals: 3 pupils for direct bereavement counselling; 7 pupils referred to Compass; 20 pupils received direct work on a 1:1 basis and 42 pupils identified and received social group intervention this year. The Jigsaw scheme is also highly effective to address pupils' well-being. A successful NSPCC scheme was also run throughout the school which linked into Protective Behaviour work particularly around feeling safe on the return to school. All staff have been trained in how to use Jigsaw by the subject leader.</p>
<p>Use the 4Rs characters using the growth mind set philosophy.</p>	<p>High impact. Pupils are confident in their discussion of the four characters and can articulate the characteristics of each character when finding work challenging.</p>
<p>Encourage parents to attend Inspire afternoons.</p>	<p>Unable to estimate the impact due to the cancellation of mass gatherings at Arley due to Covid restrictions.</p>
<p>Places offered to PP pupils as a priority and funding supported.</p>	<p>Due to Co-vid regulations, trips were ran as internal bubble experiences only and therefore no PP budget used.</p>
<p>All pupils offered the option of a healthy Magic Breakfast.</p>	<p>High impact: This offer is fully inclusive and still has a high uptake with pupils keen to have their breakfast in school on their arrival. The National offer has now finished but Arley has successfully been accepted onto the Fairshare and Co-op scheme for free bread donated on a collection basis. This has ensured that we are able to keep pupils "fuelled for learning" at the start of the day. This strategy relies on the volunteering of staff to make the breakfast on a rota every morning at no cost to PP.</p>
<p>Purchase of school uniform to support families</p>	<p>High impact: Some families directly benefitted from being provided with school uniform and PE kit</p>
<p>Family Support Worker</p>	<p>The impact of this will be measured in the next academic year. Due to delayed appointment, DHT supported SEMH/Attendance across the school for the equivalent of 0.3 (1.5 days)</p>

S. Riley (Lead for PP)