Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Crofton Anne Dale Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	24.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lorraine Phillips
Pupil premium lead	Stevie Bonwick
Governor / Trustee lead	Wai-Shan Yeo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82791
Recovery premium funding allocation this academic year	£7105
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89896

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the specific challenges for our community.

As a school we 'strive for the best in everyone' and believe that every child, regardless of background, life experiences and on entry attainment should be able to achieve at least in line with their peer group and become lifelong learners.

For our most vulnerable children our goal is for every child to achieve as far as they can academically during their time with us to protect their future; ensuring they will achieve well academically at end of Key Stage 4, will have choices about next steps and ultimately live a healthy, productive and happy life.

We will use research conducted by the EEF (Education Endowment Foundation) and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues.

There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied, and vary from cohort to cohort, and there is no 'one size fits all'.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers.

The key principles of our strategy:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.
There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
Disadvantaged pupils and their families are held in high regard
Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.
The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase using the disadvantaged sheets.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

We recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change.

To make the biggest difference we will focus on a small number of strategies. Our

ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to attain in line with or exceed nationally expected attainment
- For all disadvantaged pupils to have attendance of 95%+
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils (average for academic year 92.9%; National Average is 92.15)) is below that of non-disadvantaged pupils (average for academic year 96.1%; National Average 94.8%)
2	Our observations and discussions with pupils and their families have identified an increased number of children, particularly disadvantaged, presenting with poor emotional development and / or mental health or emotional needs. This has seen in increased number of ELSA referrals being made by staff – bereavement, anxiety, stress and low esteem impacting on ability to engage in learning.
3	Our discussions with families have led to an increased number of reports of difficulties at home with an an increased number of families requiring family liaison support. Due to the cost of living crisis there are financial pressures at home; poor nutrition, lack of emotional regulation due to stress on parents, home environment poor resulting in poor sleep, witness to domestic abuse, arriving at school not ready for learning and carrying worries of home life. There has also been an increase in poor parental/ carers mental health which impacts on children's home life, quality of interactions, children acting as carers, opportunity for home learning, sleep and emotional regulation.
4	Staff to have secure understanding of individual disadvantaged barriers and the strategies and steps on how to address them. Continue with the shared vision that all children can and should succeed
5	On entry to Year 3, some children from disadvantaged backgrounds, have not passed the Year 1 phonic screening test. This negatively impacts development as readers. Children also have limited access to books at home. Parental involvement and parental learning difficulties
6	Our assessments and observations indicate that disadvantaged children who enter Year 3 lower in writing or maths make less progress than their peers.
7	Restrictions in place in school previously due to Covid- over the last few years have led to a drop in parental engagement.

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	Progress from 2023-2024	Progress from 2024-2025
Ensure that disadvantaged pupils attainment in writing is good and in line with non-disadvantaged.	Writing outcomes show that more disadvantaged pupils met the expected standard than the percentage for non-disadvantaged pupils nationally. Curricula are adapted for pupils who need additional catch-up Immediate intervention and structured interventions are used for exceptional impact. Writing assessments demonstrate 80% of children are working at a secure level or better by the end of year data drop. Increased handwriting sessions consistently delivered across the school. Increased pupil conferencing with disadvantaged children to overcome their barriers to writing. English lessons taught consistently good or better. Grammar starters, tailored to the children's current text, at the beginning of each English lesson. Learning journeys are succinct and have clear progression of skills with over learning across each term. Teachers have consistent high expectations of standards in writing.	Writing outcomes for disadvantaged increased at the expected standard at KS2 however the gap still remains as all data improved. Interventions are being used to support children in closing the gap and are having impact. Writing at end of year increased to 73.7% ARE up from 67.4% 2023 and 58% in 2022 Pupil conferencing shows that disadvantaged children are feeling more successful especially in year groups where a disadvantaged writing group is being used. Grammar starters are embedded across the school. All teachers have high expectations.	Writing outcomes for disadvantaged children at the end of KS2 out performed non disadvantaged pupils in our school by 3.5% at ARE and performed 24.9% better at ARE than local authority. At greater depth there was a 5% gap in disadvantaged to non-disadvantaged however disadvantaged GDS was 9.4% higher than local authority. Writing at end of year for disadvantaged increased to 78.6% from 73.7% in 2024, 67.4% in 2023 and 58% in 2022. Disadvantaged TED sheets are used to meticulously track children and to ensure high outcomes for each individual pupil. In Year 5 and 6 disadvantaged writing group used to give more opportunities for children to write scaffolded with an adult.
Standards in reading will be consistently above the national average	Reading outcomes show that more disadvantaged pupils met the expected standard than the percentage for non-disadvantaged pupils nationally. 80% of children will be at least secure in reading at end of year data drop. 80% of children's reading age will be at their chronological age or better. Bottom 20% of readers and all pupil premium children will be priority readers and at a minimum read with an adult at least twice a week. Progress for pupil premium children is in line with progress for non-pupil premium children.	Reading outcomes for disadvantaged increased at the expected standard at KS2 however the gap still remains as all data improved. 77.9% of children are secure in Reading at the end of KS2 up from 69.5% in 2023 and 67.4% in 2022. Bottom 20% of readers are priority readers across the school and are reading with adults weekly. Progress in reading shows the gap is beginning to close.	Reading outcomes for disadvantaged are 1.4% non disadvantaged at ARE at the end of KS2 and GDS disadvantaged was above non disadvantaged by 2.5%. Reading at ARE for disadvantaged at the end of KS2 was above local authority by 11.2% and for greater depth it was above local authority by 10.8%. 71.4% of disadvantaged children are secure in Reading at the end of KS2. Bottom 20% of readers across each class and year group are priority readers within the year group.

Improved phonics knowledge for those children who have not achieved the required standard in previous years and as a result their reading, writing and spelling is being affected adversely	Phonic lessons taught consistently at good or better, daily. Little Wandle phonic programme to be securely implemented across the school. Assessment data is used to track the progression of phonics across the school. Book band levels are used to match individual children to the correct phase in their reading, decoding and phonics accurately. All support and teaching staff have a solid understanding of the teaching of phonics and early reading Phonic teaching across the school has clear progression of skills. Children are accurately assessed to the correct phonic stage. Overlearning of phonics in other subject areas to ensure the learning is based in the long-term memory. Disadvantaged pupil's reading age will be closer to their chronological age after receiving phonics intervention.	Phonic lessons for children that require phonic support is used daily for children using the Little Wandle programme. These children are tracked effectively across the school. Book bands are used effectively and reading ages are accurate using the FFT reading program. Reading interventions show that the gap in disadvantaged pupils is narrowing. Books are also being supplied for non-reluctant readers.	Children who have not passed their phonic tests or require phonic interventions have small group daily interventions using Little Wandle program with a highly skilled specialist teaching assistant. FFT was used to look at children's baseline for reading and interventions were put in place as well as book bands based on these results. Book swap has been introduced to provide books for children who do not have access to books at home.
Ensure that disadvantaged pupils attainment in maths is good and in line with non-disadvantaged.	Maths outcomes show that more disadvantaged pupils met the expected standard than the percentage for non-disadvantaged pupils nationally. Curricula are adapted for pupils who need additional catch-up Immediate intervention and structured interventions are used for exceptional impact. Maths assessments demonstrate 80% of children are working at a secure level or better by the end of year data drop. Increased multiplication sessions consistently delivered across the school. Increased pupil conferencing with disadvantaged children to overcome their barriers to mathematics Maths lessons taught consistently good or better. Arithimatic starters, tailored to the children's previous/ current unit of work, at the beginning of each Maths lesson. White Rose maths used consistently across the school to allow for clear progression. Teachers have consistent high expectations of standards in mathematics	Maths outcomes for disadvantaged increased at the expected standard at KS2 however the gap still remains as all data improved. Maths data is above National at KS2 at 73.7% up from 67.4% in 2023 and 58% in 2022. Maths catch up interventions are used to consolidate key skills and address misconceptions. All maths lessons are at good or outstanding. Arithmetic starters are embedded across the school and are used daily. Teachers have high expectations.	Maths outcomes for disadvantaged pupils are 10.5% below non disadvantaged and 13.6% below local authority disadvantaged. Maths outcomes for GDS at KS2 for disadvantaged pupils was 2.5%above non disadvantaged and 9.8% above local authority. Arithmetic starters are embedded across the school. Next years school improvement plan focuses on maths and moving away from White Rose and using the Hampshire model. CPD for next year is also booked in with Hampshire specialist to support CPD
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations show better letters Reduction in number of ELSA referrals needed and increased number of sessions available. BOUNCE programme used daily, children able to identify feelings, name them and use self-regulation techniques to manage them Stormbreak programme embedded and used at least three times a week across the school. Teachers and support staff have more awareness around children's mental health and aware of strategies to support children. Each year group to have a designated "Quiet area" to allow children decomposing/ safe space area within school. Children will be able to share what they need to	Stormbreak programme is still being embedded across the school. In classes where it is being used consistently at three times a week, children have greater resilience and mental wellbeing. Elsa referrals for disadvantaged children have decreased. Teachers and support staff have received training on children's mental health and strategies to support. Strategies to be shared next year with	Stormbreak program is used across the school within each classroom. Stormbreak pathway individual programs are also being used and sent home to individual families to support children's wellbeing at home as well as in school. Support staff have received training and CPD on Empowerment Approach and how children can be at their brain best to achieve their learning outcomes. Summer term focused on CPD for teachers on this

	do as a small step to improve. Children's Step 4 and 5 behaviour incidents reduce.	parents to support with children in the home. Behaviour incidents have not reduced, however staff are reporting more vigilantly.	approach. Empowerment approach to be introduced across the school through transition units. 4 and 5 step incidents have reduced from the following year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	High attendance demonstrated by: Attendance to be at 95% for disadvantaged No difference in gap in attendance between non-disadvantaged and disadvantaged. The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% different from their peers. Attendance figures for the school will demonstrate attendance as staying consistently above national for all pupils. Attendance figures for disadvantaged pupils will be in above national. The number of persistent absences will have reduced overtime.	Attendance for disadvantaged pupils has improved over the year and is at 93.1% (N.B does include pupils on part time timetables) Monthly attendance meetings ensure that attendance is being reviewed regularly and the gap is reducing. Attendance and persistent absence is above National	Attendance for disadvantaged pupils has continued to improve and is at 93.4% and is above National attendance for disadvantage. Monthly attendance meetings with SLT ensure that attendance is continuously being monitored and letters/ meetings to support families.

Activity in the academic year

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 £9409

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of diagnostic assessments to identify additional needs and / or gaps in learning. Training for key staff to ensure assessments are interpreted and administered correctly.	Standardised assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	4, 5 and 6
CPD development: Maths mastery training, ECT training, knowledge training every half term led by subject leads.	% of exceptional/ outstanding teaching increase across the school to ensure all children accessing quality first teaching. Subject knowledge expertise so gaps in learning can be closed. External writing and maths CPD for new teachers and ECTs to develop their expertise and innovative teaching strategies inline will school expectation. All LSA's subject knowledge is excellent to support the intervention and catch up for children.	6
Embedment of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Continued use of White Rose for all staff to access training videos and	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	6 and 4

resources. Time for professional development to be allocated		
Improve the quality of social and emo- tional learning by providing access to training and re- sources to embed the Stormbreak approach across all year groups.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3 and 4
Social and emo- tional learning will be embedded in the curriculum through the provision of SCARF online subscriptions to support staff plan- ning, delivery, as- sessment and own knowledge.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3 and 4
Staff CPD on under- standing children's barriers to learning – EP services train- ing, access to EEF research, profes- sional dialogue and pupil review meet- ings	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language link assessments for all children – time from SEN HLTA and follow up speech and language	There is a strong evidence base that suggests oral lan- guage interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to im- plement with high impacts on reading: **Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF**	4, 5 and 6

programmes where needed HLTA hours in addition to TA for boosted learning and speech work		
Focused teachers are working with identified children in all year groups to increase % of children achieving ARE; ensuring children make at least expected progress and have closed the gap to national standard for PP children. 1 to 1 and small group	Focus teachers to work with children through immediate intervention and small groups. All PP children working with the focus teacher to make accelerated progress over year (intervention analyses). Gap closed.	4, 5 and 6
Target children having intervention work with HLTA's & LSA's to help close the gap of progress and increase the number of PP children at ARE/ greater depth by end of the year. Intervention is robust, frequent and reviewed regularly (at least each phase).	Year group data to show 75% of PP children in all year groups achieve ARE in Reading, Writing and Maths. Gap closed. 	4, 5 and 6
Funding towards cost of Education Welfare officer who works with 'target' families on issues linked to attendance and offers guidance and support (best practice) through regular meeting with the attendance lead in school. Education Welfare Plans put in place quickly where needed for pupil premium children. Family Liason Officer who supports parents and their	Increased attendance and less unauthorised absences. 97% or better attendance for PP children. Parent Partnership signpost families and impact following support monitored.	1, 2 and 3

children through programs and early support.		
Reading, spelling and maths targeted workshops- support for parent/carers on supporting their child to ensure they are in line with National Standard and understand the expectations/ content of the curriculum. Focusing on supporting parent/carers with strategies and resources to use at home.	Children improve their understanding of maths and reading in line with the curriculum. To increase the percentage of pupil premium children who are at national standard across all year groups. Focused parents/children invited. Parents able to support learning and methods.	3 and 5
Year 3 and 4 phonics groups. Short and intensive provision to ensure all pupils secure in phonics. Targeted groups at least 3 x week. Resources and homework provision created.	All pupil premium children in year 3 secure in phonics and therefore able to access the national expectation for reading and writing. All pupil premium children at national expectation for reading across lower key stage 2. 	5
Greater Depth provision to stretch disadvantaged pupils where appropriate. Greater Depth organised events across the curriculum. Any talent addressed through provision such as individual guitar lessons etc. financial support available if needed.	Ensure all pupil premium children reach potential and have the same opportunities as their peers. Talents are discovered and nurtured. Children to reach greater depth across a range of subjects.	6 and 7
TT Rockstar programme, which support basic number skills and fluency in mathematics for x tables. Pupils can access the programme at home (ICT based programme) on a range of ICT	Impact on number skills and improve % of children at national standard for mathematics across the school.	6 and 7

devices. It develops their independence as learners and challenges them against their peers. Home link.		
Designated phonics space with high quality resources/ equipment	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: **Phonics | Toolkit Strand | Education Endowment Foundation | EEF**	5
Environment, Try it Out Tuesday and playtimes developed to replicate life experiences	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. **EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)**	2 and 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance alert list – Admin staff to alert pastoral Leader, Head of School and class teacher of any	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1

absences of children on list – Head of School to monitor and contact parents, strategies explored and applied, parent meetings held, support provided		
Family liaison officer support to provide parenting advice, mental health recommendations and assistance with self-referrals, establishing home routines, Parenting and behaviour courses;	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. **EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)**	2 and 7
Welfare checks are carried out weekly on any children where there are concerns; DSLs notified of each check and action taken if necessary to prevent an issue escalating.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. **EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)**	1, 2 and 3
Children who Care (as identified by the school) lunches	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	2 and 3

where young carers can meet together, have	**EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)**	
time for themselves, an opportunity to share with others and receive support from ELSA		
Breakfast club in the mess for disadvantaged pupils	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Children enter into school in the morning- ready to learn. **EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)**	3
Additional adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant) programmes, personalised intervention to promote children's social skills, wellbeing, and confidence.	ELSA provides programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn. Impact is measured through reassessment at the end of programme with evidence of difference. All PP children ready to learn. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. **EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)**	1, 2 and 3
Nurture group to experience early nurture experiences that have been missed to develop emotionally, personally and socially in order to integrate in to mainstream classroom and access learning through Tree house provision	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. **EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)**	2, 4 and 6

Lego therapy to develop skills of independence, self-regulation, risk assessment, communication and teamwork	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. **EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)**	2 and 4
Additional adult support for children with emotional, social and behavioral difficulties within the classroom through deployment of EBSA's (Emotional, behavioural and support assistants)	EBSA provide programmed support for identified children with the intention to provide emotional support/ strategies to develop their independence within the classroom and to ensure that they are ready to learn.	1, 2 and 4
Sensory zones, Stormbreak and use of BOUNCE zones and check-ins	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. **EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)**	2 and 4
Additional and part funded extended opportunities for pupil premium children. Clubs (often more than one) are offered every day after school and some before school. These are at a nominal rate. Trips and residential part funded where needed so they can attend.	All pupil premium children can access the extended opportunities and have as wide curriculum as their peers. Their engagement is transferable into learning within the classroom.	1, 7 and 3
Provide children with healthy, warm meals within school in the form of Free School Meals	School to provide difference in cost to ensure that all pupil premium children have healthy free meals within school. **EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)**	1 and 3

Total budgeted cost: £89986