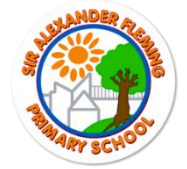




Sir Alexander Fleming Nursery and Primary School



Pupil Premium Strategy Plan

2024 - 2027

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
Sir Alexander Fleming Primary School and Nursery
Number of pupils in school: 371
Proportion (%) of pupil premium eligible pupils: 189 children 50.9%
Academic year/years that our current pupil premium strategy plan covers 2024-2025 to 2026-2027
Date this statement was published: 1 st September 2024
Date on which it will be reviewed: 1 st September 2024
Statement authorised by: FGB
Pupil premium lead: Katy Tomlinson
Governor Lead: Matt Downes-Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,095
Recovery premium funding allocation this academic year	£27,985
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of intent

The team at Sir Alexander Fleming Primary School and Nursery believes that ‘everyone’ has the right to be successful and achieve. The focus of our pupil premium strategy is to support all disadvantaged pupils and families, irrespective of background or ability level. Our disadvantaged pupils and families may face a diverse range of challenges and already be supported by a wide range of external agencies; needless to say, some of our non-disadvantaged pupils may also face these challenges and it is our intent, through the activities outlined in this strategy, to support their needs too.

At Sir Alexander Fleming Nursery and Primary School, we have over double the national average of children entitled to Pupil Premium Funding. PPG funding is based on the concept that deprivation consists of more than just poverty; while poverty is related to not having enough money to survive, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to reduce the gap between disadvantaged pupils and their non-disadvantaged peers.

We believe that first and foremost, it is essential that there is effective teaching and learning on a day-to-day basis. We do not rely on intervention to make up for any weak teaching. We understand the need to drive independent learning, the development of thinking skills and clear assessments that support progress. Our work on ensuring that the curriculum delivers the correct amount of substantive and disciplinary knowledge is designed to support our disadvantaged pupils to know and remember more of their learning, leading to increased outcomes at all ability levels. Through high quality research, we know that it is a curriculum such as this, combined with high quality teaching, which will have the greatest impact on closing the disadvantaged attainment gap. Not only that, but the cognitive work that we complete will also benefit our non-disadvantaged pupils to also know and remember more. It is our intention throughout this strategy to raise educational achievement for all pupils.

As we continue to recover from the pandemic, our staff continually monitor and assess our plans in line with the needs of the pupils as they emerge. Our wider school recovery offer encompasses curriculum re-mapping, opportunities for social and emotional development. Access to this aspect has been based on need – those pupils who have been the most affected by the pandemic have been identified and will access high quality small group teaching sessions, led by experienced qualified teachers. Emerging needs are swiftly identified and support is put in place to ensure that these pupils receive what they need and when they need it.

We do not make assumptions on disadvantage nor do we apply blanket support – careful diagnostic assessment is carried out to ensure that the support offered is bespoke and will ensure that the pupils go on to make further progress across the curriculum and beyond.

We have very high expectations of the children and instil a 'can do' attitude in line with our school values. To ensure that our strategy meets the aims we have identified, we will:

- continually assess the needs of our pupils and families as they emerge
- equip disadvantaged pupils with the strategies that they need to succeed
- use disadvantage as a reason to ensure that all pupils achieve highly
- ensure that the whole school ethos of 'belonging, being, becoming' is realised throughout the fabric of every lesson and opportunity

The Senior Leadership Team, including Governors have identified areas for development using the PPG toolkit to analyse data from a range of strategies agreed using The Education Endowment Foundation (EEF), OFSTED research projects & Forestry UK. The EEF Teaching and Learning Toolkit considers a wide variety of common approaches and strategies for raising achievement and analyses them based on a range of evidence to identify the high impact approaches alongside cost implications. This action plan is based upon some of the higher impact strategies.

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

Key Principles of the Strategy Plan

- Ensure the funding reaches the group of pupils who need it most.
- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve highest levels.
- Thoroughly analyse which pupils are underachieving, particularly in Reading, Writing and Mathematics, and why.
- Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Ensuring that reading is at the heart of the curriculum and that pupils from disadvantaged children are given every opportunity to master how to read and have regular opportunities to read to adults to develop their skills.

- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Provide well-targeted academic and social, emotional support for children who are not making the expected progress whilst addressing non-academic barriers such as attendance, behaviour, well-being or links with families where there were barriers to a pupil's learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observations of our youngest pupils indicates that there are pupils who have underdeveloped personal, social and emotional development skills, coupled with underdeveloped communication and oral language skills than previously observed.</p> <p>These underdeveloped skills are prevalent in Nursery, Reception and year 1 but also across other cohorts of children and are not exclusively attached to disadvantaged pupils.</p>
2	<p>Disadvantaged pupils leaving Reception had a GLD of 35.3% whereas non-disadvantaged had a GLD of 69.6%. The aspects of learning that children struggled to achieve were reading, writing, maths and PSED/self-regulation.</p> <p>We need to ensure that we can close this gap in future years and ensure that the foundational knowledge of children is secure by the end of Year 2.</p>
3	<p>Internally created assessments, alongside national assessments indicate that attainment for disadvantaged pupils moving into Year 5 and Year 6 is still lower than their non-disadvantaged peers. Pandemic disruption</p>
4	<p>The % of children that achieve ARE and GD at the end of KS2 in Reading, Writing, Maths, SPaG and combined attainment is lower than National Average and disadvantaged data shows that Maths and SPaG are below.</p>
5	<p>Mobility to and from other settings: pupils who join from other settings are often eligible for PPG and working below ARE, in addition, a significant number of these pupils are also involved with multi-agency services (safeguarding cause for concern, poor attendance, strengthening families etc.)</p>
6	<p>Significant number of children who are entitled to PPG and are SEND also have issues with attendance and punctuality – embed strategies to ensure PPG children are consistently at or above 96%.</p>

7	Pupils entitled to PPG are affected by socio economic factors that impact on their life experiences and ability to access resources, support and opportunities that their non-PPG peers have access to.
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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
<p>Pupils have developed:</p> <ul style="list-style-type: none"> personal, social and emotional development skills communication and oral language skills <p>EYFS, KS1</p> <p>Challenge 1</p>	<p>Assessment, observations and related activities will indicate a significant increase in both personal, social and emotional development skills and communication/ language skills. Sources of evidence will be varied and encompass lesson observations, pupil voice, book scrutiny and continual formative assessment.</p> <p>PSED scores in EYFS will increase.</p> <p>Additional adults in Nursery, Year R to support the PSED alongside Re, Wr and Ma.</p> <p>Observations of children in Patch (Nurture)</p> <p>Development of The Nest (Sp&L hub) to improve communication and oral language skills.</p>
<p>Disadvantaged pupils leaving Reception have an increased GLD which is inline with their non-disadvantaged peers.</p> <p>Reception cohort (2023-2024) are closely monitored for reading, writing and maths.</p> <p>Self-regulation / PSED of Reception cohort (2023-2024) to be monitored by SEND leader</p> <p>Challenge 2</p>	<p>Additional adults in Nursery, Year R to support the PSED alongside Re, Wr and Ma.</p> <p>Use of Maths Hub – Number sense for YR and Y1</p> <p>Teachers and TAs to be trained in ‘Drawing Club’ for writing for YR and Y1</p> <p>Use of Patch to support SEMH / PSED needs of our Reception/Y1 children. Self-regulation sources of evidence will be varied and encompass lesson observations, pupil voice, book scrutiny and continual formative assessment.</p> <p>PSED scores in EYFS will increase.</p>

	<p>Reading, Writing and Maths scores in EYFS will increase.</p> <p>TLC interventions on 1:1 to support SEMH needs and self-regulation</p> <p>Early Help offer shared with new Reception parents and support is given in a timely manner when needed.</p>
<p>Attainment for disadvantaged pupils moving into Year 5 and Year 6 has significantly improved and is inline with non-disadvantaged peers.</p> <p>Challenge 3</p>	<p>Year 5 children who are attaining significantly lower than their peers will be in Hive full time and access their full curriculum – Year 5</p> <p>Experienced, qualified teacher leading Hive provision</p> <p>2 x TAs with SEMH interventions</p> <p>Boosters for Year 6 children will begin in September focusing on Re, Wr, Ma and SPaG – led by SLT and experienced teachers</p>
<p>The current attainment gap is closed for PPG pupils against National Average by the time the children leave at Y6.</p> <p>% of children achieving ARE /GD is inline with National Average and Non-PPG peers.</p> <p>Disadvantaged data for Maths and SPaG is inline with National Average.</p> <p>Challenge 4</p>	<p>Pupil attainment and progress is in line with National Average in SATs and end of year summative tests.</p> <p>Pupils are prepared to confidently transition into the next stage of learning.</p> <p>Subject leaders are actively supporting the development of their subject across the school and can evidence the impact of this.</p> <p>Quality First Teaching in ALL lessons</p> <p>Quality marking and feedback having a direct impact on learning.</p> <p>Additional support for vulnerable groups through intervention programmes has been provided.</p>
<p>Monitor the mobility to and from other settings and record the eligibility for PPG, attainment, attendance and any involvement in multi-agency services (safeguarding cause for concern, poor attendance,</p>	<p>New starters attainment and attendance is recorded in initial meetings / pupil passports</p>

<p>strengthening families etc.) to show the impact of being at SAF.</p> <p>Challenge 5</p>	<p>Track the progress made in attendance to ensure pupils are above National Average and School Target.</p> <p>Evidence the progress children make within our setting from baseline attainment data for Re, Wr, Ma.</p> <p>Inclusion team to monitor involvement in multi-agency services and make contact to organise meetings. Early Help Offer is shared and families supported.</p>
<p>Disadvantaged pupils who are also SEND have attendance that is inline with our target of 96%</p> <p>Improved punctuality of disadvantaged /SEND learners.</p> <p>Challenge 6</p>	<p>Attendance data is rigorously analysed at the end of each week – class groups, individuals, PA and target pupils identified.</p> <p>Inclusion meetings to discuss attendance as an agenda item / SEND leader in attendance.</p> <p>SEND / DIS pupils identified who are below 96%.</p> <p>SEND leader to attend Home Visits for SEND / DIS pupils.</p> <p>Punctuality incentives initiated / walking bus offered / Punctuality meetings with parents / Early Help support initiated.</p>
<p>Cultural Capital</p> <p>Continue to increase the number of disadvantaged children participating in after school clubs, inter-school competitions, trips, residential</p> <p>Challenge 7</p>	<p>All extra-curricular after school clubs are offered at a reduced cost to disadvantaged pupils.</p> <p>All disadvantaged pupils engage with the enrichment activities on offer (e.g-attend at least 1 after school club during the academic year).</p> <p>The cost of all residential experiences are subsidised / payment plans put in place</p> <p>Free breakfast club places, where appropriate/necessary in discussion with inclusion team.</p> <p>Free walking bus</p> <p>All teachers will evaluate curriculum planning and consider how disadvantaged pupils may be supported with any gaps in prior experiences (e.g. when comparing Europe with the British Isles,</p>

	<p>consider many children will have no knowledge or experiences of travelling so may not be able to respond to the curriculum in the same way as their non-PPG peers may)</p> <p>Ensure disadvantaged children have the right equipment and resources to succeed.</p> <p>Visitors/experiences in school to reduce cost</p>
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Activity in this 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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for phonics leader and staff who deliver phonics from trainer to ensure high standards in the teaching of phonics. £1,500	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols & sounds. Phonics has a positive impact overall +5 months with very extensive evidence in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1 2 3 4
Relevant CPD for school subject leaders £12,000	OFSTED Inspection Handbook	1 2 3 4
HLTA training for 2 TAs £1,400	Reducing Class Size is an approach to managing the ration between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive impact of +2 months . There is some evidence for additional benefits of smaller class sizes may be a more effective approach during the early stages of primary school.	1 2 3 4

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

Budgeted cost: **£168,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An additional teaching assistant in both Reception classes and a HLTA to increase the staff /child ratios in order to develop speaking and listening skills. £56,000</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>Daily TALK Boost Daily NELI across EYFS and KS1</p> <p>On average, children who are involved in communication and language approaches make approximately +6 months additional progress over the course of a year.</p> <p>Small group tuition +4 months additional progress over the course of a year.</p>	<p>1 2</p>
<p>Additional teaching assistant in Nursery £14,000</p>	<p>“Earlier starting Age” refers to increasing the time a child spends in early years education by beginning at a younger age. Pupils will be offered a place in the nursery the term they turn 3 years old. Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning 3 make approximately +6 months additional months’ progress.</p>	<p>1 2</p>
<p>NELI assessment administered to all Reception pupils £9,500</p>	<p>NELI was developed by Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIESR) and Professors Maggie Snowling and Charles Hulme (University of Oxford). They understood that identifying children’s language needs early and providing them with targeted language support could ensure they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills. They adapted approaches frequently used by speech and language therapists and developed NELI as a resource that could be used by schools for pupils in Reception class with weak oral language skills (The trial found that children receiving the NELI programme made the equivalent of +3 additional months progress in oral language skills compared to children who did not receive NELI) (EEF Communication & Language approaches Very high impact for very low cost based on extensive evidence +6months)</p>	<p>1 2</p>

<p>Reading/Phonics interventions 24 hours per week dedicated TA time £26,000</p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols & sounds. Phonics has a positive impact overall +5 months with very extensive evidence in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Reducing Class Size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive impact of +2 months. There is some evidence for additional benefits of smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging skills. The average impact of the small group tuition is +4 months' progress, on average over the course of a year.</p> <p>Reading comprehension strategies +6 months additional progress over the course of the year</p>	<p>1 2 3 4</p>
<p>Full time Speech and Language Hub created for 1:1 / small group interventions £18,000</p>	<p>Reducing Class Size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive impact of +2 months. There is some evidence for additional benefits of smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging skills. The average impact of the small group tuition is +4 months' progress, on average over the course of a year.</p>	<p>1 2 3 4 5 6 7</p>
<p>Full time Outdoor Learning teacher £45,000</p>	<p>Outdoor Learning is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops</p>	<p>1 2 3 4</p>

	<p>confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children’s sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>(Forest Schools Research)</p> <p>Behaviour interventions +4 months additional progress over the course of the year</p> <p>Social and emotional learning +4 months additional progress over the course of the year</p> <p>Collaborative learning approaches +5 months additional progress over the course of the year</p>	<p>5 6 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £196,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 and KS2 Nurture Provisions Patch and Den 2 x Scale 4 TAs 2 x Scale 2 TAs £72,000	<p>“The overall decrease in SEBD features in nurture group children may be due to improved social skills. The small group facilitates the development of interactive skills such as turn taking. The sustained emphasis on considerate behaviour facilitates positive social interactions between children that are mutually rewarding ... Pro-social behaviour is known to predict peer acceptance (Dodge, 1983; Ladd et al., 1988). Children in nurture groups learn behaviour that renders them more rewarding and likable to both peers and adults. Underlying the development of social and friendship skills are a specific and evolving set of social and cognitive capacities, including empathy (Hay et al., 2004). Nurture groups place particular</p>	<p>1 2 3 4 5 6 7</p>

	<p>emphasis on promoting children’s ability to recognise and communicate about feeling states in themselves and their peers. Improvements in peer group relationships have a protective function if they generalise into children’s lives. Evidence suggests that these improvements are sustained in nurture group children; reintegration into the mainstream class has shown to be successful following time in nurture groups (Iszatt & Wasilewska, 1997). Nurture group children’s interactions are also likely to be influenced by the teacher’s attitudes to their peers, many of whom would in a mainstream classroom be experienced as ‘disruptive.’ Evidence suggests that peers make use of their observations of teacher-child interactions to inform their own interactions with a particular 3 17 child (Hughes et al., 2001; Meehan et al., 2003), therefore, changed teacher attitudes can impact on peer acceptance (Zionts et al., 2004).” (p. 30)</p> <p>Behaviour interventions +4 months Reducing class size +2 months Small group tuition +4 months Social and emotional learning +4 months</p>	
<p>Pastoral Teaching Assistant – 32.5 hours per week Scale 2 £15,000</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies. The potential impact of metacognition and self-regulation approaches is high +7 months, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>Behaviour interventions +4 months Small group tuition +4 months Social and emotional learning +4 months</p>	<p>1 2 3 4 5 6 7</p>
<p>2 x additional Teaching Assistants to support Behaviour and SEMH needs in class 26,000</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies. The potential impact of metacognition and self-regulation approaches is high +7 months, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>Behaviour interventions +4 month Small group tuition +4 months Social and emotional learning +4 months</p>	<p>1 2 3 4 5 6 7</p>
<p>DDSL to support attendance across school £24,000</p>	<p>DDSL carries out home visits and communicates with parents, organises attendance panel meetings, weekly review meetings with Head. The Attendance lead follows up attendance daily – target is 96%</p>	<p>5 6</p>

<p>DDSL supports Families for Early Help Offer .</p> <p>Cost: £24,000 EEF (+3 months)</p>	<p>Parental Engagement</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. The role of our Family Support worker is to specifically deliver:</p> <ul style="list-style-type: none"> • more intensive programmes for families in crisis. This may involve work on routines within the family home. <p>FSW will:</p> <ul style="list-style-type: none"> •support parents with self-help strategies within the home relating to bedtime routines, sleep patterns, home organisation • ensure that children are attending school on time every day. • EHA for YN and YR •Parent toddler group – Little Fledglings 	<p>5 6</p>
<p>Educational Visits £15,000</p>	<p>To ensure equal access for all pupils in offering experiences to enhance the broad curriculum The school will subsidise all Educational Visits and pay for visitors coming into school.</p>	<p>5 6 7</p>
<p>Funded breakfast club sessions for identified families.</p> <p>Est costs: Breakfast club for 1 child throughout the academic year cost: £390</p> <p>12: £4,680</p>	<p>Children can be allocated a place on a short term or longer-term basis to provide periods of support to families.</p> <p>Breakfast club attendance data from the EEF indicates that attendance at breakfast clubs raises a KS1 child’s attainment of an average of 2 months. We are targeting breakfast club provision at those PPG families with attendance below 96% and who are persistently late. This will therefore have an indirect impact on attendance and therefore may have more educational benefit that the +2 months indicated by the EEF.</p>	<p>1 2 3 4 5 6 7</p>
<ul style="list-style-type: none"> • Provision of: uniform £5,000 PE kits: £1,000 Coats, shoes, hats, scarves, gloves: £500 • Attendance incentives: £1,000 • Contingency of £8,000 <p>£15,500</p>	<p>Provide children with the essentials they need for education.</p>	<p>1 2 3 4 5 6 7</p>

Sources of Research

[HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCESUMMARIES/TEACHING-LEARNING-TOOLKIT/](https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/) AND [HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/](https://www.suttontrust.com/our-research/)

RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE
MODULES

<https://ican.org.uk/talk-boost>

Forest School's research

Nurture Network

Total budgeted cost: £355680

Overspend of: £45,585