

Co-op Academy Leeds

**Pupil
Premium
plan**

Review of the impact of the 2019/20

pupil premium strategy Pupil

premium strategy for 2020/21

Review of the impact of the 2019/20 Pupil Premium strategy

Received £501,147. £935. per student

Summary of objectives	Impact	Lessons learned
<p>Quality of teaching and learning</p> <p>Our objectives were:</p> <p>To improve the quality of teaching and learning so that disadvantaged students make accelerated progress</p> <p>To improve the quality of interventions so that they are of a consistently high standard</p> <p>To improve the quality of feedback that disadvantaged students receive</p>	<p>100% paraprofessionals and teaching assistants met requirements or better.</p> <p>Each half term saw an increase in the use of live marking and feedback for disadvantaged students in classrooms (66% HT3)</p> <p>Each half term saw an increase in oracy as part of teaching. (46% by HT3)</p> <p>89% disadvantaged students feel like they made good progress in their lesson</p>	<p>There needs to be development of middle leaders to ensure accurate assessment and learning, and their ability to drive improvements forward in their department.</p> <p>Although the para professionals and teaching assistants provided good value for money, we feel that this could be developed further, to ensure they have greater impact on more students. To do this we will change the way they are deployed.</p> <p>This academic year we trialled department feedback policies. Although generally successful, they could be improved. One area that we intend to develop further next academic year is the marking of literacy to support students to make accelerated progress in this area. We want to further embed live marking and wave 1 interventions in the classroom.</p>

<p>Targeted academic support</p> <p>Our objectives were:</p> <p>Disadvantaged students who are underachieving to receive support with revision strategies</p> <p>Disadvantaged students who are underachieving in 5 or more subjects to be mentored by the year team</p> <p>Disadvantaged students to be effectively supported by alternative provision</p>	<p>Year 10 intervention group: 64% students showed improvement in DC1</p> <p>Following targeted interventions, 28% year 7 disadvantaged students improved their predicted grades between data collections; 17% year 9; 16% year 10</p> <p>64% teaching at our alternative provision was good or better</p> <p>100% students in years 10 and 11 were on track to achieve 5 or more relevant qualifications</p>	<p>There was greater success with the first revision skills group than the second. More robust monitoring of the sessions is needed as drop ins showed a higher quality with the first group.</p> <p>While academic improvements can be seen, they are below target. For this reason we putting a greater focus on metacognition, in both tutor time as well as in lessons and CPD. Additionally, departments have written robust action plans this year which show strategies for helping underachieving disadvantaged students to catch up.</p> <p>Additionally, Year Leaders' focus has now been changed so that they are leaders of achievement and progress.</p>
<p>Wider Strategies</p> <p>Our objectives were: To improve the attendance of disadvantaged students in the academy</p> <p>Disadvantaged students will be mentored by year managers and other colleagues to secure improvements in their behaviour</p> <p>Disadvantaged students who have excellent behaviour and attendance will be targeted for praise and rewards</p>	<p>Compared with last year, the average attendance change for disadvantaged students in year 7 improved +0.4</p> <p>Compared with last year, the average attendance change for disadvantaged students in year 11 improved +0.1</p> <p>Disadvantaged PA has reduced in Years 9 and 10</p> <p>The attendance of disadvantaged students is currently 94.0%</p> <p>Disadvantaged students in Year 7 and 9 attend school more regularly than their non-disadvantaged peers</p>	<p>Despite positive impact last year, we need to improve the attendance of disadvantaged students. We need their attendance to be 95% and will continue to drive the successful interventions.</p> <p>Student voice was revealing in terms of how we can improve. Only 79% students knew where they can get help with any attendance issues which is why the role of the tutor and mentoring is being developed this year.</p> <p>83% of students say that they were rewarded. We have a target for 95% of disadvantaged students to be rewarded this year. This will be more closely monitored and tracked.</p>

<p>Disadvantaged students will be targeted for extra-curricular opportunities so that they are fully involved in academy life. Disadvantaged students will receive high quality emotional support from the school counsellor</p>	<p>84% students who received support from the school counsellor improved attendance</p> <p>96% disadvantaged students in years 7 and 8 received formal recognition for achievements</p> <p>75% students who received support from the counsellor had fewer behavior incidents</p>	<p>Our data shows that while we had great success with reducing disadvantaged PA at KS4, we need more of a focus on KS3 this year as this increased with each half term.</p> <p>Only an average of 30% disadvantaged students attended enrichment activities. There will be a significant increase of activities offered this year and strategies to motivate disadvantaged students to attend.</p>
--	---	---

Pupil Premium Strategy for 2020/21 plus

1. Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

2. The Pupil Premium Strategy for 2020/21

- ★ the academy context, including pupil numbers
- ★ the funding allocated in the pupil premium grant for 2020/21
- ★ a summary of the barriers to future attainment
- ★ a brief rationale to explain why the funding is to be spent as such at the academy
- ★ the plan for the year, including:
 - a publish date
 - a review date
 - name of the senior leader signing off the strategy
 - focus area
 - Desired outcomes
 - actions to be taken with timescales and identification of those responsible for leading
 - success criteria
 - costs
 - monitoring arrangements
 - an ongoing evaluation of success.

Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

Year	Summary objectives
2020/21	<p>Quality of Teaching and Learning: The vast majority of teaching and learning to be good or better; focus on developing and embedding high quality wave 1 oracy; develop the use of metacognition;</p> <p>Targeted academic support: Focus on developing revision skills in disadvantaged underachieving year 10 students; the majority of students at alternative provision to receive high quality teaching and learning; Students at alternative provision to achieve at least 5 or more relevant qualifications.</p> <p>Wider Strategies: The majority of students to have 6 or fewer behavior incidents; 93% overall attendance for disadvantaged students; persistent absence to be no more than 15%; Majority uptake of FSM</p>
2021/22	<p>Quality of Teaching and Learning: Teaching and learning to be good or better; focus on developing and embedding quality wave 1 reading interventions; embed the use of metacognition.</p> <p>Targeted academic support: Embed revision time and effective teaching of strategies into scheme of learning for KS4; the vast majority of students at alternative provision to receive high quality teaching and learning; Students at alternative provision to achieve at least 6 or more relevant qualifications.</p> <p>Wider Strategies: The vast majority of students to have no more than 6 behavior incidents; 94% overall attendance for disadvantaged students; persistent absence to be no more than 12%; Vast majority uptake of FSM.</p>
2022/23	<p>Quality of Teaching and Learning: All teaching and learning to be good or better; focus on developing and embedding quality wave 1 writing interventions; metacognition to be part of everyday practice in all subjects</p> <p>Targeted academic support: Embed revision time and effective teaching of strategies into scheme of learning for KS3 and KS4; students at alternative provision to receive high quality teaching and learning; students at alternative provision to achieve at least 7 or more relevant qualifications.</p> <p>Wider Strategies: Students to have no more than 4 behaviour incidents ; 95% overall attendance for disadvantaged students; persistent absence to be no more than 10%; all students to uptake FSM</p>

The Pupil Premium Strategy for 2020/21

Publish date: 01/08/20

Review date: 25/07/21

Name of the senior leader signing off the strategy: Paula Baigent

The academy context, including pupil numbers

The Pupil Premium is funding additional to the main academy budget, which is based on the number of students who have received Free School Meals within the last 6 years. Additional funding is also provided for Children who are Looked After. It is for schools to decide how the additional funding is spent, provided it is used to close the well reported gap between the achievement of students who receive the Pupil Premium and their peers. Other sources of funding, Sports (primary), Catch up (secondary) and COVID-19 recovery (all) is separate to the pupil premium.

At Co-op Academy Leeds, the proportion of pupils eligible for the pupil premium is 59.3% which is well above the national average. In addition to this, a significant number of students at our academy are new to the country, refugees or asylum seekers and, as such, will not be immediately classed as pupil premium and so will not be accounted for in our allocation though they are included in all interventions and whole-school strategies. We must also factor in that we have a mobile school population. Mid-year admissions often include disadvantaged students though, for afore-mentioned reasons, they may not be eligible for pupil premium funding.

The table below breaks down numbers further.

		Pupil premium cohort				
Year group	Cohort size	B	G	SEND	Total	Percentage of pupil premium pupils in the year group
7	233			39		
8	203	46	55	20	101	50%
9	182	43	53	21	96	53%
10	174	50	47	21	97	56%
11	183	54	45	18	99	54%
12 (FSM)	19	12	37	0	19	11%
13 (FSM)	4	1	75	0	4	0
Totals						

Current context

The academy Disadvantaged Students (DS) P8 score is well below (-0.26) students locally who are non-DS (+0.22) and nationally non-DS (+0.13).

Within the academy, the gap between the DS and non-DS students in the last three year has varied slightly (2017 - 0.21, 2018 - 0.09, 2019 -0.08). This is against the national gap in 2018 to be -0.57 and in 2019 to be -0.58. However, given the academy's current P8 score being 0.2 below national levels, it is crucial that we improve outcomes for them to ensure that they can break the poverty cycle and have greater opportunities for economic and social mobility in life.

Within the academy, data suggests that the gap between the outcomes of DS and non-DS students remains static. This appears to be the case in all year groups moving forward.

Given the significant number of DS students in the academy, it would be reasonable to suggest that improving the quality of provision for all students would ensure that progress across the entire cohort improves. The range of challenges in supporting student learning and progress should not merely be confined to the challenges facing our DS students but include those students with:

- additional SEN needs
- no prior education
- considerable EAL both themselves and within the home,
- students who are not PP but should be considered JAM (Just About Managing),
- child protection issues
- issues over the past 6 months with lockdown who have not been able to access the work set or have the facilities to focus on work when it has been provided.

Therefore the goal should be to improve provision for all and not merely those who have been identified under the criteria of Pupil Premium.

The Ofsted report from January 2019 comments that:

- the teaching is improving, but is still too variable both within and between different subject areas.
- some teachers do not use assessment information accurately enough to set work that challenges all pupils.
- teachers' expectations of what pupils can achieve are not consistently high.
- some teachers do not check pupils' learning closely.
- not all pupils develop their skills and understanding well enough and this contributes to inconsistent outcomes for pupils.
- although pupils are making better progress than in the past, too many, including those who are disadvantaged, are still not achieving well across a number of subjects, including English and mathematics.
- weaknesses in pupils' literacy skills, including their use of accurate grammar, punctuation and spelling, are a barrier to

learning for some pupils, and this hinders their progress.

- some pupils, including some who attend the alternative provision, do not attend school regularly enough.

The plan for the next 3 year therefore, incorporates objectives that support not only the development of outcomes for our PP students but all groups for whom progress and attainment are not above national levels.

Allocated funding from the government

The funding allocated in the pupil premium grant for Co-op Academy Leeds for 2020/21 is £517,610 based on £935 per pupil.

A summary of the barriers to future attainment

Internal barriers	Latest Ofsted report states: although pupils are making better progress than in the past, too many, including those who are disadvantaged , are still not achieving well across a number of subjects
External barriers	Attendance: Last year, attendance for disadvantaged students was 93.5%. Although improvements were made, more needs to be done to ensure we reach at least the national average.

Our rationale to explain why the funding is to be spent as such at the academy

Though, as an Academy, we are narrowing the gap for outcomes between disadvantaged and non-disadvantaged students, we need to do more to ensure that no gap exists and that all students, including the disadvantaged students achieve a positive progress 8 score. Last year, our progress 8 was 0.18 for the school though disadvantaged progress 8 was -0.26. While 21% students achieved English and Maths 5+, only 21% of disadvantaged students achieved this measure. The score for the open bucket

Was - 0.4 which is a considerable gap when measured against the national average for non-disadvantaged students. Our three year plan aims to close the gap, not just within school but for the national average. Our plan is informed by research by the Education Endowment Fund the Sutton Trust and the DfE; it takes a holistic approach that will impact academic outcomes for our disadvantaged students as well as achieving wider objectives. The EEF states that the 'quality of teaching and learning is one of the biggest drivers of attainment particularly those from disadvantaged backgrounds.' Much emphasis has been placed on raising consistent quality in this area, both on-site and at our alternative provision. Research from the Sutton Trust shows that

disadvantaged students obtained statistically better GCSE results when they engaged in enrichment activities; our plan aims to increase the numbers of students engaging in enrichment activities, raising cultural capital and improving attitudes to learning. Engagement in school and learning will positively affect attendance and we have also included other strategies to raise attendance for our disadvantaged students and reduce their PA status. DfE research suggests that more successful schools 'have strong social and emotional support strategies for those in need of additional support.' These feature strongly in our plan.

The Plan for 2020/21

Teaching and Learning					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Disadvantaged students will receive high quality teaching and learning throughout the academy.	<p>Subject Leaders ALT, the T and L team will provide intensive and personalised support for staff where the quality of teaching and learning is not consistently strong. Staff will be identified through learning walks and department QA. 121 CPD/support package both formal and informal.</p> <p>Monitored: weekly Reviewed: at the end of each QA cycle Responsible: SLs, JCW,</p>	The vast majority of lessons will demonstrate consistently strong or better practice	<p>EAL Subject Leader: £38,564.76</p> <p>Leader of Learning in Maths: £3, 374</p> <p>KS4 Leader Science: £1,677.96</p> <p>SEN teacher: £27,199.00</p> <p>KS3 leader English: £1,677.96</p> <p>Lead Practitioner English and Science: £105,500.26</p>	<p>Subject Leaders and ALT will provide constant support and weekly mentoring whether formal or informal. A plan will be followed if formal.</p> <p>Results are reviewed at each termly QA cycle</p> <p>Responsible: SLs, JCW,</p>	

	<p>Students will be explicitly taught metacognitive strategies throughout the curriculum to support them to become better learners. Metacognition will be part of DOTT CPD and NQT training</p> <p>Monitored: weekly Reviewed: at the end of each QA cycle Responsible: SLs, JCW</p>	<p>Quality assurance will show metacognitive strategies are common practice across the school</p>		<p>Lessons are monitored weekly DOTTs take place continually and are evaluated termly QA cycle: termly Responsible: SLs, JCW</p>	
	<p>Students will explicitly be taught revision skills at KS4 as part of tutor time and in subject areas.</p> <p>Monitored: weekly Reviewed: at the end of each QA cycle Responsible: SLs, JCW</p>	<p>The vast majority of subject areas will provide a consistent approach to teaching revision skills in their curriculum model</p> <p>Student voice will show the vast majority of students know revision strategies suited to their learning style</p>		<p>Lessons are monitored weekly DOTTs take place continually and are evaluated termly QA cycle: termly Responsible: SLs, JCW</p>	
	<p>Students will receive high quality first wave interventions</p>	<p>All teachers will know who their disadvantaged</p>		<p>Lessons are monitored weekly QA cycle: termly</p>	

	<p>in class from teachers and paraprofessionals. This will include differentiation and targeted AFL in the classroom.</p> <p>Monitored: weekly Reviewed: at the end of each QA cycle Responsible: SLs, JCW</p> <p>Use of SMID to identify students who are underachieving. Subject leaders to track the interventions in place by each teacher</p> <p>Monitored: weekly as part of learning walks and department meetings Reviewed: at the end of each QA cycle Responsible: SLs, JCW</p>	<p>underachieving students are and will have appropriate interventions in place</p> <p>QA will show that all paraprofessionals are directed to ensure interventions are timely and appropriate; QA will ensure targeted differentiation is evident in each lesson.</p> <p>Student voice will show that the vast majority of disadvantaged students who are underperforming will speak positively about the quality of teaching and learning</p>		<p>Student voice: termly Responsible: SLs, JCW</p>	
--	---	---	--	---	--

Targeted Academic support					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Disadvantaged students will be targeted for academic support which will help to narrow the gap	<p>Underachieving disadvantaged students will receive support with revision strategies. There will be a focus on year 11 small group work</p> <p>The group will be established for the start of HT1 Monitored: Half termly Reviewed: Termly Responsible: ND/PB</p>	<p>The majority of year 11 students targeted for the support will show improvements in following assessments</p> <p>The vast majority of students will speak positively about the sessions</p>	<p>EAL paraprofessional: £56,199.90</p> <p>SEN paraprofessionals: £47,302.07</p> <p>Lead Intervention teacher Maths: £33,146.20</p> <p>HTLA Science: £17,130.06</p>	<p>Subject Leaders and ALT will monitor during learning walks</p> <p>Student voice: termly</p> <p>Reviewed: termly</p> <p>Responsible: ND/PB</p>	
	<p>Disadvantaged students who are underachieving will be highlighted at every data collection and discussed with subject teachers to put actions in place to support progress. This will happen immediately based upon the last data collection before</p>	<p>The vast majority of students will show improvement in subsequent data collection</p>	<p>Running costs of Frank's Place alternative provision: £31,314.84</p> <p>Off-site staffing: £76,065.16</p> <p>Rewards allocation for disadvantaged</p>	<p>Students identified at every data collection (ND)</p> <p>Interventions will be monitored through learning walks weekly. (JCW)</p> <p>Responsible: JCW/ND</p>	

	lockdown Monitored: weekly as part of learning walks Reviewed: At each data collection for outcome Responsible: JCW/ND		students: £4,000 Ahead Partnership: £2,950.00			
	Disadvantaged students in years 10 and 11 who are underachieving across subjects will be mentored by the year team and other colleagues throughout the Academy. Monitored: weekly Reviewed: At each data collection Responsible: ND (PB)	The vast majority of students will show improvement in subsequent data collection Student voice will show that the vast majority of students will speak positively about the mentoring they receive			Students identified at every data collection (ND) Mentoring will take place and be monitored weekly.(CF) will monitor mentoring through LM meetings. Student voice: termly Responsible: ND (PB)	
	Disadvantaged students who are CIN or CLA will be targeted for personalised support and interventions depending on their specific need (health, attendance, academic e.g)	Subjects for CIN and CLA students to be on track for target grades			On track students will be monitored at each data collection and will be reviewed at two points in the year. The personalised academic support will be monitored through learning walks	

	<p>Monitored: At each data collection Reviewed: January 2021; July 2021 Responsible:ND (PB)</p>			<p>weekly. Responsible:ND (PB)</p>	
	<p>Disadvantaged students will be effectively supported by our alternative provision where they will receive high quality teaching, smaller class sizes, careers guidance and therapeutic work.</p> <p>Individual meetings will be held with parents/carers to discuss how to support students with their learning.</p> <p>Monitored: weekly Reviewed: at each QA cycle and data collection Responsible:KH (RB)</p>	<p>The vast majority of teaching and learning at the alternative provision will be strong or better practice</p> <p>Students will be on track to achieve 5 or more qualifications</p> <p>The vast majority of students will speak positively about the provision</p>		<p>Learning walks: weekly. QA: termly Data collection: termly Student voice: termly</p> <p>Responsible:KH (RBU)</p>	
	<p>Disadvantaged students at our</p>	<p>The attendance of students at our</p>		<p>Attendance monitoring, phone</p>	

	alternative provision will be supported to improve their attendance by being prioritised for home visits Monitored: weekly Reviewed: At the end of each half term Responsible: KH (RB)	alternative provision will increase by 5pp (75.2% currently)		calls home and visits: daily Attendance figures reviewed: weekly Accumulative figures reviewed: at the end of each half term Responsible: KH (RB)	
--	--	--	--	---	--

Wider strategies and whole-school objectives

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Disadvantaged students will be supported to improve their behavior, attendance and attitude to learning. They will be encouraged to take a wider role in school	Disadvantaged students will receive high quality emotional support from our school counsellor. these students will be identified in collaboration with the year Head and tutors. Monitored: weekly Reviewed: At the end of each half term Responsible: RBU (PB)	Students who receive regular support will show improvements in attendance and behaviour	School Counsellor: £25,790.08 Interpreter: £7,045.78 Attendance Officers (x2): £40,769.00 Budget for extra-curricular activities: £10,000 Careers advisor:	Attitude to learning monitored through data collections: termly Number of detentions monitored: weekly Attendance monitored: weekly Responsible: RBU (PB)	
	Disadvantaged students will be	The majority of students who are	£22,609.39	Attitude to learning monitored through	

	<p>mentored by year managers and tutors to secure improvements in behavior by using positive behaviour reports</p> <p>Monitored: weekly Reviewed: At the end of each half term Responsible:RB (PB)</p>	<p>mentored will show improvements in behavior and attitude to learning</p> <p>The vast majority of disadvantaged students will speak positively about the mentoring they receive</p>	<p>Aspire 21 days: £1260.83</p> <p>Year managers: £94,620.07</p> <p>Heads of House: £14,221</p>	<p>data collections: termly</p> <p>Number of detentions monitored: weekly</p> <p>Student voice: termly</p> <p>Responsible:RB (PB)</p>	
	<p>Disadvantaged students will be targeted for attendance mentoring and praise for attendance. 93%-95% mentored by year Leaders. Below 93% mentored by attendance team</p> <p>Discount for prom will be used as an incentive for attendance</p> <p>Monitored: weekly Reviewed: At the end of each half term Responsible:RB (PB)</p>	<p>The disadvantaged students with attendance below 97% will increase attendance on average by at least 3pp</p> <p>The percentage of disadvantaged students with attendance above 95% will increase by at least 3pp</p> <p>The disadvantaged students with attendance below 90% will increase attendance by at least 3pp on average</p> <p>Overall attendance of</p>		<p>Tutors should regularly praise daily</p> <p>Year Leader mentor monitoring: through LM meetings</p> <p>fortnightly</p> <p>Attendance data monitored: weekly</p> <p>Responsible:RB (PB)</p>	

		disadvantaged students will increase by at least 2pp		
	Disadvantaged students who are catch-up will receive high quality support through interventions that are targeted to different students with different needs.(see catch-up plan) so that they make accelerated progress from starting points Monitored: at each data collection Reviewed: January 2021; July 2021 Responsible: PB	The majority of catch-up students will meet their specified target (depending on whether C1, C2,C3) Catch up students will have attendance in line with national figures	Quality of teaching through learning walks: weekly Quality of teaching through QA: termly Attainment monitored through data collection: Termly Responsible: PB (NJ)	
	Disadvantaged students will be targeted for rewards (vouchers, prizes, pizza parties, trips e.g) Monitored: at the end of each half term Reviewed: July 2021 Responsible: HL, PB	The vast majority of disadvantaged students will receive formal recognition of achievements	A reward spreadsheet will track and monitor who has received rewards and recognition. Monitored: at the end of each half term Reviewed: July 2021 Responsible: HL, PB	
	Disadvantaged	The majority of	An enrichment	

	<p>students will be targeted for extra-curricular opportunities to improve cultural capital Monitored: at the end of each half term Reviewed: January 2021; July 2021 Responsible: HL, PB</p>	<p>disadvantaged students will take part in at least 2 extra-curricular activities.</p>		<p>spreadsheet will track and monitor engagement with enrichment activities. Monitored: at the end of each half term Reviewed: January 2021; July 2021 Responsible: HL, (PB)</p>	
	<p>Disadvantaged students will receive high quality careers guidance (e.g 121 personalised support, careers practice interviews, targeted 121 support of writing personal statements) Monitored: at the end of each term Reviewed: July 2021 Responsible: ND. JJ</p>	<p>Disadvantaged students will have at least 1 workplace experience over 5 years; at least 1 meaningful encounter with an employer. Termly monitoring Targets: The vast majority of students are positive about:</p> <ul style="list-style-type: none"> ➤ their personal guidance support ➤ careers sessions they attend ➤ careers sessions and tutor support 		<p>Monitored: at the end of each term Reviewed: July 2021 Responsible: ND. JJ (PB)</p>	

	<p>Careers information will be delivered systematically through tutor time to ensure disadvantaged students are aware of a range of careers.</p> <p>Expose students to a range of careers, HT focus on a variety of careers related to each specific subject e.g. Career postcards, google classroom activities.</p> <p>Monitored: at the end of each term Reviewed: July 2021 Responsible: ND. JJ</p>	<p>Termly monitoring: All students have applied for appropriate courses and have a backup plan.</p> <p>Termly monitoring QA of year 11 career tutor sessions -majority good or better</p> <p>Termly monitoring: Student voice shows - vast majority positive</p> <p>Termly monitoring: Students have a good understanding of the range of jobs that are available. Student voice and quiz results show majority positive results</p>		<p>Monitored: at the end of each term Reviewed: July 2021 Responsible: ND. JJ</p>	
<p>Disadvantaged students will improve their health and nutrition which will positively impact all aspects of school life</p>	<p>The breakfast club menu will be extended to include a variety of healthy foods. Bagels and breakfast bars delivered to classrooms until breakfast club can re-open.</p> <p>Monitored: at each data collection Reviewed: January</p>	<p>An increase in the numbers of those who regularly attend breakfast club</p> <p>The majority of those who regularly attend will show an improvement in either attitudes to learning, behavior, or both.</p>	<p>Magic Breakfast (no cost)</p> <p>Kellogg's grant: £-1000</p> <p>Extra breakfast costs: £1,000</p>	<p>The list of attendees will be monitored weekly and tutors will be asked to remind students regularly.</p> <p>Improvements in ATL and behavior at each data collection: termly RBU (PB) Monitored: at each data collection Reviewed: January</p>	

	2021; July 2021 Responsible: PB			2021; July 2021 Responsible: PB	
	<p>Monitor those disadvantaged students who do not accept their daily FSM. Explore reasons why and intervene. This might include contacting parents/carers or counselling.</p> <p>Ensure disadvantaged students select a meal rather than a number of items that offer 'empty calories.' Chartwells to be actively involved; rules and reasons shared with students before-hand.</p> <p>Monitored: half termly Reviewed: Termly Responsible:PB</p>	<p>The vast majority of disadvantaged students to regularly take advantage of FSM entitlement</p> <p>Improved behavior and attitudes to learning for disadvantaged students shown each half term.</p>		<p>Monitored: half termly Reviewed: Termly Responsible:PB (NJ)</p>	
Total costs			£656,587.77		

85-100%	The vast majority
70-84%	The majority

