

Pupil premium strategy statement – Sir William Romney' School.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	517
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Will Ruscoe Headteacher
Pupil premium lead	Pete Dillon Assistant Headteacher Pupil Premium Lead
Governor / Trustee lead	Anna Herbert Chair of Local Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155, 394
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£30, 517
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£185, 911

Part A: Pupil premium strategy plan

Statement of intent

Sir William Romney's School aims to provide a curriculum which actively seeks to improve the life chances of all our students, addressing any inequalities and barriers that are present and allowing all students to realise their true potential. We are a school that is proud to be truly comprehensive, and that is fully committed to closing the gap of progress and attainment levels between disadvantaged students and those of the national average of non-disadvantaged students. We aim to do this by the high-quality teaching of an ambitious, rich and broad curriculum that ensures students become highly literate, confident learners. We ensure curriculums explore life beyond school and we aim to provide a wide range of trips and visits for all year groups. Our core values of aspiration, resilience and collaboration guide our students on the strive for excellence of these academic and personal outcomes.

Our facilitation of the best outcomes for our disadvantaged students, is guided by the following principles, as part of a holistic approach rooted in research. We work to:

- Promote a whole school strategy which encourages all staff to promote the achievements and successes of disadvantaged students.
- Ensure that students receive quality first education in calm and focussed classrooms, and are challenged to be the best versions of themselves. This has been found to be the most effective method of improving outcomes.
- Acknowledge that all students are unique and the barriers to them reaching their potential are specific to them. We value positive relationships with our students and their families which support us to identify these barriers and provide the most effective learning environment possible.
- Address barriers to attendance to ensure our students feel safe, valued and happy as part of our school community, and so attend school regularly and on time.

Challenges

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

Challenge number	Detail of challenge
1	The progress of disadvantaged learners as a group is lower than that of the non-disadvantaged learners
2	The attendance of disadvantaged learners as a group is lower than that of the non-disadvantaged learners
3	Our disadvantaged learners can have low literacy skills and are more likely to live in homes with limited literacy resources.
4	Our disadvantaged students have a lower engagement with wider curricular opportunities and experiences of cultural capital
5	Parents of our disadvantaged students are less engaged with their children's learning and a home without a quiet place to work or access to relevant resources and equipment.
6	Our disadvantaged students engage less effectively with quality first teaching.
7	Some of our disadvantaged students experience low-self-esteem, poor mental health, and aspirations

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
Embedding of the 'SWR lesson', broadly supported by the Rosenshine and 'teach like a champion' principles.	<ul style="list-style-type: none">- The development of a programme of quality of teaching and learning, rooted in the principles of Rosenshine and 'Teach like a champion',- The gap of disadvantaged students' overall progress and attainment to narrow with that of their peers.
Embedding of a revised behaviour policy, focussed on high expectations for conduct and celebration of success.	<ul style="list-style-type: none">- Improved attitudes to learning for disadvantaged students.- Reduced number of disadvantaged students referred to the reset room- Reduced number of suspensions for disadvantaged students.
Embedding of a revised graduated approach to attendance	<ul style="list-style-type: none">- The attendance gap of disadvantaged students' overall attendance to narrow with that of their peers, demonstrating a rising trend in the number of sessions attended by disadvantaged students,

	and a decline in the number of persistently absent disadvantaged students.
Effective intervention to develop the reading competence and confidence of students.	<ul style="list-style-type: none"> - Following targeted intervention, rapid progress in the literacy for disadvantaged students in Key Stage Three to ensure reading ages are in line with their chronological age.
Increased access to mental health and wellbeing support	<ul style="list-style-type: none"> - Increased capacity for mental health and wellbeing support for disadvantaged students - Attitude to learning data will evidence a rising trend for disadvantaged students.
To provide genuine 'cultural capital' opportunities for disadvantaged students across the wider curriculum.	<ul style="list-style-type: none"> - Participation logs evidence increased participation rates for disadvantaged students in extra-curricular, enrichment and homework clubs. - Increased percentage of disadvantaged students attending extra-curricular trips and visits linked to the academic and wider curriculum.
To improve the percentage of disadvantaged students staying in education, employment or training.	<ul style="list-style-type: none"> - Through raising aspirations and a personalised CEIAG programme for identified students, the percentage of disadvantaged students staying in education and employment exceeds 90%.

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: £92,956 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Pupil Premium Champion to ensure staff are familiar with PP students and the barriers they face and that key strategies are promoted. Works alongside SLT Lead on Pupil premium.	Using pupil premium EEF (educationendowmentfoundation.org.uk) – teaching is the top priority, including CPD and ensuring all staff are aware of the key strategies being used. Successful schools “have clear, responsive leadership” Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk) EEF Implementation Guide states that “school leaders play a central role in improving education practices through high quality implementation” by “defining both a vision for, and standards of desirable implementation”	1,2,6,8
Ongoing CPD throughout the year to develop quality first teaching	Using pupil premium EEF (educationendowmentfoundation.org.uk) EEF Using Pupil Premium / EEF Great teaching toolkit	1,3,6
Development of recruitment strategy including the creation of the 'SWR Video' to attract high quality prospective candidates.	Evidence from the Education Endowment fund, and a wide body of research (e.g. Rosenshine 2012) acknowledge that developing high quality teaching and learning is the most effective method of driving progress for disadvantaged students.	1, 2, 6
Embedding the SWR lesson through staff INSET to secure high quality first teaching and learning.	Evidence from the Education Endowment fund, and a wide body of research (e.g. Rosenshine 2012) acknowledge that developing high quality teaching and learning is the most effective method of driving progress for disadvantaged students.	1, 6

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

Budgeted cost: £46,478 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The formation of regular 'Raising Standards' meetings that closely track the progress of Key Stage Four Students.	Gross (2021) highlights the importance of identifying specific barriers for individual children and closely tracking progress.	1,2,3,8
Parents and encouraged to engage with classcharts software as a method of engaging with their children's education.	<p>Dotterer and Wehrspann (2016) highlight the positive correlation between increased parental engagement and increased attitude to learning and academic achievement.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	3, 5
Provision of an early intervention reading programme that improves students' confidence with literacy, comprehension and reading ages. Delivered in one to one sessions by two trained TAs.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact (+6 months).	1,2, 3,6,7
One to one careers guidance to ensure all students have plans in place for the next stage of their education.	As an 11-16 school we are committed to ensuring all our students are fully prepared and supported for their next steps. Research shows that effective careers guidance can impact not only academic outcomes but social outcomes too. In particular self confidence and maturity. Careers education EEF (educationendowmentfoundation.org.uk)	7,8
Dedication Numeracy Teaching assistant to provide 1:1 and small group intervention, and support in extracurricular revision sessions.	Svane et al. (2023) completed a systematic review of literature on maths intervention that drew positive correlations between numeracy intervention and attainment across other subjects.	1

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

Budgeted cost: £46,478 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Year 7 BBQ is an annual event that invites new parents into our school community, fostering positive working relationships between staff and parents.	<p>Dotterer and Wehrspann (2016) highlight the positive correlation between increased parental engagement and increased attitude to learning and academic achievement.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	5
Provision of homework club twice per week.	<p>EEF Teaching and Learning toolkit highlights that:</p> <ol style="list-style-type: none"> 1) Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools. 2) Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils) <p>Fan et al. (2017) produced a meta-analysis that showed a positive relationship between engagement with homework and academic achievement.</p>	3,5
The provision of a free, weekly minibus service to provide transport home for students following extracurricular clubs, including homework club.	<p>EEF Teaching and Learning toolkit highlights that:</p> <p>Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)</p> <p>Fan et al. (2017) produced a meta-analysis that showed a positive relationship between engagement with homework and academic achievement.</p>	3,5
Purchase of mental health provision that secures two full days of counselling	The pandemic created increased mental health needs across the student population. With long waiting lists for external agency intervention, our approach will be to use our recovery funding to support students who display mental health needs at risk of escalation.	7

for identified students.		
SWO/ ISW/ HOY to work closely with identified families to address barriers.	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	2
An increase to trips and visits with subsidisation of costs for disadvantaged students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
Support with uniform costs and materials needed to access the curriculum. (E.g Art equipment/ Ingredients for DT Food lessons etc)	Maslow's Hierarchy of Needs - Simply Psychology "When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs." It is crucial that physiological needs are met if we hope for students to focus on growth and development academically.	2,7
Subsidised Music lessons for disadvantaged students who show aptitude/ desire.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4,1
Provision of snacks at break (in addition to Free School meal) to account for a later lunch following a change to the school day.	Maslow's Hierarchy of Needs - Simply Psychology "When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs." It is crucial that physiological needs are met if we hope for students to focus on growth and development academically.	7
Direct funding of resources for disadvantaged students	Acknowledging the importance of identifying the specific needs of individual disadvantaged students (Gross 2021), some PP funding will be used to remove barriers outside of the scope of this strategy.	1,2,3,4,5,6,7,8
Inclusion meeting to discuss students with attendance, behaviour and attendance needs	Gross (2021) highlights the importance of identifying specific barriers for individual children and closely tracking progress.	2,3,5,7

Total budgeted cost: £ 185,911

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1 - The progress of disadvantaged learners as a group is lower than that of the non-disadvantaged learners

Despite the turbulence in school leadership during 2022/023, the disadvantaged students improved their progress and the proportion who achieved + in English and maths. The progress of disadvantaged students improved by 0.29 and the number of disadvantaged students achieving 5+ in English and maths increased by 2.7% and the gap with non-disadvantaged students closed by 17.09%. Our latest data shows that all of our students progressed to post-16 destinations, whether than be further education, employment or training. No disadvantaged students were NEET in 2023.

Challenge 2 - The attendance of disadvantaged learners as a group is lower than that of the non-disadvantaged learners

The establishing of our graduated approach to attendance means that our staff are acutely aware of the importance of good attendance and are clear what role they play in this regard, informed by regular staff briefings. Our tutor team consult with students and their families in their tutor group as a first intervention before concerns are escalated, where necessary, to the head of year and subsequently school welfare office. The school has a good working relationship with Gloucester Education and Inclusion, and Early Help Coordinator, and draw on the support available as appropriate. Heads of Year run attendance workshops with students who are persistently absent, with the aim of developing a positive ethos to good school attendance. Attendance is closely monitored throughout the year to ensure that students are safe, attending school and that points of intervention are addressed quickly. Students who are severely persistently absent (50% or less) are referred to the safeguarding team. Students are regularly taught about the importance of good attendance and the impacts of high levels of absence. They track their own attendance in tutor time each week and set targets for improvement. High levels of attendance are regularly celebrated amongst our student community.

Challenge 3 - Our disadvantaged learners can have low literacy skills and are more likely to live in homes with limited literacy resources.

The power of reading is a trustwide priority and our staff have received a whole day INSET on how a shared commitment to developing reading can be incorporated into their role. Following input from industry experts, all staff developed a Personalised Action I Commit to Trial (PACT) as part of an action research approach to developing reading in the classroom. Literacy and Oracy is a cornerstone of the pillars of the SWR curriculum, with all subject areas reviewing how this pillar is embedded into their curriculum models to

ensure that the development of reading is an explicit part of each subjects curriculum. The reading ages of our less-confident readers was closely monitored, alongside targeted intervention to develop their skills and empower them to engage more effectively with teaching and learning in the classroom.

Challenge 4 - Our disadvantaged students have a lower engagement with wider curricular opportunities and experiences of cultural capital

Participation in extracurricular activities are monitored across the school. Last academic year, the participation of our disadvantaged and non disadvantaged students was comparable. Our pupil premium funding ensured that all students were able to engage with educational trips and visits, irrespective of financial position.

Challenge 5 - Parents of our disadvantaged students are less engaged with their children's learning and a home without a quiet place to work or access to relevant resources and equipment.

We acknowledge that the communities we serve include rural areas where public transport may be less available or reliable. Due to this we offered a hybrid parents evening model, with 50% of parents evening taking place online and 50% in school. This facilitated a greater number of our disadvantaged families to engage with their children's learning. Information evenings for all year groups informed parents and carers about the most effective ways to support their children with their education. This included a masterclass on using classcharts which empowered parents carers and students to live-monitor successes and areas for development in their attitude to learning.

Challenge 6 - Our disadvantaged students engage less effectively with quality first teaching.

Our revised approach to behaviour for learning has led to an improvement in the learning environment enjoyed by students. Staff have reported that they feel confident in behaviour in school, and in implementing the behaviour procedures. Our tracking and monitoring of behaviour across the school has been refined, meaning that middle and senior leaders are clearer as to where intervention would be apposite, so students receive early intervention.

Challenge 7 - Some of our disadvantaged students experience low-self-esteem, poor mental health, and aspirations

Our early help offer has been significantly developed meaning we have more comprehensive resources to draw upon to support students who have challenges with their mental health. Our students continue to benefit from support from our school counsellor and CBT through Young Minds Matter and we have secured further targeted intervention from Musicworks (transition to secondary school) and Art space Cinderford

(circus skills and visual arts) to provide therapeutic support for our students. Our SEND department deliver Lego therapy, thrive and physical regulation sessions that support our students with their mental health and wellbeing, and enable more focussed engagement with teaching and learning. Our Child-Friendly early help offer is widely promoted around school, providing signposting to students who may not feel ready to talk about their challenges. We continue to offer bespoke referrals to a wealth of external agencies to ensure that our students individual mental health needs are provided for. All students have a termly wellbeing assembly, which embeds the 5 ways to wellbeing and facilitates all students to incorporate evidence based strategies to improve wellbeing into their lives.

Moving forwards into 23/24

Following a year of turbulence for the school community, the school has a new leadership team with an ambitious School Improvement Plan (SIP) that strives for excellence for all students, including those who are disadvantaged.

Whilst acknowledging the developments in progress of our disadvantaged students, as a school we are disappointed that, whilst progress of disadvantaged students closed by 0.29, the progress gap widened (by -0.08). There are clear areas for development with regards to the outcomes of our disadvantaged students which remain a priority this academic year. The overall attainment gap between disadvantaged and Non-disadvantaged students in the 2023 examination series was -0.93, with the attainment for disadvantaged students 30.3. Too few of our students, and particularly disadvantaged students, gain the ebaccalaureate which is an additional focus this academic year.

As we enter the final year of this strategy, we continue to dynamically assess the provision of our disadvantage students and strive for excellence in the educational experience they engage with. Our strategy continues to position high quality teaching and learning at its core. To do this, we will continue to update staff on the challenges that disadvantages students can experience and how these barriers can be overcome in the classroom, through a 'PP first' approach. The 'SWR Lesson' drives a consistent approach to learning across the school, empowering students to build upon, and make connections between, their learning. We continue to drive developments in the levels of good attendance and positive behaviour for learning throughout our school to increased engagement with effective teaching and learning, whilst recognising that a large proportion of our students require mental health intervention to enable positive engagement.

Review of outcomes 22/23

Below is a RAG rating of the activities completed in the last academic year.

Green indicates activities we have judged to be effective, and so will continue this year

Amber indicates activities that show promise but may need further embedding or refining

Red indicates activities that we have judged to be ineffective, or those that do not represent a good return on investment.

Teaching

Expenditure	Impact
<i>Additional English teaching to facilitate small group teaching for identified students.</i>	<p>There was a 2.7% rise in the number of disadvantaged students who gained a grade 5+ in English and Maths.</p> <p>The gap between non-disadvantaged and disadvantaged students gaining grade 5+ in maths and English narrowed by 17.09%.</p>
<i>Additional Maths teaching to facilitate small group teaching for identified students.</i>	<p>There was a 2.7% rise in the number of disadvantaged students who gained a grade 5+ in English and Maths.</p> <p>The gap between non-disadvantaged and disadvantaged students gaining grade 5+ in maths and English narrowed by 17.09%.</p>
<i>Appointment of a Pupil Premium Champion to ensure staff are familiar with PP students and the barriers they face and that key strategies are promoted. Works alongside SLT Lead on Pupil premium.</i>	<p>The PP Champion promoted the barriers for disadvantaged students in the school. They were used to deliver staff training, work with specific students and departments.</p> <p>The PP champion delivered briefings to staff to highlight the additional barriers to learning that can exist for disadvantaged students. A PP toolkit was developed focussing on barriers and classroom based strategies.</p> <p>A PP newsletter was developed to embed staff knowledge.</p>
<i>Additional Teaching capacity to facilitate one to one mentoring from subject specialists where appropriate</i>	<p>The levels of staff absence (e.g. illness, COVID) did not make this a successful strategy as there was little capacity to offer 1:1 mentoring to disadvantaged students.</p>
<i>Academic Mentor employed to work with identified students.</i>	<p>Our academic mentor delivered targeted intervention with small groups of children to develop their outcomes in English. Additionally, extracurricular clubs were offered to support children with their retention of quotes, and with exam practice.</p> <p>There was a 2.7% rise in the number of disadvantaged students who gained a grade 5+ in English and Maths.</p> <p>The gap between non-disadvantaged and disadvantaged students gaining grade 5+ in maths and English narrowed by 17.09%.</p>

Ongoing CPD through-out the year modelling quality first teaching	All staff were provided with T&L CPD throughout the year. This was delivered through twilights, INSET days and staff briefings.
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Targetted Academic Support

Expenditure	Impact
<i>Academic Mentoring for disadvantaged students</i>	<p>Our academic mentor delivered targetted intervention with small groups of children to develop their outcomes in English. Additionally, extracurricular clubs were offered to support children with their retention of quotes, and with exam practice.</p> <p>There was a 2.7% rise in the number of disadvantaged students who gained a grade 5+ in English and Maths.</p> <p>The gap between non-disadvantaged and disadvantaged students gaining grade 5+ in maths and English narrowed by 17.09%.</p>
<i>Provision of an early intervention reading programme that improves students' confidence with literacy, comprehension and reading ages. Delivered in one to one sessions by two trained TAs.</i>	<p>Effective intervention has seen a rising trend for those students whose reading age falls behind their chronological age. This has allowed greater engagement with learning in the classroom.</p> <p>This year, more thorough tracking and monitoring will mean greater impact and a stronger evidence base for this intervention.</p>
<i>Dedicated literacy, numeracy and SEMH Teaching Assistants to provide specific one-to-one and small group interventions for KS3 students with identified need.</i>	<p>Effective intervention has seen a rising trend for those students whose reading age falls behind their chronological age. This has allowed greater engagement with learning in the classroom.</p> <p>This year, more thorough tracking and monitoring will mean greater impact and a stronger evidence base for this intervention.</p>
<i>GCSE Revision strategies workshops for KS4 students.</i>	<p>The progress 8 figure for our disadvantaged students increased by 0.29., however the progress gap widened by 0.08.</p> <p>There was a 2.7% rise in the number of disadvantaged students who gained a grade 5+ in English and Maths.</p> <p>The gap between non-disadvantaged and disadvantaged students gaining grade 5+ in maths and English narrowed by 17.09%.</p> <p>Student voice demonstrated that students found these valuable experiences and benefitted from the strategies introduced.</p>
<i>One to one careers guidance to ensure all students have plans in place for the next stage of their education.</i>	All disadvantaged students were offered a carers appointment. We are currently predicting that there are no disadvantaged students who are currently NEET.

Wider Strategies

Expenditure	Impact
<i>Purchase of mental health provision that secures two full days of counselling for identified students.</i>	Disadvantaged students were prioritised depending on their level of need. Individual case studies demonstrate the impact.
<i>Delivery of attendance intervention in a targeted way using internal and FFT Aspire attendance tracking systems. This includes additional personnel to address persistent absenteeism for disadvantaged students.</i> <i>SWO/ ISW/ HOY to work closely with identified families to address barriers.</i>	Attendance was a regular focus throughout the academic year. Disadvantaged students were prioritised for intervention and support. Tutor's received specific training on attendance and their role in promoting it. Heads of Year completed attendance workshops with identified persistent absentees, which led to a significant increase in their attendance. IMPACT
<i>Contingency fund for acute issues</i>	Individual case studies demonstrate the impact that this money was spent on.
<i>Targeted intervention for well-being and resilience through small group work with the charity I can I am.</i>	Disadvantaged students were prioritised during the I Can, I am bus visits. Student voice overwhelmingly showed that students who engaged with the I Can I am bus felt more knowledgeable about how they could incorporate strategies to protect and develop positive feelings of wellbeing.
<i>Cultural Capital promoted as a key pillar of our curriculum and monitored through audits throughout the year.</i>	Participation logs show that the number of disadvantaged, and non-disadvantaged, students engaging with extra curricular activities was comparable. Disadvantaged students were allocated financial support to attend educational trips and visits, where finances were a barrier. Each subject area has reviewed their curriculum and these are now aligned with the SWR pillars, including Cultural Capital.
<i>An increase to trips and visits with subsidisation of costs for disadvantaged students.</i>	Participation logs show that the number of disadvantaged, and non-disadvantaged, students engaging with extra curricular activities was comparable. Disadvantaged students were allocated financial support to attend educational trips and visits, where finances were a barrier.
<i>Support with uniform costs and materials needed to access the curriculum. (E.g Art equipment/ Ingredients for DT Food lessons etc)</i>	Individual case studies demonstrate the impact. Subject leaders and Heads of Year have requested funding for school uniform and resources, including revision guides and cooking ingredients to enable them to engage effectively with the curriculum.
<i>Subsidised Music lessons for disadvantaged students who show aptitude/ desire.</i>	All disadvantaged students who elected to take music lessons were allocated a subsidy for the cost. A core group of students were allocated for fully funded spaces. Individual case studies can demonstrate the impact of this work.

<p><i>Provision of snacks at break (in addition to Free School meal) to account for a later lunch following a change to the school day.</i></p>	All disadvantaged students receive toast, free of charge, at break time each day.	
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