

Pupil premium strategy statement (primary)

1. Summary information					
School	The Round House Primary Academy				
Academic Year	2020/2021	Total PP budget	£143,915	Date of most recent PP Review	September 2019
Total number of pupils	384	Number of pupils eligible for PP	107	Date for next internal review of this strategy	September 2021

2. Attainment July 2019 (based on year 6 results)- the last time statutory assessments were taken nationally				
	% PP Round House	% PP (w/o SEND) Round House	% not eligible for PP Round House	% national PP
% achieving in reading, writing and maths	37%	50%	64%	51%
% ARE in reading	58%	71%	69%	n/a
% ARE in writing	53%	64%	78%	n/a
% ARE in maths	74%	93%	78%	n/a

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Focus and readiness to learn
B.	Poor language skills
C.	Slow progress, leading to lower attainment, across Reading, Writing and Maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of parental support and aspiration
E.	Mental health and general wellbeing
F.	Lack of life experiences

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Children to develop their language skills	Attainment and progress in Reading, Writing and Phonics is the same for children eligible for pupil premium funding and their peers.
B.	Children to progress as well as their peers across Reading, Writing and Maths	Rates of progress for children eligible for pupil premium funding will be as good as their peers in Reading, Writing and Maths.
C.	Children to have good mental health and general wellbeing, ready to learn	Children are in school and ready to learn with good general wellbeing and mental health.
D.	Children to access a range of life experiences	The school curriculum is rich, offering a range of experiences and school trips uptake is the same for children eligible for pupil premium funding and their peers.
E.	Parents to engage with the school and their children's learning	Children eligible for pupil premium funding will access the same provision as their peers and parents are supported through engagement with the school.

Academic year	2020/2021
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to develop their language skills	<ol style="list-style-type: none"> 1. Small group phonics in EYFS, Year 1 and Year 2. 2. Use of Accelerated Reading platform, reward 'pizza parties' and AR Millionaire reading awards. 3. Teacher trained as an oracy specialist and leads the initiative across the school 4. 'Whole Sentence School' ethos adopted 5. Sentence stems used across the curriculum to support children with articulating language. 6. Vocabulary focus, based around Vocabulary Ninja and words of the week. 7. Use of Maths Whizz 8. Use of TT Rockstars and NumBots 9. Use of Spelling Shed and Maths Shed 	<ol style="list-style-type: none"> 1. More, smaller groups allow for specific phonic phases to be taught in relation to children's specific needs. 2. Regular reading of a range of appropriately levelled texts will allow children to develop their reading skills as well as reading for pleasure. Children to have a further aspiration to read as reading is pivotal to the development of language and literacy. An EEF report found that 'Accelerated Reader appears to be effective for weaker readers' with further research being looked into. 3. Oracy has been identified as an area of weakness in children not attaining well. EEF report that 'studies of oral language interventions consistently show positive impact on learning.' They also report that 'All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.' 4. Children being able to speak fluently and correctly is pivotal to articulating their thinking and presenting both orally and in their writing. 5. Children are supported in organising their ideas so that they can focus on the content and, in time, being able to articulate these for themselves. This also helps children to learn the different ways in which points can be put across and highlights the difference between formal and informal registers. 6. It is important to focus on increasing the language skills of our children. The 	<ol style="list-style-type: none"> 1. Monitoring of lessons alongside outcomes from the phonics screening and children's progress in spelling and reading. 2. Regular monitoring of children's reading, making use of the Accelerated Reader platform. 3. Oracy Lead will monitor the use of oracy strategies introduced across the school and SLT and teaching staff will monitor and analyse the impact on other curriculum subjects (particularly, writing). 4. Oracy Lead will monitor the use of oracy strategies introduced across the school and SLT and teaching staff will monitor and analyse the impact on other curriculum subjects (particularly, writing). 5. SLT will monitor the use of oracy strategies introduced across the school. 6. This will be inputted by the Oracy Lead and monitored by her and the SLT. 7. This will be monitored by the teaching staff in Year 5 and 6. 	<ol style="list-style-type: none"> 1. EYFS/KS1 staff and SLT 2. SLT and Teaching staff 3. Oracy specialist and all staff 4. Oracy specialist and all staff 5. English Leads and all teaching staff 6. English Leads and all teaching staff 7. SLT and Maths Lead 8. Maths Lead 9. SLT and English Leads 	<ol style="list-style-type: none"> 1. Termly 2. Weekly/Annually 3. Termly 4. Termly 5. Termly 6. Termly 7. Annually 8. Annually 9. Annually

	<ol style="list-style-type: none"> 5. Smaller class sizes for English in UKS2 with a PKS English group run daily to target specific gaps in learning. 6. New targeted approach to the teaching of reading and writing in English lessons. 7. Effective practice is shared between the schools across the Trust. 	<p>and feedback to be more individualised and, thus, have a greater impact on their learning. EEF report that 'Evidence suggests that TAs can have a positive impact on academic achievement.'</p> <ol style="list-style-type: none"> 5. The smaller more concentrated groups will allow the children's needs to be targeted within inputs, lessons and feedback more readily. Children working at a PKS level for reading and writing are able to access content that is aimed directly at their ability. EEF report that 'although schools should focus on improvements to core classroom teaching that support all children in the class . . . some high quality, structured intervention may still be required for some pupils to make progress.' Alongside this, EEF research found that 'reducing class size appears to result in around three months' additional progress for pupils, on average.' 6. Based on research- including the visiting of other schools and outside courses- and trials done by DHT, AHT and in certain year groups, the new approaches are an adapted amalgamation of several different approaches that have been effective in the moving forward of children's learning. 7. The EEF's Attainment Gap Report, it is stated that 'Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.' 	<p>leading smaller groups. Training will be provided to ensure that adults are in a position to support and further children's learning.</p> <ol style="list-style-type: none"> 5. The planning of sessions will be targeted to the specific gaps that the identified children have, and their progress will be monitored by teaching staff and the SLT (on a 'small steps' level and on their grade). 6. Training and upskilling of teachers based on the utilisation of new approaches to the teaching of both reading and writing. These will also be fed back on by teaching staff and monitored by the SLT for both implementation and impact. 7. Organisation of PDMs and network meetings by the Trust Central Services in collaboration with HTs. 		
Children to have good mental health and general wellbeing, ready to learn	<ol style="list-style-type: none"> 1. Jigsaw PSHE scheme purchased and rolled out across the school. 	<ol style="list-style-type: none"> 1. The new scheme is researched, covering the intended areas of the broad curriculum as well as highlighting the importance of wellbeing. 	<ol style="list-style-type: none"> 1. PSHE Leads provide training on the new scheme and monitor its implementation and impact across the school. 	<ol style="list-style-type: none"> 1. PSHE Leads and teaching staff 	<ol style="list-style-type: none"> 1. Annually
Parents to engage with	<ol style="list-style-type: none"> 1. EYFS parental workshops: Maths, 	<ol style="list-style-type: none"> 1. Feedback on previous workshops have been positive and providing parents 	<ol style="list-style-type: none"> 1. SLT to evaluate the workshops, including the 	<ol style="list-style-type: none"> 1. EYFS Lead 	<ol style="list-style-type: none"> 1. Termly 2. Termly

<p>the school and their children's learning</p>	<p>English, Phonics and Handwriting.</p> <ol style="list-style-type: none"> 2. Twice weekly homework clubs. 3. Daily reading homework clubs 4. Attendance of children is monitored. 	<p>with a deeper understanding on the curriculum and their children's learning allows them to help their children to progress and support their learning.</p> <ol style="list-style-type: none"> 2. Homework clubs allow for children to access homework tasks and activities on the school site, taking the strain off parents whilst also ensuring that children are able to benefit from the learning intent. 3. Regular reading is of the utmost importance to the progression of children's learning and by providing the opportunity for children to do this within school ensures that they are able to whilst also providing assistance to parents who may struggle with this. 4. It is important for children to attend school in order to develop socially and educationally. 	<p>parents who attend and the impact that it has on them. Parents will also be encouraged to feedback.</p> <ol style="list-style-type: none"> 2. Attendance at homework clubs and the completion of homework is monitored by teaching staff and SLT and identified children are invited. 3. Children's reading is monitored weekly. 4. Attendance is monitored and acted upon by the Trust EWO. 	<ol style="list-style-type: none"> 2. SLT and teaching staff 3. SLT and teaching staff 4. Trust EWO and Inclusion Manager 	<ol style="list-style-type: none"> 3. Weekly 4. Ongoing
<p>Children to access a range of life experiences</p>	<ol style="list-style-type: none"> 1. Outdoor learning embedded in the curriculum. 2. Curriculum trips used to provide children with a range of experiences in different places. 	<ol style="list-style-type: none"> 1. Outdoor learning allows children to explore and understand the natural world around them, providing them with the opportunity to work with the natural, outdoor world. A study by Dadvand, P et al (2015) found 'an improvement in cognitive development associated with surrounding greenness, particularly with greenness at schools.' 2. The range of trips allows children to experience a range of different places and activities that are different from the immediate local. Children can then draw on these experiences and are more aware of the wider national community around them. With reference to residential trips, EEF reports that 'adventure learning consistently shows positive benefits on academic learning. There is also evidence of impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students. 	<ol style="list-style-type: none"> 1. Training and monitoring of outdoor learning provision is implemented. 2. A range of trips are organised and these are referenced through the school and curriculum. 	<ol style="list-style-type: none"> 1. SLT and teaching staff 2. SLT and teaching staff 	<ol style="list-style-type: none"> 1. Termly 2. Termly
<p>Targeted support</p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to develop their language skills	<ol style="list-style-type: none"> 1. Clicker 7 2. Lexonik (previously known as Sounds Training)- including the training of a member of staff to deliver it 3. Adults trained and released to deliver NELI. 4. 3 staff members ELKLAN trained and deliver speech and language support. 	<ol style="list-style-type: none"> 1. Clicker provides the opportunity for children to work independently whilst still receiving support, for example, in the form of having their writing read back to them and visual word banks, helping children to develop their writing and language skills. 2. Lexonik is designed to rapidly develop children's language and literacy. 3. NELI is specifically designed to improve spoken language of Reception aged children which is key to their future language development. EEF report that 'studies of oral language interventions consistently show positive impact on learning.' They also report that 'All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.' 4. ELKLAN is based on evidenced informed strategies to help support adults working with children with speech, language and communication needs. 	<ol style="list-style-type: none"> 1. SENDCo to provide training and monitor the effective use across the school. 2. The impact to be monitored on a formative level within classrooms and a data level by SLT with discussions between the adult provider, teaching staff and SLT to provide an analysis of its effectiveness for each child. 3. NELI trained staff and teaching staff to monitor the impact and to work closely alongside the NELI providers in the implementation. 4. impact to be monitored by trained adults, teaching staff and SLT. Training to be provided by ELKLAN to specific adults and key ideas shared as a staff. 	<ol style="list-style-type: none"> 1. Teaching staff and SENDCo 2. SLT, teaching staff and trained Lexonik provider 3. SLT, teaching staff and NELI trained staff 4. SLT, teaching staff and ELKLAN trained staff 	<ol style="list-style-type: none"> 1. Annually 2. Termly 3. Termly 4. Termly

<p>Children to progress as well as their peers across Reading, Writing and Maths</p>	<ol style="list-style-type: none"> 1. Reading Gladiators 2. Before school boosters for Reading, Writing and Maths 3. Targeted analysis and monitoring of children's specific gaps and planned intervention/teaching of specific needs. 4. 1:1 reading 5. ECaR specialist to deliver small group reading sessions. 6. Teacher employed 2 days a week to run targeted small groups for English and Maths. 7. DHT and AHT released to lead targeted small groups for English and Maths. 	<ol style="list-style-type: none"> 1. The EEF's Pupil Premium Guidance states that 'tackling disadvantage is not only about supporting low attainers.' Case studies from Reading Gladiator schools have found that it 'creates reading advocates within a school who go on to inspire other children to become aspirational readers. Peer influence and the impact on a culture of reading has been observed within many of our Reading Gladiators™ schools.' 2. EEF report that 'although schools should focus on improvements to core classroom teaching that support all children in the class . . . some high quality, structured intervention may still be required for some pupils to make progress.' 3. EEF state that 'careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.' Dixons Kings Academy reported through the EEF in their Pupil Premium Guidance that their effective small groups are 'not on disadvantaged students as a cohort; it is on a specific gap. It's a strategy which should help to close many gaps in achievement, not just for those receiving the Pupil Premium.' 4. 1:1 reading allows for children to be heard reading by an adult regularly and, therefore, be questioned and challenged on an individual basis. EEF state 'evidence indicates that one to one tuition can be effective.' 5. Targeted reading small group work allows for children to work on the specific barriers to their reading. In reference to the ECaR trained teacher, a government funded research report, 'Evaluation of Every Child a Reader (ECaR)' found that 'the impact of the ECaR programme and Reading Recovery in relation to its central aim of improving children's reading.' 6. EEF recommends that schools should 'use structured interventions to provide 	<ol style="list-style-type: none"> 1. English Leads to identify and run sessions in collaboration with teaching staff. 2. Teaching staff to identify children based on the outcomes of pupil progress meetings and dialogue with the SLT. 3. SLT to lead pupil progress meetings based around specific children's specific gaps in learning through discussion with teaching staff. 4. Teaching staff to organise based on the outcomes of pupil progress meetings. 5. Groups to be organised by teaching staff and ECaR specialist based on the outcomes of pupil progress meetings. 6. Groups to be organised by teaching staff based on the outcomes of pupil progress meetings. 7. Groups to be organised by teaching staff and SHT/DHT based on the outcomes of pupil progress meetings. 	<ol style="list-style-type: none"> 1. English Leads and teaching staff 2. SLT and teaching staff 3. SLT and teaching staff 4. SLT and teaching staff 5. SLT and teaching staff 6. SLT and teaching staff 7. SLT and teaching staff 	<ol style="list-style-type: none"> 1. ½ Termly 2. ½ Termly 3. ½ Termly 4. ½ Termly 5. Termly 6. ½ Termly 7. ½ Termly
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		<p>additional support' when pupils need to catch up' whilst also stating in their Attainment Gap Report that 'targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</p> <p>7. EEF report that 'although schools should focus on improvements to core classroom teaching that support all children in the class . . . some high quality, structured intervention may still be required for some pupils to make progress.'</p>			
<p>Children to have good mental health and general wellbeing, ready to learn</p>	<ol style="list-style-type: none"> 1. Play Therapy (including the training of an adult to run it and the space in which to do it) 2. Lego/wellbeing clubs used to promote positive relationship building, communication and self-esteem. 3. Inclusion Manager employed. 4. Teaching assistant trained in 'Talking Through Drawing' intervention. 	<ol style="list-style-type: none"> 1. PTUK have 'research, policies and activities showing between 77% and 84% positive change' in children based on the implementation of Play Therapy. 2. Social and emotional wellbeing is a high priority. Chief medical officer for England - 'Prompting physical and mental health in schools creates a virtuous circle reinforcing children's attainment and achievement that in turn improved their wellbeing, enabling children to thrive and achieve their full potential' and also report that 'on average social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.' 3. The employment of an Inclusion Manager allows for certain pastoral matters to be dealt with by the same 	<ol style="list-style-type: none"> 1. SLT to monitor alongside teaching staff and Play Therapy trained adult. 2. SENDCo to monitor in collaboration with teaching staff. 3. Regular meetings between Inclusion Manager and SLT/HT. 4. SLT to monitor alongside teaching staff and trained adult. 	<ol style="list-style-type: none"> 1. Trained play therapist, SLT and teaching staff 2. SENDCo, SLT and teaching staff 3. SLT 4. SENDCo, SLT and teaching staff 	<ol style="list-style-type: none"> 1. Termly 2. Termly 3. Ongoing 4. Termly

		<p>individual who can dedicate their time to this area, maximising the sense of well-being, self-esteem and belonging of the most challenging and vulnerable students in your school.</p> <p>4. Testimonials show that this has had a positive impact on children's mental health and wellbeing.</p>			
Parents to engage with the school and their children's learning	<ol style="list-style-type: none"> 1. Inclusion Manager in regular contact with specific parents. 2. Specific SEND parents' evening run. 	<ol style="list-style-type: none"> 1. EEF report that 'parental engagement is consistently associated with pupils' success at school' and that parental involvement programmes are often associated with reported improvements in school ethos or discipline. 2. Dedicated time for dialogue with parents of SEND children allows for a stronger and more transparent relationship between home and school, meaning that barriers can be identified and overcome in partnership due to increased levels of understanding between both parties. 	<ol style="list-style-type: none"> 1. The Inclusion Manager will have an overview of identified families and be in regular communication with class-based staff and the SLT. 2. SENDCo to organise and co-ordinate alongside teaching staff and supported by the SLT. 	<ol style="list-style-type: none"> 1. Inclusion Manager 2. SENDCo 	<ol style="list-style-type: none"> 1. Ongoing 2. Twice yearly

Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to have good mental health and general wellbeing, ready to learn	<ol style="list-style-type: none"> 1. Free school meals provided for children. 2. Fruit provided for KS2 children. 3. Emergency breakfast provision available for children. 4. Water bottles provided for children. 5. PE kit and emergency uniform, including shoes and trainers, available for children. 6. Space provided on site for family worker sessions with parents. 	<ol style="list-style-type: none"> 1. It is of vital importance that children are provided with a nutritious diet. 2. It is of vital importance that children are provided with a nutritious diet. 3. Pupils attending breakfast club eat well and are in school on time. Pupils attending breakfast club, start the day well and are ready to learn. The EEF tested the impact of 'Magic Breakfast clubs' on pupil attainment in relatively disadvantaged primary schools. A positive impact was found. 'Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour. This suggests that 	<ol style="list-style-type: none"> 1. Inclusion Manager and administration team to oversee. 2. Inclusion Manager and administration team to oversee. 3. This is monitored by the Inclusion Manager and dealt with day-to-day by the teaching and support staff with each individual child's class. 4. Teaching staff ensure that children within their class have access to a water bottle during the day. 5. Uniform to be monitored by class-based staff and overseen by the Inclusion Manager. 	<ol style="list-style-type: none"> 1. Inclusion Manager/Office Team 2. Inclusion Manager/Office Team 3. Inclusion Manager/Office Team 4. Inclusion Manager and teaching staff 5. SLT and teaching staff 6. Inclusion Manager/Office Team 7. Inclusion Manager/Office Team 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 4. Annually 5. Annually 6. Ongoing 7. Ongoing

	7. Space provided on site for debt counselling sessions with parents.	breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments. 4. It is of vital importance that children are hydrated. 5. Assisting with uniform helps children to feel pride in their appearance and can increase self-esteem. 6. The impact of family worker's on families and children is positive for their wellbeing. 7. Children's wellbeing will be more positive if they are in an environment that is not affected by debt and the issues surrounding it.	6. Overseen and organised by the Inclusion Manager. 7. Overseen and organised by the Inclusion Manager.		
Parents to engage with the school and their children's learning	1. After school provision is available when required.	1. In an instance in which children are unable to go straight home, provision is available to those that may require it, providing a safe place for children to be and offering support to parents when required.	1. The appropriate use of this facility is monitored by the Inclusion Manager.	1. Inclusion Manager/Office Team	1. Ongoing
Children to access a range of life experiences	1. Financial support for trips and clubs (subsidised).	1. All children benefit from extra curricula activities and there are often wider benefits in terms of attendance, behaviour and peer relationships. By subsidising these, we ensure all children have the same opportunities.	1. HT and Inclusion Manager are in contact with families who may struggle financially to send their children to clubs and on trips.	1. HT, Inclusion Manager and Office Team	1. Ongoing

6. Review of expenditure			
Previous Academic Year		2019/2020	
Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Target from the SDP: <ul style="list-style-type: none"> To ensure that disadvantaged and vulnerable children make at least the same progress as non-disadvantaged children. 	<ul style="list-style-type: none"> New parents' sessions giving an understanding of phonics and handwriting requirements Small group phonic groups Additional TAs appointed to support our skills-based curriculum Home learning through Maths Whizz, TT Rockstars and Spelling 	<ul style="list-style-type: none"> The new parents' sessions were received positively and started a positive relationship between the families and the school. Due to Covid-19 and the national school closures, it is hard to measure the exact impact that the chosen approaches had, especially 	<ul style="list-style-type: none"> We will continue with the majority of these approaches as we feel that they will have a positive effect in the future although we may look to adapt some to ensure that they will allow for maximum impact.

	Shed, supported through homework club where no internet is available at home or parents are unable to help- three times a week after school and twice a week at lunchtimes	<p>those based around in school teaching and learning.</p> <ul style="list-style-type: none"> The online platforms for learning were used frequently and the improvement in children's attainment in progress on these was very positive. TT Rockstars has shown a large improvement in the progress of children's tables knowledge. 	
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Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Target from the SDP:</p> <ul style="list-style-type: none"> To ensure that disadvantaged and vulnerable children make at least the same progress as non-disadvantaged children. 	<ul style="list-style-type: none"> Teacher employed to take small groups 4 days a week ECAR teacher working as a booster teacher within the school Reading Gladiators Booster sessions before school for Maths and English 1:1 readers 1:1 tuition Sounds Training to support reading and spelling Specialist IT packages to support learning. Clicker 7 available throughout the school and at home Inclusion Manager Support for involvement with Children's University Play Therapy provided where appropriate 	<ul style="list-style-type: none"> Due to Covid-19 and the national school closures, it is hard to measure the exact impact that the chosen approaches had, especially those based around in school teaching and learning. The Inclusion Manager played an important role in the engagement and communication with vulnerable and PP families throughout the lockdown. 	<ul style="list-style-type: none"> We will continue with the majority of these approaches as we feel that they will have a positive effect in the future although we may look to adapt some to ensure that they will allow for maximum impact.

Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Target from the SDP:</p> <ul style="list-style-type: none"> To ensure that disadvantaged and vulnerable children make at least the same progress as non-disadvantaged children. 	<ul style="list-style-type: none"> Financial support to enable children to go on educational school day trips and residential trips Enrichment activities to be subsidised by the school 	<ul style="list-style-type: none"> Provisions for children were used and enabled them to access the same opportunities as their peers, providing them with the resources that they required. 	<ul style="list-style-type: none"> We will look to continue offering these supports to the children and their families.

	<ul style="list-style-type: none">• Emergency uniform and PE kit provided where required• Water bottles provided where required• Emergency breakfast provision• Provision available in after school club or holiday club when appropriate		
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

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