

# **Greggs Breakfast Club programme 400<sup>th</sup> school celebration**

## **A preliminary investigation into the characteristics of participating schools**

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## Background

The Greggs Breakfast Club Programme was established in 1999 and this year hopes to celebrate the 400<sup>th</sup> school joining the initiative. In addition to 400 schools, there are also 70 partnership organisations working with the Greggs Foundation to support Breakfast Clubs in schools. Anecdotal evidence to date shows that there are many benefits to the Breakfast Clubs. The Greggs Foundation is carrying out work over the next few months to gather qualitative information from partner organisations, volunteers, schools and pupils to document how their Breakfast Clubs have benefitted these stakeholders.

This report is a brief quantitative analysis of school-level data to investigate a range of factors relating to prior and current attainment levels of pupils, the demographic make-up of pupils, geographical factors, and changes over time within the schools participating in this programme. By investigating these factors we hope to gain a better understanding of the schools that are engaging with the programme and how pupils are performing within these environments.

### *Outline of data, methods and analysis*

The Greggs Foundation provided a list of schools that have engaged with the programme since its launch in 1999. The Greggs Breakfast Club is a national programme and the list included 402 schools and centres located across the UK.

For this analysis we, the Centre for Evaluation and Monitoring (CEM) at Durham University, utilised publicly available data published by the Department for Education (DfE) detailing the attainment and pupil populations within schools. Using the school contact information the Greggs Foundation provided, we also linked data from national statistics relating to socio-economic factors, to provide a further insight into the areas Breakfast Club schools are located in and the potential challenges and barriers that schools and pupils may face.

An initial review of the data provided by the Greggs Foundation identified schools and centres which we could not link or find data for, and therefore we removed these schools and centres from the main dataset and analysis. The reasons for excluding schools were as follows:

- The largest cause for exclusion is that detailed school-level data is only available for England through the DfE performance tables website<sup>1</sup>. Additionally, other measures we have incorporated in this analysis are only available for England, such as POLAR, therefore any schools that were not located in England were not included in the analysis.
- Some of the Breakfast Clubs were hosted at centres rather than schools, i.e. Belle Vue Community Sports and Youth Centre, for which there is no publicly available data from relating to attainment etc.
- Some schools had duplicate records in the datasheet, having potentially left the programme and re-joined at a later date, therefore for the purposes of linking school level data we removed any duplicates.

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<sup>1</sup> More information can be found at: <https://www.compare-school-performance.service.gov.uk/>

- Some schools had both the infant and primary elements of the school listed separately, and in this circumstance (as infant schools do not have any data available from the DfE) we retained the primary element and removed the infant school.
- When matching schools with available data we found a number of schools which did not have data available in the DfE published datasets, this was primarily due to primary schools who do not teach to age 11 and therefore do not have KS2 data.

After this process, from the original 402 clubs, 33 were removed (28 were located in Scotland and Northern Ireland, and 5 were duplicates or not schools).

As we began to link the remaining 369 schools with the DfE and other national datasets we found that there was a small proportion of schools which did not have a complete set of data (i.e. 28 schools did not have KS2 data available) however we were able to match some data to all 369 schools and therefore retained them in the dataset for analysis. For example, Pupil Referral Units are specialist schools often working with a small number of pupils; as a result the DfE often has to suppress data when making it publicly available to avoid the potential identification of pupils. Additionally we also identified a secondary school within the dataset which therefore does not have KS2 data available but we were able to use geographical and pupil population data for this school in the analysis.

## What are the characteristics of schools engaged in the programme?

Starting with the socio-economic area schools are located in and how these compare nationally we used the school postcode to link the schools to wider data from HEFCE and the ONS, specifically we used and looked at the Index of Multiple Deprivation (IMD 2015)<sup>2</sup> and the participation of local areas in higher education (POLAR)<sup>3</sup> measure.

### *Index of Multiple Deprivation*

IMD 2015 is a composite measure made up of different subscales relating to social inequality and deprivation. Using the postcode of the school we can link this to a geographical area known as a Lower-layer Super Output Area (LSOA), of which there are 32,844 in England. LSOAs are small 'neighbourhood' areas used in the UK census, they are a standard way of dividing up the country and are designed so that each LSOA has a similar population size, an average of 1,500 residents each per LSOA. The IMD is presented as a ranking of LSOAs from the most to least deprived areas and a decile grouping to more easily draw comparisons within a national context.

When we take the IMD 2015 LSOA rank and decile for the area surrounding the schools engaged in the Greggs Breakfast Club what we see is that the majority of the schools are located in very deprived areas. Table 1 below shows that almost half of the schools (49.3%, N=182) are in the 10% most deprived areas of England, with 82.4% (N=304) of the schools being located in the 30% of most deprived areas.

*Table 1. Number and percentage of schools located in each of the IMD 2015 LSOA deciles.*

IMD 2015 LSOA decile	Frequency (N)	Percent (%)
<b>Most deprived 10% of LSOAs</b>	182	49.3
<b>2</b>	79	21.4
<b>3</b>	43	11.7
<b>4</b>	24	6.5
<b>5</b>	22	6
<b>6</b>	6	1.6
<b>7</b>	6	1.6
<b>8</b>	3	0.8
<b>9</b>	2	0.5
<b>Least deprived 10% of LSOAs</b>	2	0.5

Remembering that the ranking of LSOAs in the IMD 2015 goes from 1 to 32,844, with 1 being the most deprived area in England, we find that within the schools that engage with the Greggs Breakfast Club the most deprived area for a participating school is 37<sup>th</sup>. In total there are 6 schools which are located in the top 100 most deprived LSOAs and 72 schools located in the top 1,000 most deprived LSOAs.

<sup>2</sup> More information can be found at: <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

<sup>3</sup> More information can be found at: <http://www.hefce.ac.uk/analysis/yp/POLAR/>

## POLAR

The other postcode measure we have used to investigate the characteristics of the local areas is the POLAR classification which looks at how likely young people are to participate in Higher Education (HE) across the UK and the variation by area within England. POLAR classifies and ranks local areas or 'wards' into quintiles, based on the proportion of 18 year olds who enter HE aged 18 or 19 years old. These groups range from quintile 1 areas, with the lowest young participation (most disadvantaged), up to quintile 5 areas with the highest rates (most advantaged).

POLAR is primarily used to inform targeting, and support analysis, of widening participation activities by Higher Education Institutions (HEIs) but it is used as a contributing measure to social mobility, neighbourhood and community measures (i.e. ACORN). Previous research and government policy has highlighted that students who have low prior attainment, are from deprived areas and/or have been on free school meals, are less likely to go onto university<sup>4</sup>. Therefore looking at the POLAR data, and as such the likelihood of young people in that area going to university provides us with another indication of the socio-economic profile of the area that schools and pupils are located in.

Schools located in POLAR quintiles 1 and 2 are seen as the target area for HEIs to work with schools located in these areas and from table 2 below we can see that the majority (75.5%, N=280) of schools engaged with the Greggs Breakfast Club are located in those bottom (most disadvantaged) two quintiles. This supports what was highlighted by the IMD data that the Greggs Breakfast Club is primarily engaging with schools located in deprived and disadvantaged areas of England.

Table 2. Number and percentage of schools located in each of the POLAR quintiles.

POLAR3 quintile	Frequency	Percent
1	195	52.6
2	85	22.9
3	59	15.9
4	26	7
5	6	1.6

## DfE school census

The DfE conduct a range of termly and annual censuses of the staff and student populations within schools in England. As part of this schools report annually on the number and percentage of pupils within the schools who are eligible for Free School Meals (FSM) and this data is used by the DfE to generate a longitudinal measure of those who are eligible for FSM or have been at any time during the past 6 years (FSMever6).

From the schools engaged with Greggs Breakfast Club in England we see extremely wide-ranging rates of FSM and FSMever6. A small proportion of schools have a low proportion of their pupils

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<sup>4</sup> <https://www.offa.org.uk/press/quick-facts/#participationfacts>  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/443986/Widen-Partic-HE-2015s.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443986/Widen-Partic-HE-2015s.pdf)

eligible or having been eligible for FSM, but the majority have proportions of FSM and FSM ever6 above the national average, as shown in table 3 below.

Table 3. Proportion of pupils eligible or having been eligible in the last 6 years for FSM.

	<b>Min. %</b>	<b>Max. %</b>	<b>Average</b>	<b>National average</b>
<b>FSM</b>	4	80	36.9	15.2
<b>FSMever6</b>	11.3	89.7	54.1	26.4

This is unsurprising as we have already established that schools engaged with the Greggs Breakfast Club are located in deprived areas therefore we would expect to see high proportions of pupils eligible or having been eligible for FSM within these schools. However, there is a well-established link between FSM status and educational attainment with pupils who are eligible or have been eligible for FSM on average having lower attainment than their non-FSM peers<sup>5</sup>. This also links to the POLAR data we have investigated in which we can see that the majority of areas that these schools are located in have low progression to HE, indicating that the future attainment and educational progression of pupils from these schools is limited.

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<sup>5</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/428838/SFR50\\_2014\\_Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428838/SFR50_2014_Text.pdf)  
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<http://www.fft.org.uk/FFT/media/fft/News/FFT-Research-Pupil-Premium-and-the-Invisible-Group.pdf>

## What does the academic attainment within schools engaged in the programme look like?

From the public data that is available from the DfE performance tables we are able to investigate prior and current attainment of pupils, however this is only for a specific year group within a school. The performance tables report on a range of variables at Key Stage 2 (KS2) relating to prior attainment and pupil demographics but this is just for the pupils who have taken the KS2 assessment in that academic year. So while previously we have, for example, been looking at FSM percentages for the whole school the follow data is just for pupils who sat KS2 in the academic year 2014-2015. The attainment variables that we looked at were:

- Pupils prior attainment (Key Stage 1)
  - KS1APS – the average KS1 points score of the pupils who have sat KS2.
  - Based on the KS1APS, how pupils prior attainment was categorised (low attainment, average or high) and the proportion of pupils at KS2 who are in each of these 3 categories.
- Pupils most recent attainment (Key Stage 2)
  - KS2APS – the average KS2 points score of the pupils who have most recently completed KS2.
- How prior and most recent attainment compares to national and Local Authority (LA) averages.

### *Prior attainment (KS1)*

The KS1APS for schools who are engaged with the Greggs Breakfast Club is 13.9, which is 1.4 points lower than the national average of 15.3. Pupils KS1APS is used to identify if they are attaining expected levels and then they are grouped as follows<sup>6</sup>:

- Low attaining = those below level 2 at KS1 (score of less than 12 points)
- Average attaining = those at level 2 at KS1 (score between 12 and 17.9 points)
- High attaining = those above level 2 at KS1 (score of 18 or higher)

By exploring the proportion of pupils within schools grouped by these three bands of attainment it is more clear to see what pupils prior attainment looks like, and from figure 1 and table 4 below we can see a clear difference is the proportion of pupils with low prior attainment in the schools engaging with the Greggs Breakfast Club compared to the national average.

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<sup>6</sup> Further information can be found at:  
[http://www.education.gov.uk/schools/performance/2013/secondary\\_13/LMHattainers.pdf](http://www.education.gov.uk/schools/performance/2013/secondary_13/LMHattainers.pdf)

Figure 1. Proportion of KS2 pupils and their prior attainment at KS1, comparing the average of the Greggs Breakfast Club schools against the national average.

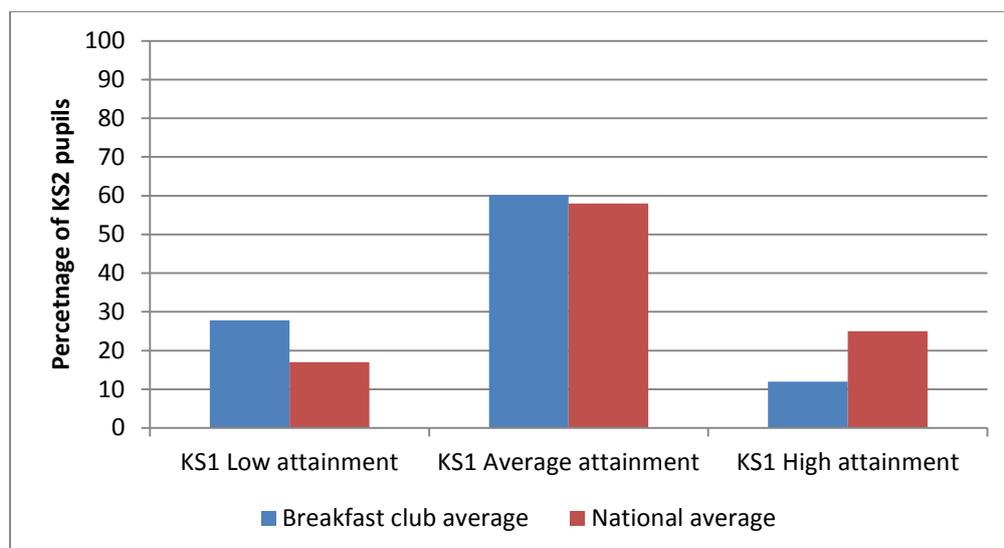


Table 4. Descriptive figures of the prior attainment (KS1) for the pupils in the Greggs Breakfast Club schools and the national averages.

	Minimum %	Maximum %	Mean %	National average (%)
<b>KS1 Low attainment</b>	0*	73	27.8	17
<b>KS1 Average attainment</b>	20	100	60.2	58
<b>KS1 High attainment</b>	0*	41	12	25

Note(\*): a '0' here indicates that there are no pupils or the number is very low and has been rounded down.

The ranking of schools and Local Authorities (LAs) by attainment is a common procedure and publicised through league tables etc., with some LAs having average attainment below that of the national average. Along with publishing data on individual schools, the DfE also provides the LA level average for school demographics and attainment. This means we can look more in-depth at how the schools within the Breakfast Club are performing compared to other schools in their LA.

In total there are 152 LAs in England, of which 92 have at least one school that is participating in the Greggs Breakfast Club programme. Table 5 below shows the LAs which have the most schools engaged in the programme.

Table 5. The England LAs with the highest number of schools engaged with the Greggs Breakfast Club.

LA name	Frequency
Newcastle upon Tyne	27
Leeds	21
Birmingham	20
Lancashire	20
Durham	14
Bradford	11
Gateshead	11
Middlesbrough	11
Sunderland	10
Enfield	9

We compared each school’s data against the average for their LA and then indicated where this was above or below the LA average. It is worth noting that being ‘above average’ can be both a positive and negative outcome, for example, if a school has above average proportions of pupils with high prior attainment this is potentially a positive thing, while above average rates of pupils with low prior attainment could be seen as a negative outcome for schools.

Looking at the prior attainment of KS2 pupils we find that for the KS1APS, 82.9% (N=291) of schools engaged with the Greggs Breakfast Club have KS1APS lower than the average for their LA, with 17.1% (N=60) having KS1APS above their LA average. In figure 2 and table 6 below we compare the proportion of pupils based on their prior attainment against the LA averages and we can see that the majority (70.4%) of schools engaged with the Greggs Breakfast Club have a higher proportion of pupils with low prior attainment compared to the average within their LA.

Figure 2. The percentage of schools who engaged with the Greggs Breakfast Club and the differences in prior attainment compared to LA averages.

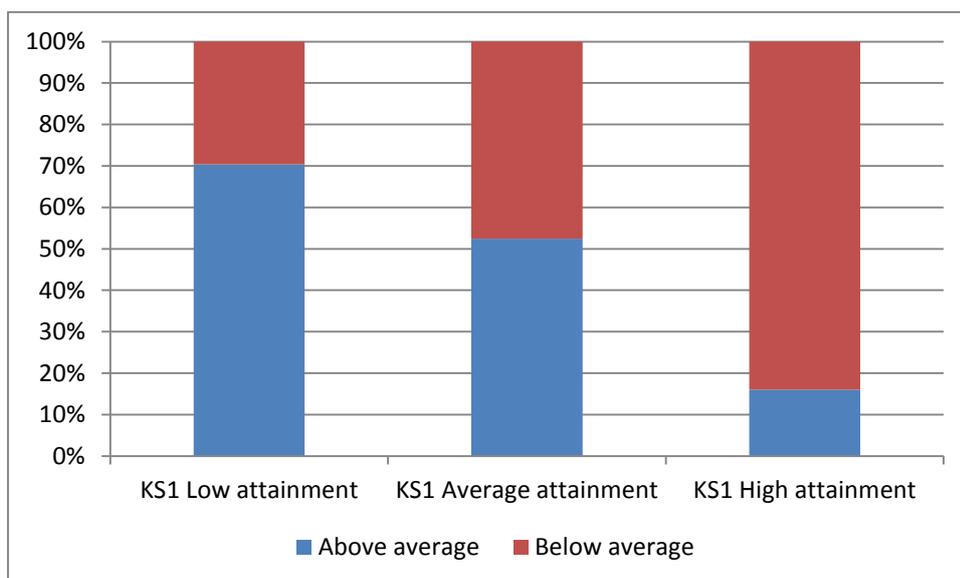


Table 6. The number of schools and whether their KS2 pupils prior attainment is above or below their LAs average.

	<b>KS1 Low attainment (N of schools)</b>	<b>KS1 Average attainment (N of schools)</b>	<b>KS1 High attainment (N of schools)</b>
<b>Above LA average</b>	247	184	56
<b>Below LA average</b>	104	167	295

## Recent attainment (KS2)

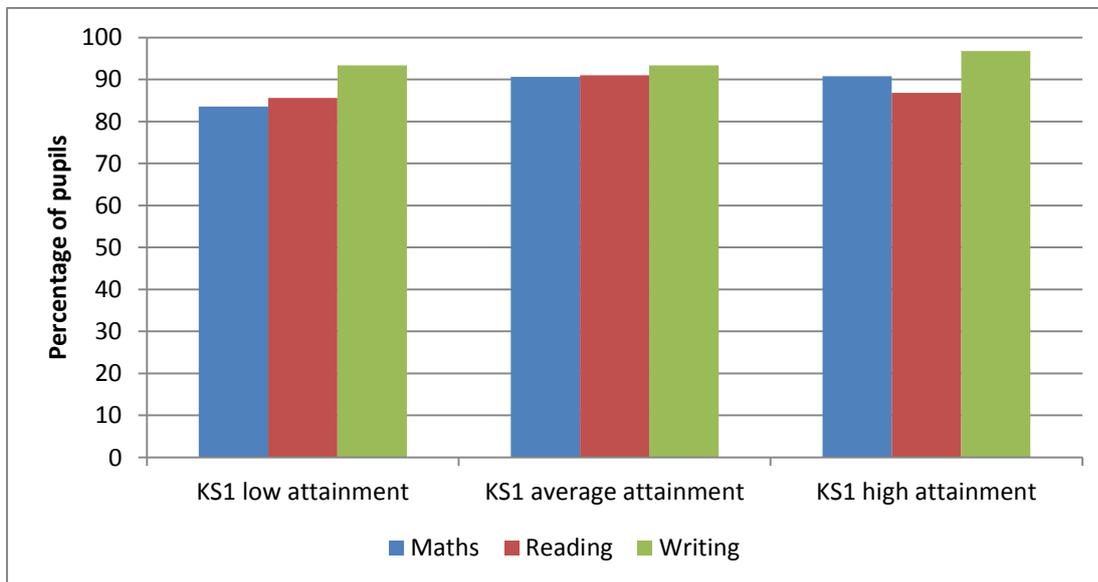
For KS2 outcomes there are a range of variables which we can look at which are available within the DfE performance tables. The attainment variables we will be looking at are:

- KS2APS – the average KS2 points score of the pupils who have most recently completed KS2.
- The percentage of pupils who are making expected levels<sup>7</sup> of progress separated by their prior attainment (low, average, and high).
- The comparison of these averages and proportions against the national and LA averages.

At KS2 the national average points score is 28.8, and the average for schools engaged with the Greggs Breakfast Club is 1 point lower (27.8). For this investigation we are not looking at the way in which pupils may be regrouped into attainment bands but whether pupils have made the expected progress across the three components (maths, writing, and reading) that make up KS2APS between KS1 and KS2.

In figure 3 below we can see that overall the majority (>80%) of pupils make the expected levels of progresses between KS1 and KS2. What this is telling us is that pupils are not falling further behind in their educational progress, however this does not tell us whether pupils with low prior attainment have 'caught up' with their average and high prior attainment peers.

Figure 3. Average percentage of pupils who make expected progress at KS2 based on their prior attainment at KS1.



Comparing this against the national averages, shown in figure 4 and table 7 below, we can see some variation between the schools which are engaged in the Greggs Breakfast Club against the national average for England. Specifically, a greater proportion of pupils with low prior attainment are making the expected of levels of progress at KS2 compared to the national average. As previously

<sup>7</sup> Expected level of progress is two levels.

raised it is difficult to draw any conclusions or links between the scheme and attainment but a potential hypothesis is that teachers within the schools engaged with the Greggs Breakfast Club may have greater experience and understanding of working with low attaining pupils (due to their higher proportion of pupils with low prior attainment) and ensuring they make expected levels of progress. Future research is needed to greater understand the potential reasons and factors behind this difference.

Figure 4. Average percentage of pupils making expected progress at KS2 separated by their KS1 prior attainment and compared against the national averages.

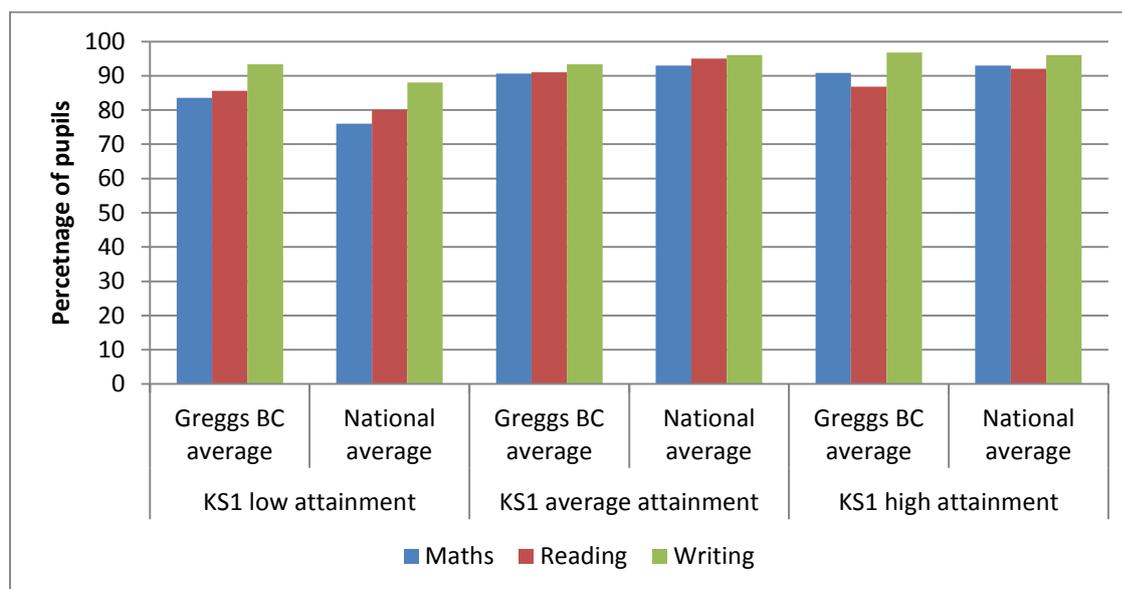


Table 7. Average percentage of pupils making expected progress at KS2 separated by their KS1 prior attainment and compared against the national averages.

KS2 component	KS1 low attainment		KS1 average attainment		KS1 high attainment	
	Greggs BC average	National average	Greggs BC average	National average	Greggs BC average	National average
Maths	83.5	76	90.6	93	90.8	93
Reading	85.6	80	91.0	95	86.8	92
Writing	93.4	88	93.3	96	96.8	96

Looking across LAs and the proportion of pupils with different prior attainment, this trend continues with schools who are engaged with the Greggs Breakfast Club having a greater proportion of pupils who make expected progress compared to their LA average and this is most pronounced within the pupils who have low prior attainment, as shown in table 8 below.

Table 8. Number of schools who are engaged with the Greggs Breakfast Club and whether the percentage of pupils making expected progress is above or below the LA average.

<b>KS2 component</b>	<b>KS1 prior attainment</b>	<b>Above average (N)</b>	<b>Below average (N)</b>
<b>Maths</b>	<b>KS1 low attainment</b>	174	74
	<b>KS1 average attainment</b>	208	124
	<b>KS1 high attainment</b>	49	56
<b>Reading</b>	<b>KS1 low attainment</b>	163	85
	<b>KS1 average attainment</b>	167	165
	<b>KS1 high attainment</b>	46	60
<b>Writing</b>	<b>KS1 low attainment</b>	187	61
	<b>KS1 average attainment</b>	214	118
	<b>KS1 high attainment</b>	88	31

## Linking disadvantage and academic attainment

Within the KS2 data as well as grouping pupils by prior attainment, pupils are grouped and their KS2 outcomes presented based on a number of demographic characteristics. Of most relevance to this investigation are the pupils at KS2 who are identified as ‘disadvantaged’<sup>8</sup> in the DfE KS2 data.

Given the previous findings of this report it is unsurprising that the average percentage of KS2 pupils, at schools which are engaged in the Greggs Breakfast Club, who are classed as ‘disadvantaged’ is much higher than the national average for England, specifically 30 percentage points higher. Comparing the averages of the schools engaged with the Greggs Breakfast Club against the averages within their LAs, we see that >90% of the schools have above average rates of disadvantaged pupils at KS2. Tables 9 & 10 below summarise this data.

Table 9. Average percentage of pupils at KS2 who are classed as disadvantaged compared to the national average.

	Minimum (%)	Maximum (%)	Average (%)	National average (%)
KS2 disadvantaged pupils	17	100	62.2	32

Table 10. Number of schools whose proportion of disadvantaged pupils at KS2 is above or below the average for their LA.

	Number of schools with data available (N)	LA above average (N)	LA below average (N)
KS2 disadvantaged pupils	342	237	15

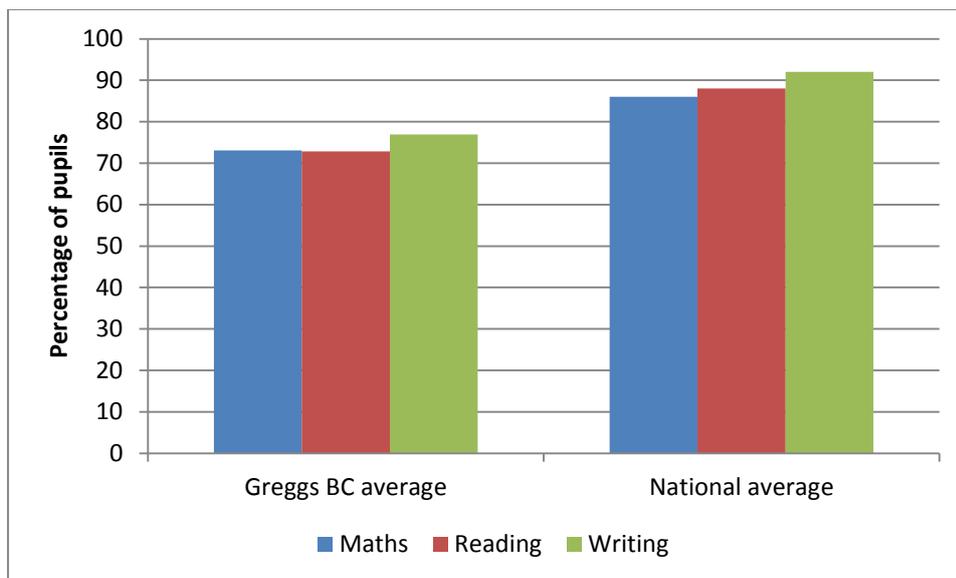
The above figures continue to support the findings that the schools which are being engaged by the Greggs Breakfast Club have above average rates of disadvantage both nationally and locally within their area.

Similarly to prior attainment we can also investigate in more detail whether pupils who have been identified as disadvantaged make expected levels of progress at KS2, see figure 5 below. While the majority (>70%) of pupils still make the expected progress it is >10 percentage points below that of the national averages for this group. Again we cannot link or correlate this with the Breakfast Club programme, however this does highlight another area in which future research work is needed to understanding the variation between the two groups.

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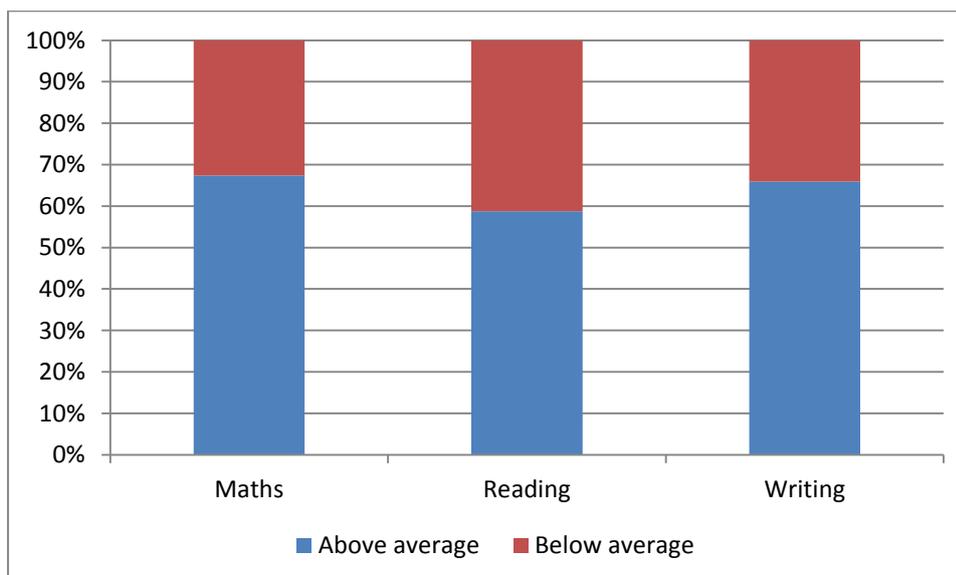
<sup>8</sup> ‘Disadvantaged’ is defined here as pupils who are or have been in receipt of FSM in the last 6 years, or have been in care or looked after. More information can be found at: [http://www.education.gov.uk/schools/performance/2013/primary\\_13/p3-61.html](http://www.education.gov.uk/schools/performance/2013/primary_13/p3-61.html)

Figure 5. Average percentage of disadvantaged pupils making expected levels of progress at KS2, compared to the national average.



Looking at the percentage of disadvantaged pupils making expected progress at KS2 in schools engaged with the Greggs Breakfast Club against the average within their LA we can see in figure 6 that the majority have above average proportions of pupils making expected progress compared to the average within their LA.

Figure 6. Percentage of schools with above or below proportions of disadvantaged pupils making expected progress at KS2 when compared to their LA averages.



In total there were 279 schools which had data available for the expected progression of disadvantaged pupils and table 11 shows the number of schools which had above or below average percentages when compared to their LA.

*Table 11. Number of schools who had above or below average percentage of disadvantaged pupils making expected progress at KS2 when compared to their LA averages.*

<b>KS2 component</b>	<b>Above average (N)</b>	<b>Below average (N)</b>
<b>Maths</b>	188	91
<b>Reading</b>	164	115
<b>Writing</b>	184	95

## Changes over time

Removing the schools that have most recently joined the scheme, those joining in the academic years 2016/17, 2015/16 and 2014/15, we matched in KS2 from the previous three academic years to investigate changes over time.

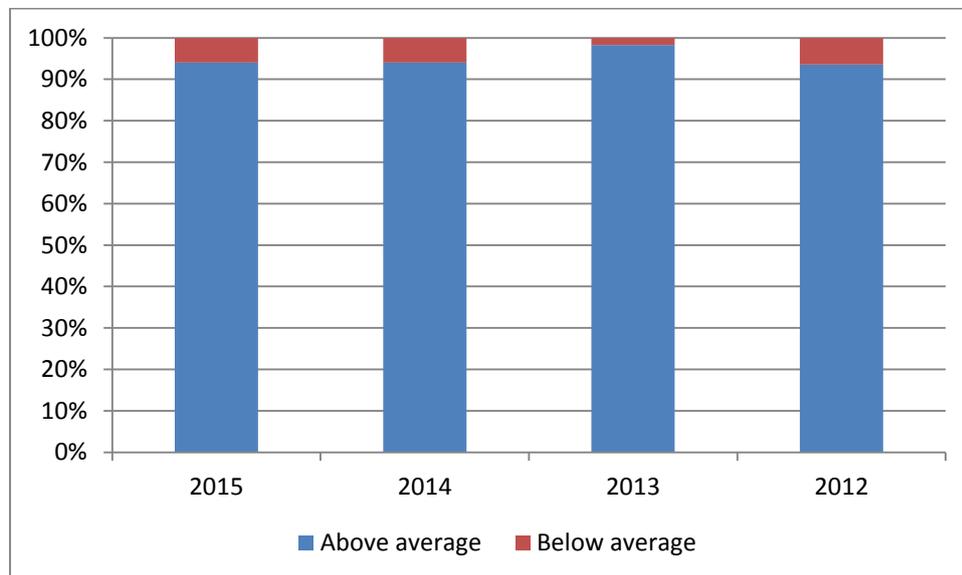
Overall when looking at prior and recent attainment we found that there was too much variation in the data to draw any clear findings or conclusions.

We observed some schools with almost no change in pupil attainment over the three year period and for other schools, huge changes in pupil attainment. Some of this we can attribute to wider events at the school, for example, academisations and changes in school governance, but there are a great number of factors that can influence changes in pupil attainment which cannot be adequately accounted for from the data that is publicly available.

In the case of measures such as IMD and POLAR, these are not annually updated and therefore we cannot look at changes over time in the same way. However, FSM rates within schools have been collected annually for a number of years.

Looking at changes to the proportion of KS2 pupils who are classed as disadvantaged against their LA averages we can see that over the last four years there has been little variation in the schools who are engaged with the Greggs Breakfast Club, with consistently higher than average rates of disadvantaged pupils at KS2 as shown in figure 7 below.

Figure 7. Percentage of schools that have above or below average percentages of disadvantaged pupils at KS2 when compared to their LA averages.



## Conclusions and recommendations

The aim of this investigation was to link publicly available school-level data to investigate a range of demographic and attainment factors and outcomes related to the schools which have engaged with the Greggs Breakfast Club.

After successfully linking data from a range of sources to 369 schools we identified some key findings about the characteristics of the pupils, the schools, and the area they are located in.

- Schools engaged with the Greggs Breakfast Club are located in areas of high deprivation and disadvantage.
  - Based on the 2015 Index of Multiple Deprivation almost half of the schools (49.3%, N=182) are located in the 10% most deprived areas of England, with 82.4% (N=304) of the schools located in the 30% of most deprived areas.
  - POLAR quintiles 1 and 2 are areas of England with the lowest progression rates by young people to university, with 75.5% (N=280) of schools engaged with the programme located in these low progression areas.
  - Within the schools we found above average (compared to national and LA averages) rates of pupils being or having been eligible for free school meals across the school and also more specifically within the KS2 cohorts.
- Schools engaged with the programme tend to have above average (compared to national and LA averages) proportions of pupils who have low prior attainment at KS1.
  - 70.4% (N=247) of schools engaged with the Greggs Breakfast Club have a higher proportion of pupils with low prior attainment at KS1 compared to the average within their LA.
- Despite low prior attainment the majority of pupils within these made expected levels of progress between KS1 and KS2. This proportion of pupils making expected progress, particularly in the group of low attaining pupils, was also generally greater than the national and LA averages.
- While the majority of disadvantaged pupils in these schools still made expected levels of progress, in terms of low attainment groups the average proportions within the schools tended to be lower than national and LA averages.

In terms of investigating attainment trends over time the variation in the data was too wide ranging to draw clear conclusions. An alternative approach to this would be to engage with a small number of schools who have been part of the Greggs Breakfast Club for a number of years and investigate these in more detail. For example, this approach could draw together available historic data from the DfE performance tables but also interviewing staff at the school about changes in leadership, policy and teaching practice etc. to provide a more detailed picture of how pupils and overall school attainment may, or may not, be changing.

Overall we can see that the Greggs Breakfast Club is well targeted, successfully engaging schools in some of the most deprived areas of England, and working with schools who have above average rates of disadvantaged and low attainment in pupils both nationally and within their local authority.

This is a preliminary investigation looking utilising publicly available school-level data. The suggestion of this data is that within the schools who have engaged with the Greggs Breakfast Club

while many pupils have low prior attainment during their time at the school (between KS1 and KS2) the pupils still make expected levels of progress, so do not appear to be falling further behind. However, there is much more to learn and understand about this, for example, what factors are contributing to pupils maintain progress, going beyond KS2 how many of these pupils still continue to have low attainment, and most important what impact and role does (or could) the Breakfast Club have within that.