

## Clifton Primary Pupil Premium Strategy 2019-20

1. Summary Information					
<b>School</b>	Clifton Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP Budget</b>	£485,979	<b>Date of most recent PP review</b>	July 2019
<b>Total number of pupils</b>	877	<b>Number of pupils eligible for PP</b>	373	<b>Date for next internal review of this strategy</b>	July 2020

2. Current Attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (National average)</i>
% achieving expected standard or above in reading, writing and maths	54%	71%
Progress score for reading	-2.2	0.3
Progress score for writing	-0.9	0.3
Progress score for maths	0.4	0.4

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In school barriers</b> ( <i>issues to be addressed in school such as poor oral language skills</i> )	
<b>A</b>	Too great a dependence on adult direction and support in their learning.
<b>B</b>	Low starting points in EYFS.
<b>C</b>	Poor communication and language skills.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D</b>	High percentage of families requiring additional support

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Independent learners who are confident and take ownership of their learning.	Pupils are engaged and have positive attitudes to their learning. Pupils are reflective of their own learning and are not afraid to take risks and make mistakes. Pupils can apply skills and strategies independently in different contexts. Pupils have high levels of confidence and self-esteem.
<b>B</b>	Effective teaching and learning in EYFS and KS1 ensures that children from low starting points are given the best opportunities to catch up.	Very high levels of progress are achieved by the end of EYFS and are maintained as the children progress into KS1.
<b>C</b>	High levels of good quality pupil-to-pupil and pupil-to-teacher talk in lessons.	Lesson observations demonstrate children learning through high quality and purposeful dialogue with peers and adults which has positive impacts on learning.
<b>D</b>	Family barriers to supporting children's learning are reduced.	Positive relationships between families and school. Parents signposted to and able to access wider agency support. Successful Early Help plans implemented.

4. Planned expenditure					
Academic Year		2018-19			
I Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A Independent learners who are confident and take ownership of their learning.</b></p>	<p>Raising Standards Leads in role for each year group. TLR2a x2 English x 1 Maths. Training and regular meetings to take place to ensure consistency in expectations across the school.</p> <p>Teaching and Learning INSETs to take place in phases.</p> <p>A robust monitoring programme established to continue to inform training and development needs throughout the year. <i>(Monitoring refers to learning walks, book scrutinies, pupil interviews and internal data).</i></p> <p>New feedback policy introduced to enable teachers more time to focus on adapting teaching to meet pupils' learning needs following a lesson and to encourage children to take ownership in monitoring the quality of their own learning within lessons with their peers.</p> <p>Develop an ethos of 'collaborative' learning amongst pupils in the classroom, where they the children work together and lead their learning.</p> <p>Improve lesson structure and pedagogy for mastery learning in whole class reading, writing and maths lessons so that children are more able to articulate their thinking lead their own learning.</p>	<p>Our previous experience of Year Group Leaders demonstrated that impact on teaching and learning was successful in some cases. For Raising Standards Leads, we have put in place a robust training programme and timetable for meetings throughout the year to ensure clarification of the role and consistency in expectations. A trial run in the summer term 2019, demonstrated that this was far more effective in terms of generating discussion, sharing best practice and making improvements in the classroom than whole school INSET, particularly with us being a very large school. We want to continue on the success from the previous year, when we observed improved modelling across the school, improved individual practice and increased pupil standards across the school.</p> <p>EEF report A Marked Improvement found very little evidence on which strategies are most effective considering the enormous amount of effort and time teachers invest in marking. We have introduced a new feedback policy based on a trial carried out for two terms. We observed a marked improvement in children's work as well as increased ownership of their learning. EEF suggests that feedback strategies improve learning by an additional +8 months.</p> <p>EEF suggests that peer tutoring is most effective when used to consolidate learning and improves learning by an additional +5 months.</p> <p>EEF suggests that collaborative learning improves learning by an additional +5 months.</p> <p>EEF suggests that mastery learning appears to be particularly effective when pupils work in groups and take responsibility for supporting each other's progress, improving learning by an additional +5 months.</p> <p>EEF suggests that reading comprehension strategies improve learning by an additional +6 months. These are now being modelled more effectively in whole class reading lessons.</p>	<p>Learning Walks</p> <p>Continuous support and monitoring by Raising Standards Leads</p>	<p>SLT</p> <p>Raising Standards Leads</p>	

<p><b>B Effective teaching and learning in EYFS and KS1 ensures that children from low starting points are given the best opportunities to catch up.</b></p>	<p>External consultant to work with EYFS Leader to continue to strengthen practice and pedagogy. KS1 Leader to develop Yr 1 provision (drawing on EYFS practice) so that it meets the needs of all pupils, particularly those who are starting KS1 below age expectations.</p> <p>Raising Standards Leads appointed in Nursery, Reception, Yrs 1 and 2 to ensure consistency in the quality of teaching and learning across the year group. Raising Standard Lead for Year 1 will be out of class.</p> <p>Comprehensive programme of PSHE teaching.</p> <p>Daily phonics teaching in attainment groups.</p>	<p>The external consultant is the lead EYFS moderator from the Local Authority. Following our Ofsted (May 2019), we decided that expert advice would help to fine tune our practice to ensure progress is the best it can be. Our data suggests that a large group of children are not meeting age expectations when they enter Yr1. To support this transition and to help them catch up, resources have been purchased to provide opportunities for play-based learning based on EYFS pedagogy. Raising Standards Leads to disseminate and share good practice, lead moderation processes and monitor consistency and standards.</p> <p>The PSHE curriculum will ensure that there is a focus on developing PSED, PD and CL skills in EYFS. This is continued in Year 1 and 2 where strands of Mental and Physical Wellbeing are taught. The EEF suggests that Social and Emotional learning can accelerate progress by +4 months.</p> <p>Phonics is taught from Nursery through Reception and into Year 1 (catch up in Yr 2 for those who didn't pass their screening check) in ability groups. The EEF suggests that explicit phonics teaching will increase progress by +4 months.</p>	<p>The EYFS and KS1 leads will monitor practice through half termly learning walks and will monitor both progress and standards in books with the wider leadership team.</p> <p>Progress demonstrated in our iTrack data. Regular meetings with the Raising Standards Leads to ensure there is consistency across year groups.</p> <p>Raising Standard Leads will ensure the curriculum is taught. PSED, PD and CL progress demonstrated on iTrack.</p> <p>Ongoing monitoring of phonics progress.</p>	<p>EYFS Lead KS1 Lead</p> <p>AHTs</p> <p>RSLs</p> <p>Yr 1 RSL</p>	<p>November</p>
<p><b>C High levels of good quality pupil-to-pupil and pupil-to-teacher talk in lessons.</b></p>	<p>Training to implement high levels of dialogue in lessons to:</p> <ul style="list-style-type: none"> <li>further improve pedagogy in lessons;</li> <li>discuss learning against clear criteria;</li> <li>make improvements in each other's work;</li> <li>solve problems.</li> </ul>	<p>EEF suggests Metacognition and self – regulation strategies when learners support each other and make their thinking explicit through discussion, improves learning by an additional +7 months. Pupils take greater responsibility for their learning and develop a better understanding of what is required to succeed. EEF suggests that peer tutoring is most effective when used to consolidate learning and improves learning by an additional +5 months. EEF suggests that collaborative learning improves learning by an additional +5 months.</p>	<p>Continuous support and monitoring by Raising Standards Leads</p>		
<b>Total budgeted cost</b>					<b>£195,232</b>
<b>II Targeted support</b>					
<p><b>A Independent learners who are confident and take ownership of their learning.</b></p>	<p>A learning mentor is assigned to each phase to identify children for whom there are barriers to their learning. A key part of their work is to put programmes in place to help children overcome these.</p>	<p>EEF suggests that targeted behaviour interventions for specific children can improve learning by +4 months. EEF suggests that social and emotional learning interventions can accelerate learning by +4 months.</p>	<p>Phase leaders to monitor timetables of Learning Mentors. Learning Mentors to track impact in record keeping. Senior Learning Mentor to oversee.</p>	<p>Phase Leaders Senior Learning Mentor</p>	
<p><b>B Effective teaching and learning in EYFS and KS1 ensures that children from low starting points</b></p>	<p>Specific interventions for targeted children delivered. These include Soundswell (speech and language), social and emotional and</p>	<p>EEF suggests that Early Years interventions accelerate progress by +5 months. Our own data for Soundswell also demonstrates very high levels of progress over a short time (see review 2018-19).</p>	<p>Interventions and their impact will be monitored by Raising Standards Leads.</p>		

<b>are given the best opportunities to catch up.</b>	physical. 3 additional members of staff employed to deliver these interventions. Additional teacher (RSL) employed to deliver focused interventions in Year 1 for phonics and maths. Support staff in Years 1 and 2 are trained to deliver focused interventions to SEND children and other identified children at risk of falling behind.	EEF suggests that oral language interventions improve learning by +5 months.			
<b>D Family barriers to supporting children's learning are reduced.</b>	2 x 0.6 family work co-ordinators have been employed to provide targeted support to families in breaking down barriers to learning, largely through the Early Help process (includes improving attendance for vulnerable families).	EEF suggests parental engagement will accelerate progress by +3 months. We also know that the social and economic issues faced by many of our families directly impact on the wellbeing of our pupils. Persistent absence will be reduced.	Safeguarding leads to meet with family work co-ordinators weekly to review progress towards Early Help targets, wellbeing of children, attendance	Lead DSLs.	
<b>Total budgeted cost</b>					<b>£257,368</b>
<b>III Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A Independent learners who are confident and take ownership of their learning.</b>	Year 5 English and Maths to be taught in 5 classes instead of 4 supported by the non class based raising standard lead. Year 6 to be split into 5 classes instead of 4 with an extra teacher. Year 6 English and Maths to be taught in 6 classes, supported by the English and Maths Leads. Visits and trips are well subsidised to provide opportunities that pupils may not otherwise have. Music tuition is provided for all children in Year 4 and children in Years 5 and 6 who elect to continue learning an instrument. An artist in residence also provide high quality learning experiences for all children.	Our previous experience of teaching and learning in smaller classes demonstrated accelerated progress.  EEF suggests that reduced class sizes improves learning by +3 months.  Our experience has shown that children benefit greatly from experiencing life outside of the classroom. The EEF suggests that outdoor learning will accelerate progress by +4 months. We also know that learning an instrument, performing, or mastering a skill raises self esteem and confidence.	Learning Walks Raising Standards Leads English and Maths leads to oversee  TLR2b for Wider Curriculum to pull together trips and visits overview in liaison with RSLs and AHTs. Wider curriculum lead to oversee external provision for arts and music.	Phase Leaders Raising Standards Leads English and Maths Leads  TLR for Wider Curriculum	
<b>Total budgeted cost</b>					<b>£33,379</b>

5. Review of expenditure																																			
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<p><b>Desired Outcomes:</b></p> <p>In EYFS, children make accelerated progress from a very low baseline.</p> <p>Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.</p> <p>Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths.</p> <p>Behaviour / SEMH issues of identified pupils addressed and strategies in place ensure good learning is made.</p> <p>Effective feedback procedures that have a positive impact on learning are embedded</p> <p>Increased attendance rates for pupils eligible for PP.</p> <p>PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.</p> <p>Attainment gap between Arabic Yemeni children and other children is reduced.</p>																																			
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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact for pupils not eligible for PP if appropriate.			<b>Lessons learned (and whether we will continue with this approach)</b>																														
<b>A</b> Improve oral language skills for targeted PP in EYFS.	Staff training on spoken language and vocabulary development. SLT feedback and coaching from learning walks. Specific external EYFS training.	<table border="1"> <thead> <tr> <th>Speaking</th> <th>Age Expected Baseline %</th> <th>Age Expected End of year %</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>43</td> <td>75</td> <td>3.7</td> </tr> <tr> <td>2017-18</td> <td>26</td> <td>71</td> <td>5.2</td> </tr> <tr> <td>2018-19</td> <td>28</td> <td>52</td> <td>4.6</td> </tr> </tbody> </table> <p>Our EYFS results for speaking continue to demonstrate very good progress (expected progress score is 3).</p>	Speaking	Age Expected Baseline %	Age Expected End of year %	Progress	2016-17	43	75	3.7	2017-18	26	71	5.2	2018-19	28	52	4.6	We will continue with this approach as part of the EYFS programme.																
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		<p>demonstrates some of the highest standards so far for our pupil premium children. We are closing the gap not only as they move up through the school but also year on year.</p> <p>We continue to raise the percentage of our pupil premium children reaching the expected standard at KS2 as well as non pupil premium and are confident that the gap will continue to close in the coming years.</p> <table border="1"> <thead> <tr> <th>2019 KS2</th> <th>All</th> <th>Disadvantaged</th> <th>Not Disadvantaged</th> <th>All Nat.</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>67%</td> <td>59%</td> <td>76%</td> <td>73%</td> </tr> <tr> <td>W</td> <td>76%</td> <td>71%</td> <td>82%</td> <td>78%</td> </tr> <tr> <td>M</td> <td>76%</td> <td>68%</td> <td>86%</td> <td>79%</td> </tr> <tr> <td>RWM</td> <td>63%</td> <td>54%</td> <td>73%</td> <td>65%</td> </tr> </tbody> </table>	2019 KS2	All	Disadvantaged	Not Disadvantaged	All Nat.	R	67%	59%	76%	73%	W	76%	71%	82%	78%	M	76%	68%	86%	79%	RWM	63%	54%	73%	65%	
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<b>D</b> Behaviour issues of these pupils addressed and strategies in place.	<p>Personalised target plans in place for children who struggle to manage and regulate their behaviour. This includes liaison with the SEN team and Learning Mentors.</p> <p>Malachi family support.</p>	<p>Personalised target plans were put in place for children at risk of exclusion. Regular meetings were held by the Senior Learning Mentor with Phase Leaders and other mentors to address specific needs. Exclusions were reduced from 33 pupils to 13 and 87 days to 49.</p>	<p>This personalised intervention approach for children at risk of exclusion will continue next year. This will involve all key members of staff (class teacher, Phase Leader and Learning Mentor).</p>																									
<b>E</b> Effective feedback procedures that have a positive impact on learning are embedded	<p>A new policy to be developed for marking and feedback which ensures that it impacts fully on teaching and learning.</p> <p>Key members of staff to trial new strategies outlined in policy.</p> <p>Whole staff training.</p>	<p>We have changed our policy to ensure that teachers can spend more time on analysing children's learning needs and planning teaching interventions to address these on the next day rather than making marks and writing in children's books which we found to have far less impact. Our teachers have fed back on the following:</p> <ul style="list-style-type: none"> <li>• Children are taking much more ownership of and pride in their work.</li> <li>• Children used to continue to make the same mistakes over and over again but this is now happening much less.</li> <li>• Children are now taking more care over the quality of their writing in everyday lessons.</li> <li>• Children's books now demonstrate improved progress in their learning.</li> <li>• Teachers can devote more time to examining the quality of work in books and plan teaching and learning to immediately address misconceptions and improvements needed.</li> </ul> <p>Ofsted May 2019: 'Leaders are developing an effective system for ongoing assessment in order to ensure that all pupils, including the most able, are effectively challenged. Teachers note errors</p>	<p>The trials for the marking of written work and maths meant that we could hold regular reviews of what was working well and what we needed to improve and so we were in a very good position when the new policy was launched.</p> <p>We will continue to monitor the approach and improve the effectiveness where necessary.</p>																									

		and misconceptions from pupils' work in an assessment diary. The use of assessment diaries, while in the early stages, is effectively influencing next steps in learning.'																															
<b>G</b> Increased attendance rates for pupils eligible for PP.	'Fast Track' attendance programme in place for persistent attenders. First day absence calls made home and follow up meetings. Close liaison with families. New incentive scheme for improved attendance.	Whole school attendance increased from 94.09 in 2017-18 to <b>95.36</b> in 2018-19. Attendance for Pupil Premium children increased from 94.6 in 2017-18 to <b>95.2</b> in 2018-19. Persistent absence decreased from 13% to 8.3%.	Our attendance improvement plan is very successful. The liaison between the attendance team and our safeguarding team is a real strength. This ensures that any absences for vulnerable children are dealt with immediately and a home visit carried out if necessary.																														
<b>H</b> PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	PP children (and for some events their families) identified for specific events and activities (e.g. Dunfield House).	We provide a heavily subsidised programme of trips and visitors for all children. This is organised in Phases to ensure there is no repetition of trips and that experiences offered strengthen learning in the classroom.	We will continue to subsidise trips and experiences for all children to provide life experiences they may not otherwise have the opportunity to enjoy.																														
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<b>A</b> Improve oral language skills for targeted PP in EYFS.	Continue the 'Soundswell' speech therapy screening and intervention programme. Other children also identified for intervention through pupil progress meetings.	<table border="1"> <thead> <tr> <th>Reception</th> <th>Age Expected Baseline %</th> <th>Age Expected End of year %</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>43</td> <td>75</td> <td>3.7</td> </tr> <tr> <td>2017-18</td> <td>26</td> <td>71</td> <td>5.2</td> </tr> <tr> <td>2018-19</td> <td>28</td> <td>52</td> <td>4.6</td> </tr> </tbody> </table> <p>The data above demonstrates that although fewer children are at Age Expected for speaking when they leave Reception (due to a much lower starting point), the progress made is much better than expected and has increased significantly since 2016-17.</p>	Reception	Age Expected Baseline %	Age Expected End of year %	Progress	2016-17	43	75	3.7	2017-18	26	71	5.2	2018-19	28	52	4.6	Soundswell will continue next year to target children identified as having CLL needs.														
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		<p>demonstrates some of the highest standards so far for our pupil premium children. We are closing the gap not only as they move up through the school but also year on year. We continue to raise the percentage of our pupil premium children reaching the expected standard at KS2 as well as non pupil premium and are confident that the gap will continue to close in the coming years.</p> <table border="1"> <thead> <tr> <th>2019 KS2</th> <th>All</th> <th>Disadvantaged</th> <th>Not Disadvantaged</th> <th>All Nat.</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>67%</td> <td>59%</td> <td>76%</td> <td>73%</td> </tr> <tr> <td>W</td> <td>76%</td> <td>71%</td> <td>82%</td> <td>78%</td> </tr> <tr> <td>M</td> <td>76%</td> <td>68%</td> <td>86%</td> <td>79%</td> </tr> <tr> <td>RWM</td> <td>63%</td> <td>54%</td> <td>73%</td> <td>65%</td> </tr> </tbody> </table>	2019 KS2	All	Disadvantaged	Not Disadvantaged	All Nat.	R	67%	59%	76%	73%	W	76%	71%	82%	78%	M	76%	68%	86%	79%	RWM	63%	54%	73%	65%	of assessment to drive forward progress in each year group.
2019 KS2	All	Disadvantaged	Not Disadvantaged	All Nat.																								
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<b>D</b> Behaviour issues of these pupils addressed and strategies in place.	Personalised target plans in place for children who struggle to manage and regulate their behaviour. This includes liaison with the SEN team and Learning Mentors.	The number of children who had a fixed term exclusion in 2018/19 was 13 pupils (49 days), this was a marked decrease from 2017/18 when it was 33 pupils (87 days). The number of children on personalised plans also reduced.	We will continue with a personalised approach to managing behaviour. This will involve liaison between SLT, class teachers, learning mentors and the SEN team.																									
<b>G</b> Increased attendance rates for pupils eligible for PP.	'Fast Track' attendance programme in place for persistent attenders. First day absence calls made home and follow up meetings. Close liaison with families. New incentive scheme for improved attendance.	Whole school attendance 2018/19 94.68% Pupil Premium attendance 2018/19 94.91%	We will continue to implement our Fast Track programme and have regular attendance meetings with SLT and learning mentors. Attendance clerk will continue to work closely with DSLs to ensure vulnerable families are picked up on first day of absence.																									
<b>H</b> PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	PP children (and for some events their families) identified for specific events and activities (e.g. Dunfield House).	We provided a number of specific events for our vulnerable children (including pupil premium children). These included two residential visits to Dunfield house and a number of other trips for children and their families. Pupil voice demonstrated that this raised self esteem and confidence.	Although these trips proved very successful, many children benefit from all school trips, so we will need to consider carefully the possibility of visits for a limited number of children.																									
<b>I</b> Eliminate the attainment gap between our Yemeni and other children.	Half termly pupil progress meetings lead to a planned programme of intervention for Yemeni children not making required progress to catch up (includes small group and one to one tuition). Yemeni Family Learning group to be established in Yr 1	Pupil Progress meetings have really encouraged teachers to think deeply about adapting teaching and learning strategies for specific children within lessons and through learning walks, we were able to establish and share key strategies to encourage increased successful learning amongst some of our struggling Yemeni children.  As a result of the Yemeni Family Learning group in Year 1, internal data shows that our Yemeni children made average progress of 23 points compared an average of 20 points for non Yemeni children from similar starting points.	We will continue to focus on Yemeni children as part of our pupil progress meetings and tracking system as well as set out high expectations of pedagogy within lessons (of which will form a key part of the 2019-20 SIP). We will continue to focus on Yemeni Family Learning but need to try to look more creatively about how we can include more staff within Reception and Year 1 in order to involve more Yemeni parents across a wider range of key learning.																									
<b>III Other Approaches</b>																												
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact for pupils not eligible for PP if appropriate.	<b>Lessons learned (and whether we will continue with this approach)</b>																									
<b>B</b> Identified PP children (in particular high prior attaining) to make better than expected <b>progress</b> in reading to catch up from a low starting point and	Continued development of the Accelerated Reader programme. A comprehensive programme of inspire workshops focusing on key aspects of the curriculum across the school.	All children continue to demonstrate increased enthusiasm for reading across all year groups. Learning walks demonstrate that children are much more actively involved in discussing books and wanting to perform well in quizzes about what they have read.	We will continue with the Accelerated Reader programme.  A review of parent workshops will take place to ensure that they reinforce the key learning in each year group that is being introduced this year.																									



achieve age expected standards by the end of KS2.			
<b>C</b> Identified PP children (in particular high prior attaining) to <b>achieve</b> expected standard in reading, writing and maths	To reflect on practice and collaborate with high attaining schools. Peer review.	As a result of working with other schools, we have set out improved high expectations of pedagogy to further aim to close gaps in learning in reading, writing and maths lessons.	We will now focus on embedding this improved pedagogy through a rigorous programme of monitoring and training.
<b>D</b> Behaviour issues of these pupils addressed and strategies in place.	Continue Breakfast Club provision.	Children who struggled with behaviour in the playground were closely monitored in breakfast club. However, some issues still arose. Some children were asked not to attend.	We will continue to run breakfast club to enable vulnerable and working families to have a good breakfast. Staffing / pupil ratios will be reviewed.
<b>G</b> Increased attendance rates for pupils eligible for PP.	Continue Breakfast Club provision. Attendance incentives	Children who attended breakfast club had good attendance.	We will continue to offer breakfast club to persistent absentees.