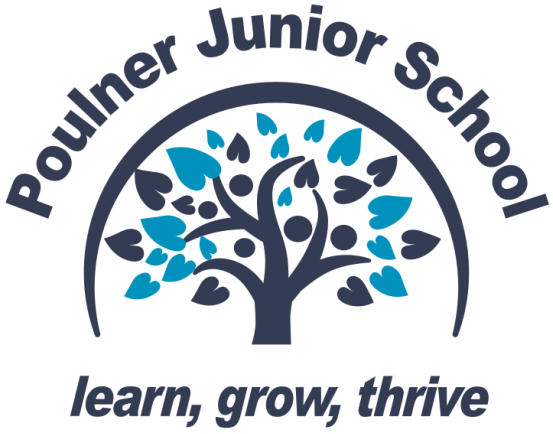


Poulner Junior School

Pupil Premium Strategy Statement

2021-2024

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview 2021-2022

Detail	Data
School name	Poulner Junior School
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	61 pupils or 21% of school population
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Jo Walker Headteacher
Pupil premium lead	Katie Cason Deputy Headteacher
Governor / Trustee lead	Claire Yeates and Natalie Jolley

Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£86,525
Recovery premium funding allocation this academic year	£7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£94,065

School overview 2022-2023

Detail	Data
School name	Poulner Junior School
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	66 pupils or 25% of school population
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Jo Randall Headteacher
Pupil premium lead	Katie Cason Deputy Headteacher
Governor / Trustee lead	Claire Yeates and Natalie Jolley

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£83,220
Recovery premium funding allocation this academic year	£9,678.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,898.75

School overview 2023-2024

Detail	Data
School name	Poulner Junior School
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	69 pupils or 25% of school population
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jo Randall Headteacher
Pupil premium lead	Katie Cason Deputy Headteacher
Governor / Trustee lead	Claire Yeates and Natalie Jolley

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£97,300
Recovery premium funding allocation this academic year	£7,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£105,275

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Maintaining high expectations and providing high quality first inclusive teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. Teachers and support staff will have a thorough understanding of their pupils who are eligible for pupil premium funding and their personal 'barriers'. We recognise that mental health and well-being is essential for all our pupils both in regards to their social development and in terms of their readiness to learn. We aim to close any gaps and remove any perceived 'barriers' so we can give these pupils the tools to achieve across the curriculum.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of 'Pupil Premium Champions' for pupils whose education has been worst affected, including non-disadvantaged pupils.

Careful analysis of any underachieving pupils will take place and where 'additional to and/or different from' support is required, we will use evidence to allocate appropriate strategies. Data (hard and soft) will be used to check the impact of planned interventions and to adapt accordingly. Governors will be involved routinely.

Challenges

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

Challenge number	Detail of challenge
1 **Vocabulary**	Assessments, observations, and discussions with pupils indicate underdeveloped vocabulary gaps among many disadvantaged pupils. These are evident through KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2 **Reading**	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency and phonics than their peers, especially in LKS2. This negatively impacts their development as readers.
3 **Maths**	Internal and external (where available) assessments indicate that disadvantaged pupils are less likely to meet age-related expectations than non-disadvantaged pupils. Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. At the end of KS2 in the last 4 years, between 44-69% of our disadvantaged pupils achieve age-related expectations compared to 69-81% of other pupils.
4 **SEMH**	Our assessments (including CPOMs data), observations and discussions with pupils and families have identified behavioral, social and emotional issues for many pupils, notably a reluctance to engage in classroom activities. These challenges particularly affect disadvantaged pupils and have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Teacher referrals for support have markedly increased during the pandemic, 67% of whom are disadvantaged, with 18% of pupils (43% of whom are disadvantaged) currently requiring additional support with social and emotional needs.
5 **Attendance**	Attendance data shows a disproportionate number of disadvantaged pupil are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved vocabulary choices and understanding among disadvantaged pupils.	Assessments and observations (formal and informal) indicate improved vocabulary choices and understanding among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. There is a reduction in the gap between PP and non-PP pupils; this gap will be no more than 5%.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. There is a reduction in the gap between PP and non-PP pupils; this gap will be no more than 5%.
To address behavioural and social needs for all pupils in our school, particularly our disadvantaged pupils and remove/reduce these barriers to learning.	Pupils develop strategies to manage their behaviour and emotional needs more successfully from 2023/24 demonstrated by: • qualitative data from Thrive assessments and teacher observations • a reduction in CPOMs incidents • a increase in participation in classroom activities, particularly among disadvantaged pupils
Achieve and sustain improved attendance for all pupils. Disadvantaged pupils particularly, attend school whenever they are able to.	The average attendance of disadvantaged pupils is at least 91.23% (20-21). This improves to at least 95% by July 2024. The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance. Sustained high attendance from 2024/2025 demonstrated by: • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.

Activity in this academic year 2021-2022

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding vocabulary building activities across the curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. • Read aloud and book discussion with peers • Dialogic talk • Group or paired work to share thought processes • Model inference through structured questioning • Frayer model to pre-teach vocabulary	There is a strong evidence base that dialogic activities have a high impact on reading. Comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary the targeted use of approaches may support some disadvantaged pupils to catch up with peers *Oral language interventions/Teaching and learning toolkit/Education Endowment Foundation*	1, 2
Purchase 'Little Wandle' DfE validated Systematic Synthetic Phonics Programme and training to secure stronger phonics teaching for underachieving pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. *Phonics/Teaching and learning toolkit/Education Endowment Foundation*	2
Enhancement of our Maths teaching and curriculum planning	There is evidence that Maths teaching based on manipulatives and representations using a range of strategies is highly effective.	3

by purchasing 'Maths No Problem'	*Improving Maths at KS1 and 2/Education Endowment Foundation*	
Coaching support for all staff to ensure teaching is consistently good across the school • Flexible grouping/guided focus groups to close gaps, focus on reading fluency, APM target time	The coaching approach to improve teaching and learning has enabled all children, including disadvantaged to make good progress form their starting points. Over time the gap between PP pupils and non-PP pupils attainment has narrowed. There is strong evidence that high-quality teaching is firmly based on strategies that include flexible grouping as they are effective in supporting underachieving pupils. *Five evidence based strategies for pupils with special educational needs send/Education Endowment Foundation*	2, 3
A contribution towards one TA per class for every Maths and English lesson to support flexible grouping	There is strong evidence that high-quality teaching is firmly based on strategies that include flexible grouping as they are effective in supporting underachieving pupils. *Five evidence based strategies for pupils with special educational needs send/Education Endowment Foundation*	1, 2, 3
Termly pupil progress meetings and drop-in sessions with children in class to address gaps in learning, raise the profile of pupil's needs and accelerate progress.	Based on our experiences, a senior leader raising the profile amongst staff of all of these children and their individual needs is key to diagnosing the right support and making accelerated progress.	1, 2, 3
Ensure PP children have personalised small step targets in their individual PP trackers matched to identified areas of need on their passports that enable	Based on our experiences, a senior leader raising the profile amongst staff of all of these children and their individual needs is key to diagnosing the right support and making accelerated progress.	1, 2, 3

accelerated progress in order to close the gap.		

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

Budgeted cost: **£21,065**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 4 x Pupil Premium champion TAs to deliver small group or 1:1 catch-up sessions every afternoon to accelerate the progress of disadvantaged pupils in RWM linked to their individual PP trackers • Guided Reading pre-teaching • Maths fluency • Sentence building • Phonics • Reading fluency • Handwriting fluency • Spelling	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups *One to one tuition/Teaching and learning toolkit/Education Endowment foundation* *Small group tuition/Teaching and learning toolkit/Education Endowment Foundation*	1, 2, 3

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

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed our Thrive principles and continue with training more Thrive practitioners to improve behaviour and social and emotional issues across the school	Both targeted interventions and universal approaches can have positive overall effects. *Behaviour interventions/Education endowment Foundation*	4
To support pupil's participation in enrichment activities to widen their opportunities and extend their cultural capital	Based on our experiences, a lack of enrichment opportunities can negatively impact on the well-being of the pupils and their progress in their learning	4

Total budgeted cost: £94,065

Activity in this academic year 2022-2023

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£58,833.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding vocabulary building activities across the curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. • Read aloud and book discussion with peers • Dialogic talk • Group or paired work to share thought processes • Model inference through structured questioning • Frayer model to pre-teach vocabulary • Improving the structure of English writing units and the learning environment to provide a more vocabulary rich experience	There is a strong evidence base that dialogic activities have a high impact on reading. Comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary the targeted use of approaches may support some disadvantaged pupils to catch up with peers *Oral language interventions/Teaching and learning toolkit/Education Endowment Foundation*	1, 2
Monitor 'Little Wandle' DfE validated Systematic Synthetic Phonics Programme and training to secure stronger phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2

teaching for underachieving pupils Continue with further training and resources on the Rapid Catch-up programme for KS2	*Phonics/Teaching and learning toolkit/Education Endowment Foundation*	
Enhancement of our Maths teaching and curriculum planning by 'Maths No Problem' Continuous CPD, monitoring and evaluation to increase class teachers' subject knowledge and implementation	There is evidence that Maths teaching based on manipulatives and representations using a range of strategies is highly effective. *Improving Maths at KS1 and 2/Education Endowment Foundation*	3
Coaching support for all staff to ensure teaching is consistently good across the school • Flexible grouping/guided focus groups to close gaps, focus on reading fluency, APM target time	The coaching approach to improve teaching and learning has enabled all children, including disadvantaged to make good progress form their starting points. Over time the gap between PP pupils and non-PP pupils attainment has narrowed. There is strong evidence that high-quality teaching is firmly based on strategies that include flexible grouping as they are effective in supporting underachieving pupils. *Five evidence based strategies for pupils with special educational needs send/Education Endowment Foundation*	2, 3
A contribution towards one TA per class for every Maths and English lesson to support flexible grouping	There is strong evidence that high-quality teaching is firmly based on strategies that include flexible grouping as they are effective in supporting underachieving pupils. *Five evidence based strategies for pupils with special educational needs send/Education Endowment Foundation*	1, 2, 3

Termly pupil progress meetings and drop-in sessions with children in class to address gaps in learning, raise the profile of pupil's needs and accelerate progress.	Based on our experiences, a senior leader raising the profile amongst staff of all of these children and their individual needs is key to diagnosing the right support and making accelerated progress.	1, 2, 3
Ensure PP children have personalised small step targets in their individual PP trackers matched to identified areas of need on their passports that enable accelerated progress in order to close the gap.	Based on our experiences, a senior leader raising the profile amongst staff of all of these children and their individual needs is key to diagnosing the right support and making accelerated progress.	1, 2, 3

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

Budgeted cost: **£21,065**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 4 x Pupil Premium champion TAs to deliver small group or 1:1 catch-up sessions every afternoon to accelerate the progress of disadvantaged pupils in RWM linked to their individual PP trackers • Guided Reading pre-teaching • Maths fluency • Sentence building • Phonics • Reading fluency • Handwriting fluency • Spelling	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups *One to one tuition/Teaching and learning toolkit/Education Endowment foundation* *Small group tuition/Teaching and learning toolkit/Education Endowment Foundation*	1, 2, 3

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

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed our Thrive principles and continue to update training to improve behaviour and social and emotional issues across the school	Both targeted interventions and universal approaches can have positive overall effects. *Behaviour interventions/Education endowment Foundation*	4
To support pupil's participation in enrichment activities to widen their opportunities and extend their cultural capital	Based on our experiences, a lack of enrichment opportunities can negatively impact on the well-being of the pupils and their progress in their learning	4

Total budgeted cost: £92,898.75

Activity in this academic year 2023-2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£60,275**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding vocabulary building activities across the curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. • Dialogic talk, including group or paired work to share thought processes (Opening Doors training) • Frayer model to pre-teach vocabulary • Improving the structure of English writing units and quality text drivers to provide more vocabulary rich models (Opening Doors training) • Embedding the use of the learning environment to provide scaffolds to using a wider vocabulary ('Vocabulary that I already know' and 'Vocabulary that I am learning'	There is a strong evidence base that dialogic activities have a high impact on reading. Comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary the targeted use of approaches may support some disadvantaged pupils to catch up with peers *Oral language interventions/Teaching and learning toolkit/Education Endowment Foundation*	1, 2

boards, vocabulary from rich texts and models on English WW, key unit vocabulary on Maths WW, use of knowledge organisers, writing frames, wordbanks) • Improving teacher instruction to include modelling the use of displayed vocabulary in writing		
Monitor and embed 'Little Wandle' DfE validated Systematic Synthetic Phonics Programme (Rapid Catch-up programme for KS2) to secure stronger phonics teaching for underachieving pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. *Phonics/Teaching and learning toolkit/Education Endowment Foundation*	2
ECT training x2 teachers – one in their first year, one in their second year.	ECT framework introduced by the DfE to improve quality of teaching and teacher retention.	1, 2, 3, 4
Monitoring and providing continuous CPD to embed the implementation of 'Maths No Problem' -	There is evidence that Maths teaching based on manipulatives and representations using a range of strategies is highly effective. Mths No Problem is a government approved/endorsed strategy that supports consistency and rigour *Improving Maths at KS1 and 2/Education Endowment Foundation*	3
Coaching support for all staff to ensure teaching is consistently good across the school	The coaching approach to improve teaching and learning has enabled all children, including disadvantaged to make good progress form their starting points. Over time the gap between PP	2, 3

• Exploring the research on how children learn • Embedding Rosenshine's 10 principles of instruction • Introducing, monitoring and embedding retrieval practice	pupils and non-PP pupils attainment has narrowed. There is strong evidence that high-quality teaching is firmly based on strategies that include flexible grouping as they are effective in supporting underachieving pupils. *Five evidence based strategies for pupils with special educational needs send/Education Endowment Foundation*	
A contribution towards one TA per class for every Maths and English lesson to support flexible grouping	There is strong evidence that high-quality teaching is firmly based on strategies that include flexible grouping as they are effective in supporting underachieving pupils. *Five evidence based strategies for pupils with special educational needs send/Education Endowment Foundation*	1, 2, 3
Termly pupil progress meetings and drop-in sessions with children in class to address gaps in learning, raise the profile of pupil's needs and accelerate progress.	Based on our experiences, a senior leader raising the profile amongst staff of all of these children and their individual needs is key to diagnosing the right support and making accelerated progress.	1, 2, 3
Ensure PP children have personalised small step targets in their individual PP trackers matched to identified areas of need on their passports that enable accelerated progress in order to close the gap.	Based on our experiences, a senior leader raising the profile amongst staff of all of these children and their individual needs is key to diagnosing the right support and making accelerated progress.	1, 2, 3

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 2 x Pupil Premium champion TAs to deliver small group or 1:1 catch-up sessions every afternoon to accelerate the progress of disadvantaged pupils in RWM linked to their individual PP trackers • Guided Reading pre-teaching • Maths fluency • Sentence building • Phonics • Reading fluency and comprehension • Handwriting fluency • Spelling	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups *One to one tuition/Teaching and learning toolkit/Education Endowment foundation* *Small group tuition/Teaching and learning toolkit/Education Endowment Foundation*	1, 2, 3
Sustain the use of the Reading Plus programme	Recommended by Ringwood School Academy.	2

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed our Thrive principles to improve behaviour and social and emotional issues across the school	Both targeted interventions and universal approaches can have positive overall effects. *Behaviour interventions/Education endowment Foundation*	4
Family Liaison Officer to support all families in need and become member of the Hardship Community Group	KCSiE 2022 highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children and their families is central to our offer.	4
To support pupil's participation in enrichment activities to widen their opportunities and extend their cultural capital	Based on our experiences, a lack of enrichment opportunities can negatively impact on the well-being of the pupils and their progress in their learning	4
Family liaison officer and Headteacher meet half termly to strategically oversee attendance and provide appropriate support to families	Targeting support at families where appropriate has shown an increase in attendance. *DfE's Improving School Attendance* *DfE's Working Together to Improve School Attendance*	5

Total budgeted cost: £92,898.75

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria	As of July 2023
Improved vocabulary choices and understanding among disadvantaged pupils.	Assessments and observations (formal and informal) indicate improved vocabulary choices and understanding among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Observations of the learning environment show an increased identification of subject specific vocabulary in the foundation subjects. During pupil conferencing, children were able to identify technical vocabulary and use it in context confidently. Work sampling demonstrates a greater use of vocabulary in the wider curriculum.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. There is a reduction in the gap between PP and non-PP pupils; this gap will be no more than 5%.	Phonics data analysis shows that Y3 children are securing phonics by January, with 10% continuing into Y4. All Y4 children have completed Little Wandle Rapid Catch-up programme by the end of the Spring Term. KS2 reading outcomes in 2022/23 show a decrease from 59% to 46% for disadvantaged pupils. There is a gap (29%) between disadvantaged and non-disadvantaged. See breakdown of outcomes below. Leaders have produced a 'Teaching & Learning Handbook' following continued coaching programme and CPD about

		a variety of strategies. As a result of this new guidance, teaching staff continue to teach these strategies and monitoring shows these positively impacting on the progress the children make in each lesson and over time. The children do not yet consistently use a range of strategies independently.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. There is a reduction in the gap between PP and non-PP pupils; this gap will be no more than 5%.	Pupil conferencing shows a greater enjoyment of Maths and a greater confidence in identifying the key learning. Observations and evaluations demonstrate an improved lesson structure and content with a clear progression of skills across the KS. The children are more confident to use a variety of methods. KS2 maths outcomes in 2022/23 show an increase from 32% to 38% for disadvantaged pupils. There is a gap (31%) between disadvantaged and non-disadvantaged. See breakdown of outcomes below. Pupil Premium Champion interventions show that children are closing identified gaps and are mastering basic skills which enables them to access current learning. APM meetings show a forensic analysis of children's barriers to learning and identification of next steps. Year group targets established and changes made based on meetings.

ARE+

	Reading	Writing	Maths	Combined
All children SATs %	75	70	69	61
All children National SATs	73	71	73	59
PP children SATs %	46	46	38	28
PP children National SATs	60	58	59	44

To address behavioural and social needs for all pupils in our school, particularly our disadvantaged pupils and remove/reduce these barriers to learning.	Pupils develop strategies to manage their behaviour and emotional needs more successfully from 2023/24 demonstrated by: • qualitative data from Thrive assessments and teacher observations • a reduction in CPOMs incidents • an increase in participation in classroom activities, particularly among disadvantaged pupils	New behaviour policy and systems have provided a reduction in exclusions and consequences room, attendance increasing. There is a 50% reduction in CPOMs incidents. Reduction in number of children on part time timetables or out of class in Thrive room Thrive profiling assessments show that 66% children are now secure compared to a baseline of 37%. Participation in curriculum enrichment activities and after school clubs show that a similar % of disadvantaged children attend clubs and enrichment activities as non-disadvantaged. 2 more thrive practitioners fully trained. Continue to update training.