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PP

**Parsloes Primary School**

**Pupil Premium Strategy 2019-2020**

## Executive Summary – Pupil Premium

### The following desired outcomes were identified following our school evaluation

Desired outcomes	How this will be achieved	Success criteria
Close the gap in reading outcomes	<ul style="list-style-type: none"> <li>To embed a language rich curriculum across the school</li> <li>To introduce 'Early words together at Three' programme (National Literacy Trust)</li> <li>To reflect upon and strengthen the whole school approach to the teaching of reading (including phonics in EYFS / KS1)</li> </ul>	The reading outcome gap will be diminished for pupils eligible for Pupil Premium compared to national non-disadvantaged pupils. Current gap is 26%
Close the gap in writing outcomes	<ul style="list-style-type: none"> <li>To continue to embed the T4W process throughout the school</li> <li>To maximise opportunities for writing throughout the broader curriculum</li> </ul>	The writing outcome gap will be diminished for pupils eligible for Pupil Premium compared to national non-disadvantaged pupils Current gap is 31%
Increase amount of children achieving combined at end of KS2	<ul style="list-style-type: none"> <li>To ensure high quality teaching is consistent throughout the school</li> <li>To adopt the mastery approach to mathematics across the school over the next three years</li> <li>To ensure a progressive core and wider curriculum is fully embedded</li> <li>All pupils to be assessed using the thrive approach to identify any individual social and emotional needs can be met</li> <li>All pupils to be assessed using language link /talk boost and a programme followed accordingly. This may be a SALT programme</li> <li>All EAL pupils to be assessed on entry for EAL intervention to support progress</li> <li>To be a part of the creative schools project 2019-2020</li> </ul>	The combined gap will be diminished for pupils eligible for Pupil Premium compared to national non-disadvantaged pupils Current gap is 31%
Increase the percentage of disadvantaged pupils achieving greater depth in reading, writing and maths	<ul style="list-style-type: none"> <li>To identify key pupils at pupils progress meetings and address their individual needs</li> <li>To use structured interventions (including Language Link / PIXL interventions) to ensure that pupils reach expected in reading at the end of each year</li> <li>To continue to develop home / school links to support pupils learning</li> <li>To roll out AFA structured conversations approach at parent consultation events</li> </ul> <p>To continue to work closely with our Achievement For All consultant</p>	The gap will be diminished for pupils eligible for Pupil Premium compared to national non-disadvantaged pupils Current gap is 13%
Attendance - to eradicate the disadvantaged /	<ul style="list-style-type: none"> <li>To ensure disadvantaged pupils attend school in line with non – disadvantaged pupils</li> <li>To ensure there are no financial reasons preventing disadvantaged pupils attending school such as lack of uniform / school trip costs</li> </ul>	There will no gap for pupils eligible for Pupil Premium compared to non-Pupil premium pupils Current gap is 1%

non-disadvantaged attendance gap		
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## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Parsloes Primary School				
Academic Year	2019-2020	Total PP budget	£194,000	Date of most recent PP Review	June 2019
Total number of pupils	527	Number of pupils eligible for PP	123	Date for next internal review of this strategy	June 2020
		Percentage of pupils eligible for PP	23%		

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	41%	65%
% making expected progress in reading (as measured in the school)	52%	78%
% making expected progress in writing (as measured in the school)	52%	83%

% making expected progress in mathematics (as measured in the school)	68%	84%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Literacy skills (both reading and writing) are lower for pupils eligible for PP than for non PP pupils. This slows reading and writing progress in subsequent years.	
<b>B.</b>	Language acquisition and vocabulary gap is greater for PP pupils than for non PP pupils. This slows reading and writing progress in subsequent years.	
<b>C.</b>	The extent of social, emotional and mental health needs of our pupils. This has a detrimental effect on pupil's academic progress.	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance. Currently there is a 1% gap between PP and Non PP.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>

<p><b>A.</b></p>	<p>Close the gap in reading outcomes</p> <p>To diminish the gap between disadvantaged / non-disadvantaged at the end of KS2 reaching ARE in reading. The current gap is 9% in school and 26% compared to national non-disadvantaged (In three years there will be no gap).</p>	<p>The reading outcome gap will be diminished for pupils eligible for Pupil Premium compared to national non-disadvantaged pupils (78% in 2019).</p>
<p><b>B.</b></p>	<p>Close the gap in writing outcomes</p> <p>To diminish the gap between disadvantaged / non-disadvantaged at the end of KS2 reaching ARE in writing. The current gap is 14% in school and 31% compared to national non-disadvantaged (In three years there will be no gap).</p>	<p>The writing outcome gap will be diminished for pupils eligible for Pupil Premium compared to national non-disadvantaged pupils (83% in 2019).</p>
<p><b>C.</b></p>	<p>Increase amount of children achieving combined at end of KS2</p> <p>To diminish the gap between disadvantaged / non-disadvantaged achieving combined at the end of KS2. The current gap is 11% in school and 31% compared to national non-disadvantaged (In three years there will be no gap).</p> <p>Target for disadvantaged pupils reaching combined is 65% for 2020. This will significantly close the gap to national non-disadvantaged which in 2019 was 71%.</p>	<p>The combined gap will be diminished for pupils eligible for Pupil Premium compared to national non-disadvantaged pupils (71% in 2019).</p>
<p><b>D.</b></p>	<p>Increase the percentage of disadvantaged pupils achieving greater depth in reading, writing and maths.</p> <p>The current gap is 11% in school and 13% compared to national non-disadvantaged (In three years there will be no gap).</p>	<p>The gap will be diminished for pupils eligible for Pupil Premium compared to national non-disadvantaged pupils (13% in 2019).</p>

<b>E.</b>	Attendance - to eradicate the disadvantaged / non-disadvantaged attendance gap. Current gap is 1%	There will no gap for pupils eligible for Pupil Premium compared to non-Pupil premium pupils
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**5. Planned expenditure**

<b>Academic year</b>	<b>2019-2020</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To embed a language rich curriculum across the school</p> <p>To introduce 'Early words together at Three' programme (National Literacy Trust)</p> <p>To reflect upon and strengthen the whole school approach to the teaching of reading (including phonics in EYFS / KS1)</p>	<p>Close the gap in reading outcomes</p> <p>Increase amount of children achieving combined at end of KS2</p> <p>Increase the percentage of disadvantaged pupils achieving greater depth in reading, writing and maths</p>	<p>The Education Endowment Foundation (EEF) extensive educational research states that oral interventions, high quality phonics interventions and reading comprehension strategies have impact based on extensive evidence. At PP this includes:</p> <p>reading aloud and book discussions with young children through our Reading and Talk for Writing (T4W) Processes</p> <p>explicitly extending pupils' spoken vocabulary using our curriculum vocabulary maps</p> <p>the use of structured questioning to develop reading comprehension through our reading strategies including Reciprocal Reading</p>	<p>Lesson Observations / Team Teaching</p> <p>Strategic Year Group Meetings lead by middle leaders</p> <p>CPD for staff</p> <p>Whole school-curriculum development day</p> <p>Pupil and staff voice</p> <p>Analysis of assessment data</p> <p>Pupil progress meetings will focus on higher attainers and key marginal pupils</p> <p>Work and book scrutiny</p> <p>Appraisal targets</p> <p>PL / CL to monitor in release time</p>	<p>NL SO MB LB Curriculum Leaders Phase Leaders</p>	<p>Every half term</p>

<p>To continue to embed the T4W process throughout the school and maximise opportunities for writing throughout the broader curriculum</p>	<p>Close the gap in writing outcomes</p> <p>Increase amount of children achieving combined at end of KS2</p> <p>Increase the percentage of disadvantaged pupils achieving greater depth in reading, writing and maths</p>	<p>The Education Endowment Foundation (EEF) extensive educational research states that progress in writing is supported best when speaking and listening, the teaching of writing composition strategies through exemplary modelling, the development of pupils' transcription and sentence construction skills through extensive practice and accurately assessing pupils' needs are embedded in the teaching of writing.</p> <p>The T4W process will continue to be embedded.</p>	<p>Lesson Observations / Team Teaching</p> <p>Strategic Planning Meetings lead by middle leaders</p> <p>CPD for staff</p> <p>Pupil and staff voice</p> <p>Analysis of assessment data</p> <p>Pupil progress meetings will focus on higher attainers and key marginal pupils</p> <p>Work and book scrutiny</p> <p>Team Teaching</p> <p>Appraisal targets</p> <p>AH / PL / CL to monitor in release time</p>	<p>NL SO MB LB Curriculum Leaders Phase Leaders</p>	<p>Every half term</p>
<p>To ensure high quality teaching is consistent throughout the school</p> <p>To adopt the mastery approach to mathematics across the school over the next three years</p> <p>To ensure a progressive core and wider curriculum is fully embedded</p> <p>To be a part of the creative schools project 2019-2020</p>	<p>Increase amount of children achieving combined at end of KS2</p> <p>Increase the percentage of disadvantaged pupils achieving greater depth in reading, writing and maths</p>	<p>The strengthening of middle leaders will ensure high quality teaching at all levels in order to improve outcomes for pupils</p> <p>PP has developed a progressive, knowledge rich curriculum.</p> <p>Evidence supports that an enriched curriculum with an enriched cultural capital supports the needs of the disadvantaged context and demographic needs of our pupils</p>	<p>Networking with other schools</p> <p>Year 6 to have an additional full time teacher</p> <p>Lesson Observations / Team Teaching / Joint School review</p> <p>Strategic Planning Meetings lead by middle leaders</p> <p>CPD for staff</p> <p>Pupil and staff voice</p> <p>Analysis of assessment data</p> <p>Pupil progress meetings will focus on higher attainers and key marginal pupils</p> <p>Work and book scrutiny</p> <p>Appraisal targets</p> <p>AH / PL / CL to monitor in release time</p>	<p>NL SO LB Curriculum Leaders Phase Leaders</p>	<p>Every half term</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p><b>75,000</b></p>

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To use structured interventions (including Language Link / PIXL interventions) to ensure that pupils reach expected in reading at the end of each year	Close the gap in reading outcomes	<p>Outstanding teaching interventions led by our assistant head teachers</p> <p>Key interventions led by teaching assistants</p>	<p>Lesson Observations / Team Teaching</p> <p>CPD for staff</p> <p>Pupil and staff voice</p> <p>Analysis of assessment data at termly pupil progress meetings</p> <p>Analysis of intervention data</p> <p>Work and book scrutiny</p> <p>AH / PL / SENCo to monitor impact</p>	<p>NL</p> <p>SO</p> <p>LB</p> <p>MB</p> <p>Curriculum Leaders</p> <p>Phase Leaders</p>	Every half term
To use structured interventions (including Language Link / PIXL to ensure that pupils reach expected in writing at the end of each year	Close the gap in writing outcomes	<p>Outstanding teaching interventions led by our assistant head teachers</p> <p>Key interventions led by teaching assistants</p>			Every half term

<p>All pupils to be assessed using the thrive approach to identify any individual social and emotional needs can be met</p> <p>All pupils to be assessed using language link /talk boost and a programme followed accordingly. This may be a SALT programme</p> <p>All EAL pupils to be assessed on entry for EAL intervention in the EAL hub</p>	<p>Increase amount of children achieving combined at end of KS2</p>	<p>The Thrive approach is based on neuroscience and the body's stress-response system. Specific training has been given to our 5 Thrive practitioners to build on these insights to offer a way of working with children and young people that supports the optimal development of their brains and nervous systems.</p> <p>70% of children attending thrive are Pupil Premium</p> <p>When pupils' social and emotional needs are met they are more likely to make progress in reading, writing and maths.</p>	<p>SENCO to oversee thrive approach / language link / talk boost / analyse data – feedback at Inclusion meetings</p> <p>EAL lead to oversee thrive approach and analyse data – feedback at Inclusion meetings</p> <p>PSW to work with our most vulnerable families</p> <p>EP will focus on disadvantaged pupils</p> <p>SLT will focus on disadvantaged pupils</p> <p>PSW will lead parenting classes annually</p> <p>Pupil progress meetings to discuss most vulnerable</p>	<p>MB MW PSW - KW</p>	<p>Every half term</p>
<p>To identify key pupils at pupils progress meetings and address their individual needs</p>	<p>Increase the percentage of disadvantaged pupils achieving greater depth in reading, writing and maths</p>	<p>Pupils identified and in focus groups make greater progress</p> <p>Additional tuition available for most vulnerable – Explore learning programme</p>	<p>Pupil progress meetings</p> <p>Lesson observations</p> <p>Planning focus</p> <p>Parental engagement</p>	<p>SO PL Class teachers</p>	<p>Every half term</p>
<p>To ensure disadvantaged pupils attend school in line with non – disadvantaged pupils</p> <p>To ensure there are no financial reasons preventing disadvantaged pupils attending school such as lack of uniform / school trip costs</p>	<p>Attendance - to eradicate the disadvantaged / non-disadvantaged attendance gap</p>	<p>Disadvantaged pupils are among our poorest attenders. There are often complex reasons for low attendance. Our attendance team works closely with our families so they can be responsive to meet the needs of the family</p>	<p>Regular Attendance Team meetings to analyse data and address key families who are most vulnerable</p> <p>Early help for most vulnerable families</p>	<p>KD PSW - KW</p>	<p>Every half term</p>

**Total budgeted cost** **99,000**

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To continue to develop home / school links to support pupils learning</p> <p>To roll out AFA structured conversations approach at parent consultation events</p> <p>To continue to work closely with our AFA consultant</p>	<p>Close the gap in reading outcomes</p>	<p>The EEF states that Parental Engagement is often easier to achieve with parents of very young children.</p> <p>In order to achieve greater success reaching parents of our older pupils we will plan more regular opportunities for parents to work with their children building upon our already successful curriculum entry and exit points.</p> <p>We will provide a more flexible approach to fit around parents' schedules where possible.</p> <p>The school will ensure parental experiences are positive by continuing to ensure key school events are welcoming and well publicised. These include annual events such as our Christmas Bazaar / Summer Fete / Remembrance events.</p>	<p>Staff – CPD – structured conversations</p> <p>SLT meetings</p> <p>Parent attendance / evaluations of events</p>	<p>NL SO PLs CLs</p>	<p>Every half term</p>
	<p>Close the gap in writing outcomes</p>	<p>Parental evaluations of events are always followed up and reflected upon to ensure we meet the needs and requirements of our diverse community</p>			<p>Every half term</p>
	<p>Increase amount of children achieving combined at end of KS2</p>	<p>We will ensure we reflect upon how the impact of parental engagement has the greatest impact upon pupil attainment by ensuring parent workshops include support, advice and guidance for parents who are not confident in their ability to support their children's learning, such as simple strategies to help their child to read.</p>			<p>Every half term</p>
	<p>Increase the percentage of disadvantaged pupils achieving greater depth in reading, writing and maths</p>	<p>We will ensure we reflect upon how the impact of parental engagement has the greatest impact upon pupil attainment by ensuring parent workshops include support, advice and guidance for parents who are not confident in their ability to support their children's learning, such as simple strategies to help their child to read.</p>			<p>Every half term</p>

<p>To ensure disadvantaged pupils attend enrichment clubs including breakfast and homework club to meet their social, emotional, mental health needs</p> <p>To access support for pupils outside of the school as necessary including DV / Bereavement services</p>	<p>Attendance - to eradicate the disadvantaged / non-disadvantaged attendance gap</p>	<p>At PP we value the impact that our enrichment clubs can have upon some of our most disadvantaged pupils. This is evidenced in our safeguarding processes.</p> <p>Pupils benefit from the structure and by socialising with their peers and sharing time with them before and after school.</p> <p>Disadvantaged pupils will be given priority for enrichment opportunities</p>	<p>PSW will oversee and monitor families in need of Early Help</p> <p>Inclusion meetings will focus upon most vulnerable families</p>	<p>DSL – KD</p> <p>MB</p> <p>PSW - KW</p>	<p>Every half term</p>
<b>Total budgeted cost</b>					<b>20,000</b>
<b>6. Additional detail</b>					
<b>Overall cost of PP spend – £194,000</b>					

## 7. Review of expenditure 2018-2019

Previous Academic Year

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Quality first teaching (including coaching model)	Higher rates of progress across KS2 for pupils eligible for Pupil Premium	<p>Outstanding additional teachers in Year 2 / 6 ensured high quality teaching in both year groups. Impact in Year 2 greater with disadvantaged pupils outperforming non – disadvantaged in Reading and Writing. In year 6 there remains a gap between our disadvantaged pupils and national non disadvantaged pupils</p> <p>Coaching impacted on quality first teaching. In the best examples this was evidenced by class data and quality of teaching seen.</p>	<p>Coaching will continue to be used to support quality first teaching</p> <p>Year 6 will be the focus with an additional teacher being employed to address the gap between disadvantaged pupils and national non disadvantaged</p>	£50,000
High quality feedback across the curriculum	Higher rates of progress across KS2 for pupils eligible for Pupil Premium	Best quality feedback ensured pupil progress in books seen during book scrutinies	Staff CPD annually / part of staff induction	
Clear method of sharing data and Pupil Progress to focus on attainment and progress of pupils	Higher rates of progress across KS2 for pupils eligible for Pupil Premium	In some year groups disadvantaged outperformed non disadvantaged but the gap between disadvantaged and national non-disadvantaged remains	Assessment lead to ensure disadvantaged pupils of all abilities are discussed at Pupil Progress meetings and disadvantaged to continue as an appraisal focus for all teaching staff	£10,000

Bespoke transition to suit the needs of our pupils and ensure the outdoor provision meets their needs	A better transition from EYFS to KS1 which ensures pupils remain engaged and achieving	Disadvantaged pupils outperformed non disadvantaged pupils in reading and maths. There was still a gap in writing. This is addressed via our Talk for Writing strategy.	The needs of the pupils were addressed by developing the transition. This process will continue and all staff Appointment of new phase leaders for EYFS and KS1 to focus on developing the transition process and addressing needs of the pupils	£3.500
AFA achieving wellbeing coach will deliver CPD to all staff in supporting SEMH of all pupils	Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning	Pupils receiving the Thrive approach make good progress through the programme. At the end of the last assessment, 67% of PP pupils moved to the next level.	<p>Thrive approach to continue and strengthen in school. Regular CPD planned for current and new staff.</p> <p>Mindful Mondays planned to start September 2019</p> <p>Continue to be an AFA school</p> <p>Disadvantaged pupils continue to receive more detentions than non – disadvantaged. These pupils are being supported through lunch time activities with thrive practitioners</p> <p>AFA</p>	£9400
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>There are three 'Thrive' practitioners across the school and both SENCOs are trained Thrive practitioners</p> <p>Pupils regularly assessed for Thrive programme and given tailored support as necessary by Thrive practitioners weekly</p>	<p>Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning</p>	<p>Pupil voice informed leaders that disadvantaged pupils have an increasingly positive attitude towards their learning. There is some follow up work to do around being a confident reader</p> <p>Teaching staff are pro-active in seeking support for disadvantaged pupils who they assess need this intervention.</p> <p>The number of disadvantaged pupils who attend thrive has decreased from 91% to 69%. Assessments have shown that fewer disadvantaged pupils are in need of this intervention.</p> <p>67% of disadvantaged pupils who attend thrive have progressed to the next level, 30% remain at the same level.</p>	<p>Thrive approach to continue and strengthen in school. Regular CPD planned for current and new staff.</p> <p>Plan to train more staff in the thrive approach 2019-2020</p> <p>Learning Mentor to be accessible for key pupils and on duty throughout lunch time</p> <p>EP / consultant to continue to provide additional service to support most vulnerable pupils</p> <p>Talk and Drawing CPD for PSW to improve quality of provision offered to most vulnerable pupils</p> <p>Regular pupil voice opportunities</p>	
<p>LM / Thrive practitioners / SSA support within class / EP support with key children to support self-esteem, resilience and develop good learning behaviours.</p>				

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Daily monitoring by PSW of PP pupils' absences</p> <p>LM / PSW to have greater involvement with consistently late or absent pupils</p> <p>Working with key families.</p>	<p>Increased attendance and punctuality rates for pupils eligible for PP</p>	<p>Analysis of attendance for 2018-2019 shows that there is a 0.9% gap between disadvantaged and non-disadvantaged pupil attendance. Disadvantaged attendance for the academic year was 95.2%</p>	<p>PSW to continue to work with most vulnerable families</p> <p>PSW to continue to liaise with all PA pupil families on the first day of absence</p> <p>PSW Case Studies show impact of the work</p> <p>PSW and Learning mentor available in the playground before and after school daily</p>	
<p>Using structured conversations to overcome barriers to learning</p>	<p>Disadvantaged pupils will consistently display a positive learning attitude towards themselves, others and their own learning in all learning environments.</p>	<p>99% of Pupils who followed the AFA programme reached their targets set.</p> <p>Parental engagement improved</p> <p>Parents were very positive in their feedback of the approach and expressed that their children showed a far more positive attitude to their learning and their confidence developed</p>	<p>The AFA structured conversation approach will be rolled out to all pupils this academic year. Pupil / Parent / Teacher consultations will take place for all pupils annually. Best practice showed where pupils play an integral part in their learning they make more progress.</p> <p>AFA – structured conversation refresher for all staff annually</p>	
<p>Using Speech and Language Interventions to overcome barriers to learning</p>		<p>90% of our disadvantaged pupils who have speech and language programmes have had new targets set as they have made good progress</p> <p>53% of the disadvantaged pupils passed their language link assessment after their intervention. Overall 84% of disadvantaged pupils made progress. This is in line with non-disadvantaged.</p>	<p>This intervention will continue next year.</p>	

Re-development of outdoor learning environments EYFS / Year 1 (as above) / Infant and Junior playground		<p>Provision for pupils in EYFS / Year 1 developed to support their outdoor learning and continuous provision.</p> <p>GLD remains in line with national at 72%</p> <p>Year 1 disadvantaged pupils outperformed their peers in Reading and Maths</p>	Development of outdoor provision in Year 1 to continue	
Offering a broad and balanced curriculum of creative lessons including Art, Music, PE and Spanish		Pupils engage well with the broader curriculum. Pupil voice shows that pupils enjoy these lessons	Develop the creative curriculum to include drumming lessons for year 5 and 6 pupils	
Midday training to enhance the use of outdoor environment at lunch time		<p>Pupils engage at lunchtimes in the outdoor environment.</p> <p>Disadvantaged pupils have a greater rate of detention than non-disadvantaged.</p> <p>21% of disadvantaged pupils have had a detention in comparison to 4% of non-disadvantaged</p>	Provision is now in place to prevent red behaviour for our most disadvantaged. Thrive lunch time clubs now have places for our most vulnerable as and when the support is required.	