



## Pupil Premium Strategy 2018/2019

Bush Hill Park is a three form entry primary school situated in the Bush Hill Park ward of Enfield. We currently have 534 pupils on roll, 46 of whom are in nursery. A large proportion of our families live in the neighbouring estate which backs onto the school.

50.6% of our children are eligible for pupil premium funding. This is a difference of 9.6% compared to last year. Many of our families are now not eligible for PPG but still have high levels of deprivation and face the same issues as our other families.

The Pupil Premium Grant enables the school to ensure that all children access any additional support available in order to narrow the gap.

Attendance is a constant challenge in the school and we continue to endeavour to support our families with this, with the result that there has been an increase compared to last year of 0.79% and of 0.65% for PP children in particular.

1. Summary information					
School	Bush Hill Park Primary				
Academic Year	2018-19	Total PP budget	£324,720	Date of most recent PP review	October 2018
				Date for next internal review of this strategy	July 2019

2. Current attainment			
	<i>Pupils eligible for PP (49)</i>	<i>Pupils not eligible for PP (39)</i>	<i>School Total</i>
% achieving in reading, writing and maths	43% total	43% total	43%
Progress score in reading from KS1 to KS2	-0.88	1.78 (national comparator)	0.19
Progress score in writing from KS1 to KS2	-0.93	2.59 (national comparator)	0.47
Progress score in maths from KS1 to KS2	0.23	0.88 (national comparator)	0.50



### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school)	
	Identification of gaps in prior learning for newly-arrived pupils
	Lower than national average attainment
	High number of children with additional educational needs, including medical needs
	The number of children with social and emotional, mental health issues
	High number of children with English as an Additional Language
External barriers	
	Overcrowded housing
	Low family income/ Area of high deprivation
	Low level of attainment on entry
	High level of children New to English on entry

### 4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<p><b>Curriculum</b> – To raise the attainment of disadvantaged children so they achieve in line with their peers across the curriculum, in particular, ensuring that the Maths and English provision matches the needs of children. To raise the rates of pupils' progress across the curriculum and to ensure that PP children of all abilities are exposed to appropriate stretch and challenge.</p>	<p>Challenge for PP children is well-pitched in lessons based on timely, effective assessments            Effective support in place for identified children            Interventions            Year 5 and 6 large cohort of PP children targeted and support in place (interventions, booster teachers, booster groups)</p>
<p><b>Teaching and Learning</b> – To ensure sustained progress is maintained across teaching and support staff, including pedagogical awareness of growth mindset and PSHE curriculum.</p>	<p>Maintain levels of progression through effective staffing            Pupil Progress Reviews show that class teaching and interventions lead to increased percentages of PP children achieving national expectations</p>
<p><b>Wider outcomes</b> – To ensure the high engagement of children through academic enrichment opportunities and the wider curriculum.</p>	<p>Ensure PP children have access and exposure to the full breadth of the curriculum – including enrichment opportunities and activities.            Promotion of Healthy eating and Fitness</p>
<p><b>Behaviour</b> – To ensure pastoral support is in place and accessible for all PP children and to review and implement strategies that will reduce barriers for learning for disadvantaged pupils.</p>	<p>Early identification of children's needs            Pastoral care in place and available for all children and families            Maintain positive relationships and home support for all pupils            Social and emotional needs of disadvantaged pupils are met through positive staff relationships, positive school experiences and support from learning mentors            Focus on positive interactions through the school values</p>
<p><b>Attendance</b> – Maintain attendance at 96% and above for PP children to remain in line with their peers.</p>	<p>Attendance support in place for identified families</p>



## 5. Planned expenditure

### I Quality teaching for all

Desired outcomes	Chosen action / approach	Evidence & rationale for this choice	How will you ensure it is implemented well?	Staff lead	Unit cost	When will you review implementation?
<p><b>Curriculum</b> - To raise the attainment of disadvantaged children so they achieve in line with their peers across the curriculum, in particular, ensuring that the Maths and English provision matches the needs of children. To raise the rates of pupils' progress across the curriculum and to ensure that PP children of all abilities are exposed to appropriate stretch and challenge.</p>	<p>Maths, phonics (RWI) &amp; spelling programmes – introduction of Mastery to Year 4 (as part of whole-school roll out) Including 1:1 phonics interventions for identified children.</p>	<p>To maintain high standards in maths, phonics &amp; GPS</p>	<p>Through support by SLT English and Maths leads &amp; Maths Mastery learning walks from providers. Half-termly assessments &amp; streaming for phonics and for Maths in years 5 and 6.</p>	<p>TW TC</p>	<p>£36,300</p>	<p>Half Termly</p>
	<p>Continuation of literacy scheme (Success For All)</p>	<p>To boost results in writing – the main area for development across the school.</p>	<p>Through observations, learning walks, pupil progress meetings, evidence in books and moderation across year groups and across partnership</p>	<p>TW</p>	<p>£5,720</p>	<p>Termly</p>
	<p>Booster teachers for year 2, 5 and 6 English and maths (year groups identified as high PP intake)</p>	<p>To boost progress and attainment across English and Maths by enabling smaller classroom ratios for core subjects</p>	<p>Through observations, learning walks, pupil progress meetings, evidence in books and moderation across year groups and across partnership</p>	<p>TW TC KM JI</p>	<p>£30,000</p>	<p>Half Termly</p>
	<p>Continuation of Daily Supported Reading (DSR) resources, including staff to ensure small groupings.</p>	<p>To promote reading and to develop levels of reading across KS1 in preparation for KS2</p>	<p>Through DSR lead monitoring and organizing, through fluid, flexible groupings and reading records that are kept daily</p>	<p>TW SM</p>	<p>£30,000</p>	<p>Weekly</p>
	<p>Increased Headship team and increased Middle leadership team</p>	<p>To embed and further develop recent gains made in the quality of teaching and learning</p>	<p>All headship team responsible for teaching and learning, increased focus on development of middle leaders through increased responsibilities and targeted CPD</p>	<p>ATh AN KM MNeo TC TW</p>	<p>£30,000</p>	<p>Half-termly</p>
	<p>Interventions across the whole school</p>	<p>To support pupils identified through Pupil Progress Meetings who are at risk of slow progress.</p>	<p>Delivery by a combination of HLTAs &amp; teachers, monitored by subject leads.</p>	<p>TC TW</p>	<p>£25,000</p>	<p>At least termly – others more frequency according to identified need</p>



<b>Wider outcomes</b> To ensure the high engagement of children through academic enrichment opportunities and the wider curriculum.	Lead TA to ensure HLTA's and LSA's maximise support across the school and are deployed effectively	To develop HLTA's skills and improve outcomes	CPD, monitoring, organisational and operational	SM	£10,900	Half-termly
	Increased access to EP consultation	To identify barriers to learning across all areas of the curriculum and to ensure effective strategies and support are in place for vulnerable pupils	Through regular contact and consultation with borough EP and overseen by Inclusion Assistant Head.	MN	£8,500	Half-termly
	PPA Specialist teachers to teach across the whole school to support wider curriculum experiences	To enable pupils to develop interest and experiences in wider curriculum and to foster creativity and widen experiences	Delivery by Dance and Drama teacher, Music teacher and ICT teacher	FS SR RR	£30,000	Termly

			<b>Total budgeted cost</b>	<b>£206, 420</b>		
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**II Targeted support**

<b>Desired outcomes</b>	<b>Chosen action / approach</b>	<b>Evidence &amp; rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Unit cost</b>	<b>When will you review implementation?</b>
Effective staff support in place	Use of additional HLTA support in classes	Provide effective teaching support, feedback and next steps leading to improvement High mobility rates of children entering mid-year	Increase support in class & class based support delivered Children new to school assessed within 2 weeks	MN	£25,000	Termly Pupil Progress Reviews
Literacy interventions	Use of 'Fresh Start' to ensure children keep up rather than catch up in literacy	Literacy intervention to enable all children to make their expected progress in literacy	Small, flexible intervention groups for children identified as needing additional support, led by experienced HLTA's.	JL	£7,600	Half-termly



To ensure sustained progress is maintained across teaching and support staff, including pedagogical awareness of growth mindset and PSHE curriculum.	Use of PSHE lead and AHT to develop PSHE curriculum and introduce Talk Time in conjunction with this.	To provide opportunities for children to develop growth mindset across the curriculum and to promote importance of wellbeing across the curriculum	Timetabled Talk Time lessons in conjunction with weekly PSHE curriculum. Focus on developing thinking skills for life.	KM RP	£23,000	Termly
Raise Attainment in Year 6	Year 6 support by senior leaders delivering groups and individual interventions	To raise attainment in line with national averages	Streaming, in-school booster groups, out-of-school hours booster groups, careful monitoring & tracking	FS TC KM	£2,000	On-going
Attendance is in line with national expectations	Continue to improve attendance – annual target 96%	Parent Support Adviser, Learning Mentors and SLT all to review this regularly	Target vulnerable / hard-to-to reach families	SS GR IP SLT	£2,500	Ongoing
Maintain positive relationships & home-support for pupils' learning for families in need	Continued use of Parent Support Adviser and learning mentors to enhance communication families and provide communal support	Continued support for our families in need	Coffee mornings & workshops supported by the Parent Support Adviser ESOL classes weekly Parent Zumba weekly	SS GR IP	£2,500	On-going
All PP pupils with additional needs achieve the goals of their support plans	Allocation and professional liaison in identifying, monitoring and implementing support	Providing effective support for pupils across all subjects in order to achieve their potential	Regular reviews / sharing concerns / pupil passports / SEND support plans	MN	£1,500	Overall termly reviews – specific reviews more frequently as required
The social & emotional needs of disadvantaged pupils are met	Pastoral Care time allocation and professional liaison in identifying, monitoring and implementing support.	To provide on-going support for our children and disadvantaged families	Pupil's progress can be linked to emotional wellbeing, children given the vocabulary to express themselves through growth mindset curriculum	All	£2,000	Termly
Learning Mentors employed to remove specific	Learning Mentors to have regular mentoring sessions with identified	To provide consistent support for key children and to best support	Monitoring, Learning Mentors communicate consistently with teachers and SLT about key	MN GR IP	£35,000	On-going



barriers	children and to liaise with class teachers to offer supporting strategies for particular children	teachers in developing their inclusive practice	children and are trained as DSL. Overseen by Assistant Head for Inclusion			
<b>Total budgeted cost</b>					<b>£101,100</b>	
<b>III Other approaches</b>						
<b>Desired outcomes</b>	<b>Chosen action / approach</b>	<b>Evidence &amp; rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Unit cost</b>	<b>When will you review implementation?</b>
High Engagement through Academic enrichment activities	Subsidise school trips across the school including school journeys for Year 6	To maintain the flexibility of regular curricular enrichment visits with a broader choice of venues, to ensure workshops and speakers can come to the school to broaden curriculum experiences	Every class attends trips over the year to different venues for a range of academic objectives to include a residential trip for older children. All children have access to a range of workshops and experiences	AN KM	£5,100	Annually
Offer enrichment activities before, during lunch and after school to all children	Subsidise after-school & breakfast clubs and provide staff for vulnerable children to access provision	Enable families to access cheaper provision for after school & enrich pupils' experiences outside the classroom.	Range of enrichment activities with checks on the sign-up rate & 'take-up'	CM CT	£7,100	Termly
Breakfast club	Subsidised to provide vulnerable children with a healthy, positive start to the day	Subsidised to ensure all children can access a healthy start to the day, hot breakfast provided in Autumn/ Winter months.	Large take up for breakfast club	GR IP	£5,000	On-going
<b>Total budgeted cost</b>					<b>£17,200</b>	



Year	Reading		Writing		Maths		Comment
1	PP	71%	PP	73%	PP	64%	14 children in year 1 who are in receipt of PP funding. In reading 4 PP children who did not achieve ARE obtained av. of 5 progress points. In writing, av. of 6 progress points for PP. In maths av. of 6 progress points for PP.
	All	87.5%	All	71%	All	50%	
2	PP	61%	PP	57%	PP	73%	41 children in year 2 who are in receipt of PP funding. Of those PP who did not achieve ARE in reading, children made on av. 6 points of progress in reading, in writing 4 points of progress and in maths 5 points on average.
	All	64%	All	61%	All	77%	
3	PP	48%	PP	43%	PP	52%	21 children in year 3 who are in receipt of PP funding. In reading PP children who did not achieve ARE made av. of 4 points progress, in writing av. of 5 points of progress
	All	47%	All	40%	All	42%	
4	PP	60%	PP	36%	PP	66%	32 children in year 4 who are in receipt of PP funding. In writing av. of 6 points progress for all PP, in writing av. 4 points, in maths av. 6 points.
	All	68%	All	53%	All	53%	
5	PP	73%	PP	57%	PP	50%	44 pupils in year 5 who are in receipt of PP funding. On average, PP children who did not achieve ARE in reading scored 8 points of progress, in writing, 7 points and in maths, 5 points.

Year 6 KS2 SATS	Reading		Writing		Maths		SPAG		Combined	
Of 80 pupils 42 are in receipt of PP funding	PP	48%	PP	56%	PP	46%	PP	55%	All	53%
	All	68%	All	56%	All	60%	All	75%		



## Review of Expenditure

Desired outcomes and how they will be measured	Success criteria	Impact	Next Steps
<p><b>Curriculum</b> – To raise the attainment of disadvantaged children so they achieve in line with their peers across the curriculum, in particular, ensuring that the Maths and English provision matches the needs of children. To raise the rates of pupils' progress across the curriculum and to ensure that PP children of all abilities are exposed to appropriate stretch and challenge.</p>	<p>Challenge for PP children is well-pitched in lessons based on timely, effective assessments</p> <p>Effective support in place for identified children</p> <p>Interventions</p> <p>Year 5 and 6 large cohort of PP children targeted and support in place (interventions, booster teachers, booster groups)</p>	<p>Impact of RWI and SFA across the school is evident across the school, progress in the English curriculum. PP children are in line with or are outperforming their peers across most year groups in all core curriculum areas.</p> <p>Daily Supported Reading is organised and managed well in KS1 and children are making good or better progress in reading as a result. The group are small (av. 6) and fluid and children are moved quickly on to more challenging texts.</p> <p>Booster groups are working well to limit numbers in English and Maths for years 2, 5 and 6 and to allow for streaming in order to create smaller, targeted lessons. Five or six way split across Year 5 and 6 SATs are up 9% in reading, 15% in SPAG, 8% in maths and up 10% combined.</p> <p>One to one phonics interventions are used flexibly to target specific needs of children. Phonics results this year were 88% for year 1.</p> <p>Maths Mastery has had proven impact in Year 4 with its introduction this year and all teachers up to Year 4 are now trained and confident in using and applying the Maths Mastery curriculum. Additional resources have been used to support the introduction along with additional training places in order to enable all HLTAs and Cover Supervisors to be</p>	<p>To continue to develop the planning and delivery of the writing curriculum across the school in line with introduced changes and in line with new curriculum approaches to History and Geography to ensure cross curricular links.</p> <p>To continue with the current organization of Daily Supported Reading.</p> <p>To continue with introduced changes to not stream according to SFA for writing.</p> <p>To continue.</p> <p>Training now extended to Year 5, school has joined the Maths Mastery Hub and will now host training for other schools – this is to maximise CPD for all staff so that all lessons – including those that are cover lessons will be from Maths Mastery trained teachers.</p>





		<p>confident in the delivery of this.</p> <p>Fresh start literacy programme has enabled new to English and SEND children to make accelerated progress – these have been used flexibly and new groups are established when children are ready to enter SFA and writing lessons again.</p> <p>Additional booster sessions had a large impact on children who were identified as being at risk of not achieving age related for English and/or maths. Pupil Premium children specifically were encouraged to attend. Many of the children who attended these groups went on to achieve Age Related Expectations.</p> <p>Additional SPAG and Maths lessons for year 6 were introduced to enable accelerated progress. These were one afternoon per week during the spring term and did not detract from the foundation curriculum.</p> <p>Fast Feedback has now been embedded across the school and the children are confident as independent learners and take an active role in their progress, openly discussing and acting on next steps and reflecting meaningfully on their learning.</p>	<p>To continue.</p> <p>To continue.</p> <p>Continue to develop and monitor effectiveness of fast feedback/adapt Marking &amp; Feedback policy.</p>
<p><b>Teaching and Learning</b> – To ensure sustained progress is maintained across teaching and support staff, including pedagogical awareness of growth mindset and PSHE curriculum.</p>	<p>Maintain levels of progression through effective staffing Pupil Progress Reviews show that class teaching and interventions lead to increased percentages of PP children achieving national expectations</p>	<p>Staffing this year across the school has been stable. Where long term cover was required – Headship took over a Year 4 class to ensure stability.</p>	<p>Staffing moving forward in to the next academic year has had very little movement. So all staff moving forward have the knowledge of SFA, Maths Mastery etc. to carry forward. Also, enabled us to make changes to teacher</p>



		<p>All staff had access to high quality CPD over the year, at the start of the year SFA INSET and training sessions delivered through the SFA organization ensured that teachers were confident in the delivery of this and could secure the best outcomes for their children in English. Support staff also received individualised training in order for them to best support in class and in interventions.</p> <p>Continual CPD through weekly staff meetings ensured leaders could further meet the teaching and learning needs of the school through facilitating professional dialogue and through in house training. Also acted as development opportunities for Middle leaders.</p> <p>Lots of staff training and CPD throughout the year, to target interventions and to develop teaching and learning practice and knowledge.</p> <p>Curriculum initiatives have been developed to accelerate pupil progress and provide broad, balanced and enriching opportunities. These are continually being adapted to the needs of the school. Including the introduction of Philosophy for Children strategies as part of the PSHE curriculum and the introduction of Talk Time to develop reflective practices and to further open communication and support lines for children.</p>	<p>allocation across the school based on strengths and best interests of the children.</p> <p>Induction and CPD to take place for new staff (TF/ students and HLTA) to ensure they have the knowledge and necessary skills required to teach RWI, DSR, Maths Mastery, SFA and foundation subjects.</p> <p>Weekly staff training and bought in CPD will continue throughout the year. Starting with the role out of a new foundation curriculum next year.</p> <p>All staff will continue to have access to borough wide opportunities.</p> <p>This will continue to be developed.</p>
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		<p>Headship team and SLT continued to lead the improvement of teaching across the school through mentoring, peer observations and modelling. This has led to improved outcomes for children in all year groups. Including the development of the Achievement leader role by involving them in the monitoring process.</p>	<p>Development of Middle Leadership remains a priority.</p>
<p><b>Wider outcomes</b> – To ensure the high engagement of children through academic enrichment opportunities and the wider curriculum.</p>	<p>Ensure PP children have access and exposure to the full breadth of the curriculum – including enrichment opportunities and activities. Promotion of Healthy eating and Fitness</p>	<p>All children are taught Dance and Drama by our expressive arts specialist teacher who has developed a curriculum across the school that reflects the children’s interests and develops their knowledge in this area.</p> <p>Equally, we employ a specialist music teacher who has developed a progressive curriculum that enables children to develop skills to become musicians.</p> <p>Our IT lead is a member of the Senior Leadership Team and teaches all children across the school. Also delivering computer safety sessions across the school and staff training across the borough for internet safety and delivery of the IT curriculum.</p> <p>Sports coaches deliver the PE curriculum across the school and support staff across the school with CPD and delivery of PE. They also organise a wide range of after school clubs.</p> <p>Children are exposed to a range of experiences in this area including recorder recitals, school plays and nativities and a range of dance clubs on offer throughout the year.</p>	<p>Curriculum will be continually reviewed in light of the new Ofsted framework and guidance around curriculum.</p> <p>IPC has now been replaced with Cornerstones and this has been in consultation with subject and achievement leads and will be rolled out for September 2019.</p> <p>All subject specialists will remain. We have just employed a specialist Visual Arts lead to support our expressive arts specialist in the delivery of art. They will deliver art across the school and will also provide CPD for all teachers.</p> <p>To continue.</p> <p>Brought in additional music service for next year, including Song Sack and Enfield Sings, to further develop singing across the school.</p>



		<p>Take-up for breakfast club remains consistent and is subsidised for those who require it, additionally, particular families are encouraged to attend and support is given to get them to Breakfast club in time for the children to receive a meal at the start of the day. Including Learning Mentors collecting key children to ensure they are in school and can access a breakfast meal. Learning Mentors and Sports Coaches have breakfast with the children to support settling them in for the school day.</p> <p>Across the year, families have been supported with subsidies for uniform, school clubs and extra-curricular trips where required in order to ensure that children's self-esteem needs are met and to ensure that all children have equal access to enrichment opportunities.</p> <p>Take up for after school clubs remains high amongst PP children and they have access to a wide range including, dance, musical theatre and many different sporting clubs, all of which are led by curriculum specialists.</p> <p>This year, we introduced Curriculum Enrichment on Friday afternoons. Designed to widen and enrich curriculum experiences for children across the school. CPD took place around this and staff were encouraged to choose areas of interest to them in order to spark enthusiasm with their groups. All adults including TAS, HLTA's and learning mentors take a group so that we have</p>	<p>To continue.</p> <p>Clubs are continually reviewed in light of popularity to ensure high take-up of extra-curricular clubs.</p> <p>To continue with adjustments to the activities on offer now we have a greater understanding of those that children enjoy and would like to take part in – so we will be offering more arts and crafts, D + T, cookery, gardening and sports in particular.</p>
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		<p>small, meaningful groups taking place across a huge range of subject areas including, cookery, gardening, sports, athletics, gymnastics, science, reading, textiles, art and design, D+T, sewing and many others.</p>	
<p><b>Behaviour</b> – To ensure pastoral support is in place and accessible for all PP children and to review and implement strategies that will reduce barriers for learning for disadvantaged pupils.</p>	<p>Early identification of children's needs          Pastoral care in place and available for all children and families          Maintain positive relationships and home support for all pupils          Social and emotional needs of disadvantaged pupils are met through positive staff relationships, positive school experiences and support from learning mentors          Focus on positive interactions through the school values</p>	<p>Employed additional learning mentors this year so we now have a strong team of three. With a lead Pastoral Mentor who oversees this. This ensures that all children can access the support and mentoring on offer. Many of our families have been supported through the extended initiatives available, and the learning mentors along with our dedicated Parent Support Adviser have provided access to additional support including accessing Food Banks, Mental Health centres for parents and children, EP provisions, family therapy sessions and parent groups.</p> <p>Children who have regular contact with the Learning Mentors and Parent Support Adviser are able to access their education and the Mentors support teachers to provide for particular SEMH needs. Including CPD to all staff over the year in dealing with specific needs.</p> <p>Increased contact and bought in services from the EP have ensured that the correct provisions can be put in to place in order to meet the needs of PP children</p>	<p>Training for new learning mentors to continue into next academic year.</p> <p>Lead Pastoral Mentor and Head are now qualified positive handling trainers to further develop training across the school and to support other schools.</p> <p>To continue.</p> <p>To continue.</p>



		<p>with SEMH and SEND</p> <p>High Quality CPD for LSA's who work one to one with children to enable all children to make good or better progress.</p> <p>Introduction of the new school values this year of Respect, Responsibility and Resilience. Introduced successfully across the school.</p> <p>Weekly values assemblies share the values and keep children up to date with current communal and world views and news and allow children the freedom to explore their own opinions.</p> <p>Weekly celebration assemblies – a range of regular awards are shared and celebrated.</p> <p>Introduction of a new Behaviour Policy has had a significant impact on the attainment and self-esteem of children across the school. Children receive Effort chart stickers and these earn them badges. There are five badges for them to earn across the school year and they have really bought into this.</p> <p>We also introduced houses linked to the school values and children receive tokens that can earn to a house reward. This has opened up new friendships and a stronger sense of community.</p>	<p>To continue.</p> <p>Build on the successes of the introduction of the values with further assemblies and whole school activities designed to get children thinking about their role in living the BHP values.</p> <p>Assemblies to continue.</p> <p>New Behaviour policy will continue to be reviewed, we regularly seek staff and pupil feedback and will continue to make necessary changes to ensure that it works for all children.</p>
<p><b>Attendance</b> – Maintain attendance at 96% and above for PP children to</p>	<p>Attendance support in place for identified families</p>	<p>Attendance for the whole school is 95.31% and 95.05% for PP specifically.</p>	<p>To continue with initiatives and to continue rigorous approach to</p>



<p>remain in line with their peers.</p>		<p>It remains a focus and there are initiatives throughout the year, including toast and hot chocolate in the playground to encourage punctuality and attendance which always has a significant turnout. Attendance awards, weekly for classes, half termly for individuals and competitions termly. All of which are met enthusiastically by children.</p>	<p>monitoring.</p>
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