



The Collegiate Trust
Exceptional Education for All

REPORT ON USE OF PUPIL PREMIUM GRANT TO SUPPORT DISADVANTAGED PUPILS

- i. Evaluation 2019/20
- ii. Action Plan 2020/21

This Report is different as a result of the disruption to education in 2020: the national lockdown resulted in the cancellation of all externally verified assessment and led to the vast majority of pupils undertaking remote learning from 23rd March up to the end of the academic year; the looming national lockdown resulted in significant impact on attendance after the February half-term break.

This Report should be completed by appropriate Academy staff, approved by the LGB, and posted on the Academy website by 5.1.2021.



i. Evaluation 2019/20 Courtwood Primary

NB	Disadvantaged Pupils	DPS	Pupils for whom pupil premium funding is provided
	Others	Oth	Pupils who are not categorised at Disadvantaged
	All		All pupils

Key Data

Total PPG allocation	£79,200	All pupils on roll at January 2020 census	215	DPS on roll at January 2020 census	51
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1. Outcomes 2020

As a result of lockdown, no outcome data is provided on the performance of DPS or Others. However, since the return to fulltime education we have identified the following learning or behavioural issues in our DPS:

Reception 9 pupils out of 30 are DP	<ul style="list-style-type: none"> Pupils baselined low in Language & Communication along with Self Confidence & Self Awareness. Prior to lockdown pupils were growing in their confidence and willingness to have a go and were beginning to take risks with their learning. They interacted well with their peers and were operating with increased independence. As a result of an extended period of time out of school, the behaviours for learning were not securely established. Children are reluctant to work independently and struggle to sustain their listen and attention, focus and concentration. Children have clear gaps in their phonic knowledge, demonstrating more confidence in blending as opposed to segmenting, this combined with poor letter formation has a direct impact on the quality of writing produced.
Year 1 4 pupils out of 31 are DP	<ul style="list-style-type: none"> Clear gaps in Phonic knowledge (reading/spelling of phonemes) and early reading skills identified. Consistent high-quality teaching alongside focused interventions is already having a positive impact. Pupils are well motivated, ready to learn but lack resilience and stamina.
Year 2 9 pupils out of 32 are DP	<ul style="list-style-type: none"> Development of good learning behaviours: listening, focus, attention and understanding what good learning looks like. Resilience, stamina and independence need to be developed. Playground and inter-personal skills have suffered due to lockdown, pupils and have demonstrated less willingness to cooperate, and their listening and communication skills have suffered. Pupils have recalled knowledge of number facts, times tables but need support with the application of number, addition and subtraction strategies. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Year 3 9 pupils out of 32 are DP	<ul style="list-style-type: none"> Pupils lacking in stamina and ability to sustain focus for an extended period of time. Lack of reading and writing over lockdown has had a significant impact on pupils' confidence and willingness to approach learning with independence. Pupils missed out on discussion, talking in complete sentences and new vocabulary. This has meant pupils have found it difficult to structure and link their thoughts and ideas to produce writing of equal quality prior to lockdown. Written calculation methods in mathematics all require development.

Year 4 - 11 pupils out of 32 are DP	<ul style="list-style-type: none"> • Learning behaviours and cohesion as a cohort of pupils. • Pupils are eager to please and willing to work but need support to sustain their focus, concentration and to develop their stamina in learning. • Pupils need to develop their inter-personal skills so as to interact appropriately and with consideration towards one another in a social context. • Good recall of basic skills– children are able to recall addition and subtraction facts, times tables and are applying calculation strategies. • Where pupils engaged with the remote learning over lockdown this has ensured the gaps in their knowledge are less compared to other year groups.
Year 5 - 10 pupils out of 32 are DP	<ul style="list-style-type: none"> • Pupils are well motivated, ready to learn and overall have a good attitude towards their learning. • Pupils have transitioned back into school/lessons well and have been well supported in their recall of knowledge. • Some poor behaviour in social contexts alongside poor decision making can impact the peer group. • To develop the inter-personal skills of pupils and the manner in which pupils interact outside of the classroom towards one another.
Year 6 - 10 pupils out of 25 are DP	<ul style="list-style-type: none"> • Work during lockdown and via remote learning was not comparative to the work produced in class. • Ability to sustain concentration, motivation and stamina when working independently. • Missed opportunity to provide support and preparation for the transition to secondary school meant there was a higher level of anxiety in some pupils. • Extended application of basic core subject skills.

2. Attendance 2019/20 (up to February half-term 2020)

Year Group	No of DPs	Attendance of DPs	Attendance of All
1	4	90.37	93.5
2	9	94.00	96.1
3	10	94.31	96.2
4	11	96.14	96.3
5	10	97.05	96.4
6	10	95.39	96.4
Total	54	94.77	95.7

3. Review of Action Plan 2019/20 (please note limiting nature of lockdown on evaluation / impact)

Action	Evaluation / Impact
<p>i. Attendance & Punctuality (£12,000)</p>	<p>Please provide a qualitative comment on the overall impact in each area. If a quantitative comment is possible, please also include.</p>
<ul style="list-style-type: none"> Attendance continues to have a raised profile and the school community has a clear understanding of the correlation between attendance and academic progress. Deputy Principal to continue to track and monitor attendance alongside the EWS. To meet with families with poor attendance, to carry out home visits and discuss strategies to help improve attendance. Identify those children who have attendance rates of between 90 - 94.9% and write to them informing them of their responsibility. EWO to continue to meet with persistent absentees and take proceedings further, where appropriate, including fines, court and mash referrals. Letters and meetings organised with those families who are persistently late. The aim of the National School Breakfast Programme is to ensure no child starts the day too hungry to learn. The programme is being delivered by a partnership of two charities, Family Action and Magic Breakfast 	<p>Attendance continued to have a high profile at Courtwood. Assemblies were delivered termly by Jo Stawman, Attendance Lead, in autumn and spring terms prior to national lockdown. Awards for good attendance (95% and above) were issued half termly, with green traffic light letters also issued and amber letters issued to those families under 95%. Children were able to articulate their attendance target and state why good attendance and punctuality are important. Parents understand that absences such as term-time holidays will never be authorised.</p> <p>Jo Stawman, Deputy Headteacher, and Sarah Philpott, WPA EWO, met weekly on a Thursday afternoon to review weekly attendance, termly individual attendance, persistent absentees and holiday requests etc. 13 children were referred to the EWO and cases opened to provide support to the families, with strategies suggested to improve attendance and punctuality. 7 cases were closed prior to national lockdown in March, as a result of improved attendance. 1 attendance improvement plan was put in place for a family, with regular home visits and meetings in school running alongside this to support the child's attendance.</p> <p>Children with less than 95% attendance were monitored weekly and reasons for absence explored. School letters were sent to families of children who had dipped into this bracket for the first time, making them aware of this and offering support as needed. EWO letters from WPA were sent to more persistent offenders or those with poor attendance history. 5 referrals for Penalty Warnings issued to parents to tackle unauthorised absences at an early stage and to prevent, where possible, further deterioration to PA status. 7 Penalty Notices were referred to the local authority for unauthorised holidays.</p> <p>Our breakfast provision, supported by Magic Breakfast, ran throughout the year and ensures that there was breakfast available for any child who wished to access it at the start of the day.</p>

ii. Readiness to Learn (£29,200)	
<ul style="list-style-type: none"> • To ensure children in school are supported to understand and regulate their own emotions whilst also respecting the feelings of those around them, removing emotional barriers to enable learning. • Vulnerable pupils are identified and tracked term by term and across the year groups academically. Regular meetings are held with families. Referrals to Nurture can and are made by either school or home. • Young Carers are identified within the school community via self, family or school referral and are supported through Nurture. 2 Nurture TAs to run a lunchtime club for Young Carers. • Spare PE kits are bought and kept at school for vulnerable pupils to ensure they have the correct uniform for PE. • EYFS Class Teacher carries out home visits and visits all pupils at their nursery provision. 	<p>ELP Team implemented <u>Zones of Regulation</u> in the ELP. This was to support our ASD pupils to begin to self-regulate and manage their emotions and behaviours with increasing independence. Significant time was spent in ensuring the pupils understood an extensive range of emotions and behaviours before being able to categorize them into 4 concrete colour categories. Pupils are now beginning to identify different emotions and describe how they are feeling against 1 of the 4 colours (Red / Yellow / Green / Blue). This has enabled our pupils to have a greater sense of self awareness and to understand some of reasons behind their different emotions.</p> <p>As part of <u>Zones of Regulation</u> our pupils have been taught strategies to support them in controlling their emotions and impulses, manage their sensory needs, and to develop their ability to problem solve conflicts. This has been key to supporting the pupils in transitioning back into school following the extended period of lockdown. Pupils are now able to operate with an increased sense of independence and can manage a range of emotions, minimising meltdowns and outbursts, thereby giving the pupils a sense of pride and accomplishment.</p> <p>SENCo identified pupils whose emotional needs presented as a barrier to their learning. A holistic approach is adopted and through continuous communication with families, a clear understanding of the individual pupil is built up from the outset. Families welcome the support and appreciate the high level of communication and as a result engage well with the school.</p> <p>Pupils are referred to the Nurture Provision and to specific interventions within the provision. A Boxall Profile is completed on each pupil to ensure a clear understanding of the needs of the pupil and to tailor the intervention to their individual needs. At the end of the intervention a Boxall Profile is completed again to measure the impact. Through the interventions, pupils can talk and/or develop their social skills within either 1:1 interventions (ELSA / Drawing and Talking) or group interventions, this enables pupils to have a clearer understanding of their own emotions, to have a trusted adult that they are able to speak through their worries and to develop their social skills. This has a direct impact on pupils' readiness to learn, ability to form and maintain friendships and most importantly their emotional and mental health.</p> <p>Time has been spent to promote the Nurture Provision amongst our school community and a strong partnership and sense of trust has been established with our families meaning parents will self-refer their child as well as ask for help when it is needed. During the Summer Term Lockdown, online nurture groups were run for pupils who would normally access the interventions. Well-being calls were made weekly which meant we were able to support our families throughout. The regular contact with our families meant that we could identify any vulnerabilities or safeguarding concerns early, offer support, provide a listening ear and strengthen our relationship with our families. This meant that the transition back into school for our children and families ran smoothly</p>

and successfully and we were able to implement any support or intervention ahead of their return if necessary and appropriate. This supported our pupils in managing the transition back into school and enabled them to focus on their learning.

Where pupils presented with a higher level of need, referrals to external professionals were made (CAMHS, Educational Psychologist). Early intervention has meant pupils are able to access support earlier.

Young Carers are identified within the school community. Referrals can be made via the parent/carer, the child or a member of staff. Children are invited to “Sunny Breakfast” and 1x a week to eat together and to share experiences with one another or simply to reassure them that they are not alone. The impact of this support and provision is that children could discuss their experiences, share their worries in a safe environment with other children in the same position and with trusted members of staff. This enables us to identify any areas of concern or safeguarding issues early and to ensure children feel supported and are safe.

EYFS completed home visits in September 2019. This allowed us to gain a good insight into the children before they arrive at school allowing parents to raise/discuss any concerns ahead of their transition into school. This was unable to happen in September 2020.

Equipment – Where families have struggled to purchase equipment and uniform for their child. This has been provided by the school in order to ensure the pupil has the same opportunities as their peers and are able to access the learning/lessons.

iii. Teaching & Learning (£36,000)

- Review and the design of the curriculum so that it meets the needs of all pupils (intent); providing rich and varied learning experiences alongside provision mapping (implementation), which results in accelerated progress for all pupils from their starting points and especially the more and most able pupils (impact).
- Pupil Progress Meetings are run termly. Class Provision Maps are completed by class teachers. Children to be targeted for Precision Teaching, Pre-Teach as well as varied interventions. 1:1 support for pupils identified as having additional needs.
- Working as part of The Literacy Hub to develop and raise the outcomes in Phonics across EYFS and KS1. Implementing a consistent scheme and investing in phonics texts specifically linking to the children's phonic ability.
- Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening. A key focus is on providing the pupils with the cultural capital that they need in order that they are able to access the text. This is achieved by having a specific focus on vocabulary within Guided Reading sessions and across the curriculum.
- Maths Coordinator to work alongside Director of School Improvement to support teachers in using The Collegiate Trust Maths Framework in their planning and lessons, to ensure a consistent approach is implemented across the school.

A significant amount of time and resource has been committed to the development of the curriculum to ensure that it is designed to reflect the local context of our children, is sequenced to build upon prior knowledge and skills, is ambitious and meets the needs of all our pupils which will allow them to have the knowledge and cultural capital to be successful in life and the next stage of their school journey.

Curriculum intent documents and knowledge organisers have been developed for the foundation subjects specifying what children should know and learn, this ensures that curriculum content builds upon prior learning, takes account of the context of the school community and builds to defined end points ensuring children know more and remember more.

A focussed approach to CPD has been employed to develop teachers' subject knowledge and practice to support them in impacting outcomes for pupils. This ensures that there is a common understanding and approach to the delivery of the curriculum.

Pupil Progress Meetings with staff are held termly to identify, track and and action plan for disadvantaged pupils (DP) in each class/cohort. DP children monitored effectively in each year group to analyse the impact of intervention and precision teaching provided.

The Phonics Lead has worked closely with the Wandle Literacy Hub. A consistent scheme and approach to teaching phonics has been implemented. Decodable texts have been purchased to support children in developing their early reading skills. Regular assessment opportunities have been built in across the year to track progress and target children for intervention.

Progress in phonics up until March was good. When pupils returned clear gaps in phonic knowledge (reading/spelling of phonemes) and early reading skills were identified. Through consistent high-quality teaching alongside focused interventions there has been clear impact. **84% of Year 2 pupils including the pupils in the Enhanced learning Provision have passed the phonics screening and excluding the pupils in the ELP 86% have passed.**

PSC trends	School			National		
	2017	2018	2019	2017	2018	2019
Y1	79%	75%	69%	81%	82%	82%

In reading lessons there is a clear focus on understanding vocabulary and teachers are making good use of opportunities to stop and discuss the meaning of words which ensures that children's cultural capital is built upon.

	The Maths Subject Leader has a clear understanding of the intent for the subject which allows her to effectively oversee teaching and learning and ensure standards, approaches to teaching and expectations for outcomes for children are consistent. The planning format has been adapted in maths to ensure that there is a clear focus on objectives, scaffolding of learning and outcomes. Teachers have received focused support in their planning which in turn is beginning to impact the quality of teaching and learning in maths and therefore outcomes for pupils, including DP pupils.
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iv. Other (€2,000)	
<ul style="list-style-type: none"> Pupils continue to be exposed to a wide range of social/cultural and sporting experiences. <ul style="list-style-type: none"> School trips are subsidised. Pupils will be offered/ invited to attend social/cultural and sporting experiences. 	Supplementation of Educational Visits and 'Experiences' were all enabled through DP funded places, resulting in increased engagement, adding awe and wonder for all. As a result the cultural capital of pupils was raised and there was equality within and across the curriculum and access for all. Please note activities ceased due to School Closure.
€79,200	

4. Summary
Courtwood Primary's provision was reduced from March 2020 due to the COVID-19. Learning during lockdown continued, however engagement with learning was inconsistent. Where pupils and families engaged the impact can be seen on return to school as pupils were willing and more confident to work and to take risks with their learning. However, identified issues as a result of lockdown are pupils' ability to maintain their focus and concentration, their stamina in learning had reduced and pupils were less resilient. Time must be spent in re-establishing pupils' behaviours for learning and building the remote learning offer, so all pupils have equal access to quality provision.

ii. Action Plan 2020/21

Total PPG allocation	£78,010	All on roll at October 2020 census	217	DPs on roll at October 2020 census	56
Allocated to:	Amount:	Actions:	Expected Impact:		
Attendance and Punctuality	£6700	<ul style="list-style-type: none"> Attendance continues as a priority and the school community has a clear understanding of the correlation between attendance and academic progress. Parents are fully aware of the school's expectation for attending school every day – this will be done through phone calls, letters, information flyers and where necessary face to face meetings, home visits with EWS and discuss strategies to help improve attendance. Deputy Principal to continue to track and monitor attendance alongside the EWS. Identify those children who have attendance rates of between 90 - 94.9% and write to them informing them of their responsibility. EWO to continue to meet with persistent absentees and take proceedings further, where appropriate, including fines, court and marsh referrals. Letters and meetings organised with those families who are persistently late. All pupils are provided with the opportunity for breakfast at the start of the day via National School Breakfast Programme. The programme is being delivered by a partnership of two charities, Family Action and Magic Breakfast. 	<ul style="list-style-type: none"> Attendance is in line with the national average of 96%. To see maintained/increased attendance in DP pupils. No child starts the day hungry. Pupils are eager to arrive on time to ensure they have time for breakfast. 		

<p>Teaching and Learning</p>	<p>£32,500</p>	<ul style="list-style-type: none"> • The role of DP Lead established. • DP Lead to carry out 1:1 conferencing with DP pupils to gain an insight into their experience of learning and challenges faced. • DP Lead to monitor attainment and progress of DP pupils. • DP pupils are discussed at Pupil Progress Meetings and their attainment and progress monitored in contrast to Non-DP pupils. • DP pupils named on planning. • Class teachers plan within the context of promoting cultural capital. • Detailed register of DP pupils kept monitoring the barriers and cross vulnerabilities. • DP Lead to work in partnership with SENCo to share best practice and to identify strategies to remove any potential barriers to learning. • All teaching staff to prioritise DP pupils for DP funded curriculum interventions. • DP pupils provided with 'Access to Technologies' – including hardware, digital platforms and support in Home/Blended Learning. • Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening. A key focus is on providing the pupils with the cultural capital that they need in order that they can access the text. This is achieved by having a specific focus on vocabulary across the curriculum (year 2 of a cycle of 3 to embed). • Working as part of The Literacy Hub to develop and raise the outcomes in Phonics across EYFS and KS1 (year 2 of a cycle of 3 to embed). 	<ul style="list-style-type: none"> • Staff taking high accountability for DP pupils, resulting in personalisation of learning experiences and increasing progress and attainment. • DP pupils being noted on Provision Maps and in Pupil Progress Meetings, with interventions tracked so efficiency and impact can be measured accurately. • Identified pupils are closing the gap with their peers and/or supported effectively in accessing the curriculum • Increased engagement with DP children, resulting in children's 'love of learning' and sense of belonging in school increasing – ultimately resulting in better wellbeing and impacting on academic and social achievements. • End point targets used to ensure DP children do not fall behind – 'Catch Up and Keep Up'. • 1:1 hardware access available where appropriate, removing barriers to learning that lack of equipment outside of school can cause. • Home access to digital platforms – allowing for blended learning, delivering better attainment and progress. • Boost in early language and reading skills for DP children – diminishing the difference in attainment in Key Stage One and preparing the children with basic literacy skills ready for Upper Key Stage Two. • DP pupils have the skills and knowledge that will mean that they can succeed at the next stage of learning
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<p>Readiness to Learn</p>	<p>£31,500</p>	<ul style="list-style-type: none"> • Establish the role of a Remote Learning Lead who develops her skillset with online learning platforms and approaches to remote teaching and learning. • Ensure equal opportunity and access to home learning/remote learning. • Ensure remote learning effectively supports pupils to continue to make progress. • To promote the clear purpose and expectation for remote learning with the school community. • To develop teacher knowledge and confidence in using online learning platforms. • Improve parental accessibility, confidence and knowledge of online learning tools, through parent workshops. • Ensure all families have tools and resources needed to allow access to home learning. • Where pupils have no access to online learning ensure they have access to alternative quality learning materials to ensure progress is maintained. • Supplementation of School Excursion funding. • To ensure children in school are supported to understand and regulate their own emotions whilst also respecting the feelings of those around them, removing emotional barriers to enable learning (year 2 of a cycle of 3 to embed). • Vulnerable pupils are identified and tracked term by term and across the year groups academically. Regular meetings are held with families. Referrals to <u>Nurture Provision</u> to continue to be made as and when appropriate. • All pupils are provided with the opportunity for breakfast at the start of the day via National School Breakfast Programme. The programme is being delivered by a partnership of two charities, Family Action and Magic Breakfast. 	<ul style="list-style-type: none"> • Remote Learning Lead to provide support to ensure barriers to using online learning are removed. • Learning resources and materials are of high quality and accessible to pupils and families, so expected rates of learning continue when pupils learn at home. • Lesson materials replicate approaches in the classroom to ensure learning is not limited. • No pupils are disadvantaged by lack of access. • Parents have the confidence and knowledge needed to support learning at home. • Families are clear on curriculum content • Access equality for ALL children – thus allowing all children the same/similar educational experiences to draw upon, engage in pre/post learning and increase engagement in school. • Improvements in academic performance, attendance and behaviour all assessed on a termly basis. Pupils much more ready to learn with the right resources and support in place. Improved outcomes for pupils both academically and emotionally. • Emotional impact measured using the Boxall Profile. • No child starts the day hungry. Pupils are eager to arrive on time to ensure they have time for breakfast.
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Learning environment	£6500	<ul style="list-style-type: none"> Continued focus on stimulating and challenging EYFS Environment ensuring pupils make rapid progress and can be independent curious learners. To ensure all classroom environments encourages the development of vocabulary and language. To ensure there are sufficient computers and access to technology, enabling research opportunities and interventions to take place. 	<ul style="list-style-type: none"> EYFS Environment is inviting and stimulating (and in line with COVID-19 protocols) providing breadth of opportunities and enhancing learning outcomes Children are provided with the necessary cultural capital. Increased use of tier 3 vocabulary throughout the school. Thereby, impacting on pupils' outcomes. All children can have access to computers in order to enhance learning.
Other	£1200	<ul style="list-style-type: none"> To support identified pupils in the management of key transitions, ensuring good decision in social situations and supporting engagement with learning through access to a mentoring programme (Mighty Men of Valour). 	<ul style="list-style-type: none"> Mitigation of lack of experiences, resulting in children being taught important skills regarding self-care, decision making and promoting engagement through a 'safe' male adult to form a positive male role model in school.
Total	£78,400		