



Pupil premium Strategy Statement Elmsleigh Infant and Nursery School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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

Detail	Data
School name	Elmsleigh Infant and Nursery School
Number of pupils in school	147 (June 2024)
Proportion (%) of pupil premium eligible pupils	47% (May 2024)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	Revised May 2024
Date on which it will be reviewed	May 2024
Statement authorised by	Nicola Price
Pupil premium lead	Ellen Collins
Governor / Trustee lead	Rachael Moss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Mental health grant	£100,395 for 2023-2024 (69 children)
Recovery premium funding allocation this academic year	£3337 for 2023-2024
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
NTP	£741
Pupil premium plus	3 children for 2023-2024
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104, 473 for 2023 - 2024

Part A: Pupil premium strategy plan

Statement of intent

At Elmsleigh Infant school our intention is for every single child is to grow to be the best they can be, therefore ensuring that all of our pupils come to school every day, are emotionally resilient and can hold control for their own behaviour and wherever possible achieve the national expected standards across the curriculum.

Therefore, our pupil premium funding is used to achieve this intent. During 2023-2024 we will use pupil premium and recovery premium money to:

- Our strategy is built upon the key principle of building and developing language skills throughout a child's journey at Elmsleigh from Nursery through to Year 2. We are aware of the importance of developing spoken language (including vocabulary) knowing that it is essential for the academic progress of all children and especially for those from disadvantaged backgrounds.
- In 2022-2023, pupils who achieved the expected standard in the core areas was below national expected standards, although progress made against the low starting points remained good, it is important that the schools works hard to ensure that pupils achieve at least the expected standard wherever possible, including those that are disadvantaged.
- Due to the Adverse Childhood experiences, that some of our pupils have experienced it is important that our staff are skilled at delivering emotional and mental health support to our pupils and their families, this is not inclusive of the pupils who receive pupil premium and may be wider. Alongside this, pupils may not have the skills or executive functioning skills needed to organise their thinking, manage their emotions and hold control for their behaviour. Therefore pupils will be taught the zones of regulation to support the them with the ability to hold control for their behaviour and staff will begin to be trained as thrive practitioners to help support parents and families to develop the emotional resilience and improve mental health. The need for a full-time pastoral lead is also needed to ensure that pupils are adequately safeguarded and that families receive the early help needed.
- We believe that our pupils need to be taught how to emotionally regulate and hold control of their behaviour, which will then support them within a learning environment. This in turn will mean that pupils leave Elmsleigh School as responsible and respectful citizens who are ready for the next stage in achieving their ambitions.
- To increase overall attendance and decrease persistent for all pupils. (Overall attendance 91.6% and persistence absence 24.3% in 2022-2023) and to close the gap in attendance between those pupils that receive pupil premium and those that do not. (Overall attendance for pupil's who receive premium 89.6% with persistent absence being 33.3% when compared to those pupils who don't receive pupil premium, whose attendance was 93.3% with persistent absence being 17.1%)

- It is important that we continue to give our pupils the opportunities to develop their cultural capital, to give pupils first hand experiences to ensure that new learning sticks.

Challenges

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

Challenge number	Detail of challenge
1	As highlighted in the Oxford language report 2023, 4 out of 10 pupils nationally have fallen behind in their vocabulary development. In conjunction with this Elmsleigh school's catchment area is one of the 30% most deprived areas in the UK with 29% of our families residing in the top 20% of deprivation and a further 7% in the top 10% of the most deprived areas in the UK. Therefore, it is essential that we prioritise the development of language amongst our pupils, raise the importance of this with parents and train our staff to deliver high quality interventions and schemes.
2	As highlighted above, some of our pupils live in a deprived area and some parents have low aspirations for their children. Pupils typically start Elmsleigh school at a low baseline and a significant amount of high quality teaching needs to occur to ensure that pupils make the best possible progress and achieve the attainment seen across all subjects nationally.
3	Some of our pupils have had Adverse Childhood Experiences (ACEs), this means that there are a higher number of safeguarding concerns or incidents that meet child in need (or above) threshold. This then leads onto a larger proportion of families that need a significant amount of emotional and mental health support. The lack of Early Help support in Derbyshire County Council also means that the school needs to prioritise this for their pupils and wider community; this will then increase pupil outcomes.
4	Again, due to the highlighted reasons above pupils have a lack of personal social and emotional skills. In turn, this affects pupil's ability to emotionally regulate their feelings and hold control for their behaviour. These skills are important, as pupils need good behaviour for learning within the classroom environment. Nationally, it has also been reported that children lack the executive functioning skills needed to be able to organise their feelings and thoughts. Therefore, it is important that staff are supported through CPD to identify these issues and support the pupils to grow to be the best that they can be.
5	Amongst some of our parents there has historically been an acceptance of low aspiration and ambition. Currently 14% of our families have been involved with social care due to safeguarding reasons; therefore, it is important to train our staff to encourage our pupils and families to be the best that they can be. This low aspiration at times feeds into a family's understanding of how important attendance is and how high attendance correlates with a child's ability to achieve at least the expected standard in education.
6	Due to the financial crisis for some families, there are limitations on the amount of personal experiences and cultural capital exposure available to children. Some of our children have limited knowledge of real-life experiences including learning to swim, cultural diversity, having enjoyment in developing a love for reading and visiting a range of exciting places.

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
<p>1 To develop a language-rich school which develops vocabulary in all pupils.</p>	<p>To increase the percentage of progress made in Speaking for all children following the EYFS curriculum.</p> <p>To have well supported parents and carers through regular forums supporting the families of children with communication needs within the two adapted classes within school.</p> <p>To Ensure that staff receive CPD linked to effective spoken language and its effect on delivering curriculum implementation</p> <p>To ensure that all classrooms have a language rich environment</p> <p>To ensure that there are language based interventions happening across school including those for pupils with English as an additional language</p> <p>To ensure that staff develop their skills in oracy</p> <p>To ensure that there are a range of books purchased to develop pupils vocabulary</p>
<p>2a. To ensure that all children continue to develop and apply strategies for reading and develop a love for reading.</p>	<p>A higher proportion of pupils in year 2 will achieve the expected standard in reading and a higher proportion of pupils will achieve greater depth in reading, compared to last year's KS1 results, This will include pupils that are disadvantaged.</p> <p>To ensure that the subject lead is given the CPD to be an expert within their own subjects and use this to develop others pedagogy through observing each other and share best practice.</p> <p>To have reading pods outside of the classroom, ensuring that a love of reading is encouraged across all areas of school.</p> <p>To ensure Teaching quality is at the highest level through evidence related to the schools QA.</p> <p>To further extend each classes planned story time through development and purchasing of 'story time' books.</p> <p>To have continued to improve all stakeholder skills, knowledge and confidence regarding the development of communication in all children across school.</p> <p>The continued to provide challenge for pupils who are working within great depth</p>
<p>2b To find further opportunities to develop basic maths skills in fluency.</p>	<p>A higher proportion of pupils in year 2 will achieve the expected standard in Maths and a higher proportion of pupils will achieve greater depth in Maths, compared to last year's KS1 results, This will include pupils that are disadvantaged.</p> <p>To ensure that pupils have more daily practise of maths fluency, through better timetabling of Maths lessons.</p> <p>To ensure additional maths sessions include 'Number Sense'.</p> <p>To ensure that the subject lead is given the CPD to be an expert within their own subjects and use this to develop others pedagogy</p>

	<p>through observing each other and share best practice.</p> <p>To have a robust and high quality CPD in place for all staff across school.</p> <p>To have a robust training needs analysis audit in place.</p> <p>To ensure all new staff know where they can go to receive advice and CPD focused around their own pedagogy.</p> <p>To ensure that all whole school interventions are adequately resourced across school.</p> <p>The continued to provide challenge for pupils who are working within great depth</p>
2c Science, Attainment foundation subjects	<p>A higher proportion of pupils in year 2 will achieve the expected standard in Science and a higher proportion of pupils will achieve greater depth in Science, compared to last year's KS1 results, This will include pupils that are disadvantaged.</p> <p>To ensure that the subject lead is given the CPD to be an expert within their own subjects and use this to develop others pedagogy through observing each other and share best practice.</p> <p>To have a robust and high quality CPD in place for all staff across school.</p> <p>To have a robust training needs analysis audit in place.</p> <p>To ensure all new staff know where they can go to receive advice and CPD focused around their own pedagogy.</p> <p>To ensure that all whole school interventions are adequately resourced across school.</p> <p>The continued to provide challenge for pupils who are working within great depth</p>
3 To further enhance the mental well-being of all pupils and give wider support to families	<p>A continuation of employment of a pastoral lead for Elmsleigh School</p> <p>To continue to have parents/carers who feel well supported with their child's need and wider family issues.</p> <p>To ensure that all pupils needs are well met, emotionally and physically through group and individual pastoral support</p> <p>To ensure that staff are supported through a range of CPD opportunities to increase their knowledge and skills around the mental health strategy within school</p>
4 To enhance the behaviour curriculum across school through the implementation of the zones of regulation to support pupils to be able to hold control for their behaviour and become responsible and respectful citizens	<p>Pupils and parents/carers to continue to have access where needed to the full time pastoral lead.</p> <p>To continue to futher embed the Zones of Regulation.</p> <p>To ensure that all new pupils to school are aware of the behaviour curriculum and the strategies that can support them to learn how to hold their own control.</p> <p>To continue to use dojos</p> <p>To begin to use the new MIS to support the analysis of behaviour incidents across school</p>
5. To provide a stimulating and challenging learning	<p>Children will be ready-learners with high aspirations, reaching their full potential.</p>

environment where children become resilient learners	<p>Staff CPD will ensure that high quality teaching will enable all learners to grow to be the best they can be</p> <p>To ensure that planned CPD is in place for leaders, teaching and support staff based on the quality of teaching and learning.</p> <p>To ensure that the attendance officer works with the pastoral lead (and wider staff) ensuring that families are highly encouraged to ensure that pupils attend school every day and on time.</p> <p>To continue to increase attendance and decrease persistent absence for all pupils, especially those that are disadvantaged</p>
6 To maximise life chances through purposeful learning experiences and opportunities	<p>To ensure that all pupils have equal access to the opportunities available regardless of their socio-economic background.</p> <p>To have in place a continued plan of memorable moments trips linked to the topics taught, including a summer school offer.</p> <p>To ensure that parents/carers are encouraged to attend the parent forums on reading, the implementation of phonics and maths</p> <p>To ensure that parents/carers are encouraged to attend the parent forums on the RSE policy and safeguarding policy.</p> <p>To ensure that parents/carers (where appropriate) are encouraged to attend the parent forums on supporting parents who have children with additional needs</p> <p>To provide support for parents who are struggling with the cost of living.</p> <p>To provide Fair share food for families who are struggling financially</p>

Activity in this academic year

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: £31,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write qualification for 6 x HLTA's (£1200)	Accredited synthetic phonics programme which has already impacted phonics outcomes over the past 2 years - EEF recommends that phonics is an important component in the development of early reading skills.	2a
Oracy and tiered vocabulary CPD for all staff – delivered by Literacy leader (£250) CS time and twilights – (33.35 p/h tbc over year) 4 x staff meetings	<p>'The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.' (National Curriculum in England, 2014)</p> <p>It is so important to develop pupils' vocabulary. Alex Quigley states that pupils</p>	1

<p>1 x twilight in June 2024 (£250)</p> <p>Additional Literacy leader time for research (£600)</p>	<p>need to acquire over 50,000 words to access their GCSEs. Indeed, the EEF Literacy reports state that teachers must provide explicit vocabulary instruction in every subject, use effective approaches to help students remember new words and prioritise teaching tier 2 and 3 vocabulary.</p>	
<p>Leadership time for all teachers (£5450.00)</p> <p>Cost for DHT to cover for ½ day per week (£5123.00)</p> <p>Covered by HLTA</p>	<p>Teachers to have time and CPD opportunities to develop their subject across school (EEF)</p>	<p>2a, 2b, 2c</p>
<p>Literacy and Maths CPD opportunities to develop expertise (1/2 day each per week)</p> <p>Literacy (£5137.00)</p> <p>Maths (£3974)</p> <p>12 days for NPQLL (£2602.00)</p>	<p>Leaders to have time and CPD opportunities to develop their subject across school (EEF)</p> <p>Maths Lead taken part in the Maths hub x 1 day per half term</p> <p>Parent forums</p>	<p>1 2</p>
<p>Specialist CPD for pastoral team to include:</p>	<p>Ensure that specialist CPD is cascaded back to the teaching team.</p> <p>-Emotion coaching (all staff) – Rachel Rayner (free)</p> <p>-</p>	<p>3,4</p>
<p>Further nurture support for children with emotional difficulties – Develop SEMH group with nurture based approach (£5319.00)</p>	<p>Timetable designated member of staff following on from initial assessment of Boxall's to indicate area of need for disadvantaged children who require positive play / nurture intervention</p>	
<p>Supporting mental health and well-being for staff to enable support for children</p> <p>De-escalation training</p> <p>Zones of Regulation Training</p> <p>Thrive Training (£1750)</p>	<p>Mental Health First Aid course (funded) – KB</p> <p>Counselling course (funded) - RS</p> <p>Further CPD for delivered Zones training</p> <p>EC – completed Senior mental head lead (funded)</p>	<p>3,4,</p>

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

Budgeted cost: £ 13, 743

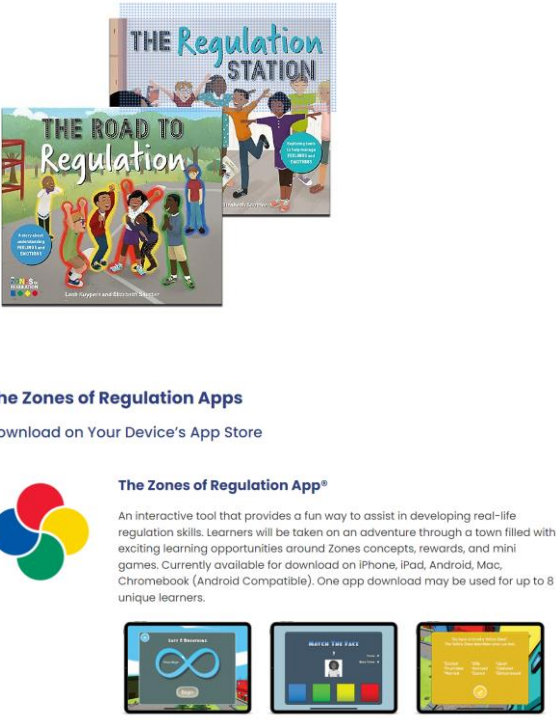
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading for pleasure Purchasing of books (£5000)</p>	<p>Booktrust.org.uk Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015). Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015). Students with more positive attitudes towards reading are more likely to read at or above the expected level for their age (Clark 2014).</p>	<p>1, 2a</p>
<p>Deliver NELI programme in Reception – pp to provide cover for trained staff – Partly delivered (£1170) 30 weeks for ½ day</p>	<p>Recognised intervention to developing language and communication across reception</p>	<p>1</p>
<p>Sounds Write Intervention programmes for Year 1 and Year 2 Delivered by DHT initially then rolled out to support staff (£4,579)</p>	<p>Recognised intervention programme written by Sounds Write – very successful over the past two screening assessments with an increase of +20% on overall standards for phonics.</p>	<p>1,2a,</p>
<p>Purchasing of Number sense resources and scheme to close the gap for fluency across school (£1120.00)</p>	<p>EEF research states that Early numeracy approaches aim to develop number skills and improve young children's knowledge and understanding of early mathematical concepts. Activities in this area might be structured, for example through programmes designed to develop children's 'number sense' (their developing understanding of quantity and number), or more informal, such as using mathematical games including computer games (see also Digital technology), or pretend activities involving counting or using other mathematical language. Impact is +6months progress</p>	<p>2b</p>

Purchasing of other resources across school to ensure that pupils have the manipulative needed to develop their own understanding and independence (£1874.00)	EEF research states that pupils need concrete Representations to help support them with their understanding of a range of different concepts	2c
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [65, 385)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and embed Zones of Regulation across school. £800	<p>Recognised framework and curriculum for emotional regulation.</p> <p>The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.</p> <p>Personalised Zones posters for individual children</p> <p>Further resources to embed for Zones of Regulation</p>	3,4,

	 <p>The Zones of Regulation Apps Download on Your Device's App Store</p> <p>The Zones of Regulation App® An interactive tool that provides a fun way to assist in developing real-life regulation skills. Learners will be taken on an adventure through a town filled with exciting learning opportunities around Zones concepts, rewards, and mini games. Currently available for download on iPhone, iPad, Android, Mac, Chromebook (Android Compatible). One app download may be used for up to 8 unique learners.</p>	
<p>Fischer Family Trust subscription to closely monitor attendance (£273)</p>	<p>FFT is highly recognised support service.</p>	<p>2,5</p>
<p>Employment of pastoral leader (£42,876)</p>	<p>The EF found that there was extensive evidence associating childhood social emotional skills and improved outcomes at school and in later life in relation to physical and mental health school readiness and academic achievement crime employment and income. There is also evidence that children's skills can be improved purposefully through school based programmes and these impacts can persist over time'.</p>	
<p>Costs for Fare Share food (£819)</p> <p>Additional hours for support staff to run breakfast club (£7,137.00)</p> <p>Subsidised cost of breakfast club for pp children (£600)</p>	<p>A previous EEF impact evaluation of breakfast programmes found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p> <p>Free breakfast club is provided for disadvantaged families in crisis</p>	<p>4,7</p>

Bronze package of behaviour support programme (£500)	EEF - Both targeted interventions and universal approaches have positive overall effects (+ 4 months). (Positive Play)	2,3,4
Plugging the gap of swimming costs to school – 1 x term at Ashby school (£1600.00)	<p>In 2017 Swim England commissioned major new research into the health benefits of swimming. <i>The Health and Wellbeing Benefits of Swimming</i> report is an independent study that fully explores the impact of swimming on physical, mental and social wellbeing.</p> <p>The evidence outweighs this opportunity for developing life skills for children who would not normally have this opportunity.</p>	2,3,6
Subsidising trips (£8.430)	<p>Curriculum-relevant school trips are a great way of deepening pupils' understanding of a subject, enhancing skills such as communication, collaboration and problem-solving, and increasing motivation and engagement.</p> <p>According to the Council for Learning Outside the Classroom, curriculum-relevant school trips:</p> <ul style="list-style-type: none"> • Give pupils experiences which help them realise their full potential • Motivate and engage pupils who are less suited to classroom-based learning • Raise standards when you're back in the classroom • Improve social, personal and emotional development • Equip pupils with skills they'll need in the future <p>At their core, curriculum-relevant school trips provide a strong all-round learning experience for primary pupils, developing both knowledge and skills.</p>	2,3,6
Support parent, children and teachers linked to online safety (£400)	<p>Online safety training to be provided in 2023 for staff and parent workshops SWGFL – “Practice Online Safety</p> <p>Being aware of and practicing online safety is the only way to mitigate these risks. They will always be present, but teaching young people how to manage harmful situations and content will ensure they are best-placed to benefit from their time online, free from harm.</p> <p>Gvt guidelines for vulnerable children:</p>	2

	<p>“Any pupil can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. However there are some pupils, for example looked after children and those with special educational needs, who may be more susceptible to online harm or have less support from family or friends in staying safe online. Schools should consider how they tailor their offer to ensure these pupils receive the information and support they need.”</p>	
<p>Employment of creative mentor for looked-after children and previously looked-after children</p> <p>Funded though mighty creatives due to success from previous year (8 hours)</p> <p>(£350)</p>	<p>NSPCC: Supporting looked after children Providing a secure, caring environment can help looked after children overcome their early life experiences.</p> <p>NSPCC research has identified priorities for change to improve the emotional and mental health of looked after children.</p> <p>Embed an emphasis on emotional wellbeing throughout the system. Professionals working in the care system need the skills and knowledge to understand how they can support the emotional wellbeing of looked after children and young people.</p> <p>Support care leavers’ emotional needs. Help young people identify and strengthen their support networks (Bazalgette, Rahilly and Trevelyan, 2015).</p>	1,2,3
<p>Resources for enhancing emotional well-being for children (£1600)</p>	<p>Further resources to support mental health support for children</p>	3,4,7
<p>Workshops for Parents</p>	<p>Impact of parental engagement. Reading cafes – Starting September 2023 Showcase lessons – Starting Autumn term ‘Meet the teacher’ sessions in September 2023 Maths afternoon planned SEN coffee mornings planned</p>	2

Total budgeted cost: £110, 583

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 2022 to 2023 academic year.

Children identified as pupil premium have increased since the start of Covid particularly in the Early years, although historically, % of each class increase as children progress through the school into KS1.

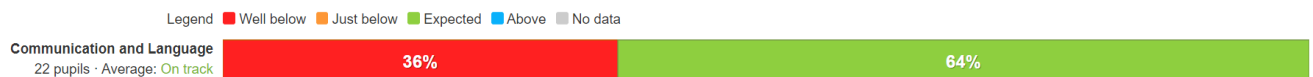
- NELI programme, ELKLAN training in the Nursery, implementation of sounds-write strategies and Talk 4 Writing have all affected positively in developing a language-rich environment in the early years.

Code for attainment and progress data=

	Not on track / below expectations
	On track / expected standard
	Greater depth / exceeding progress

EYFS ATTAINMENT

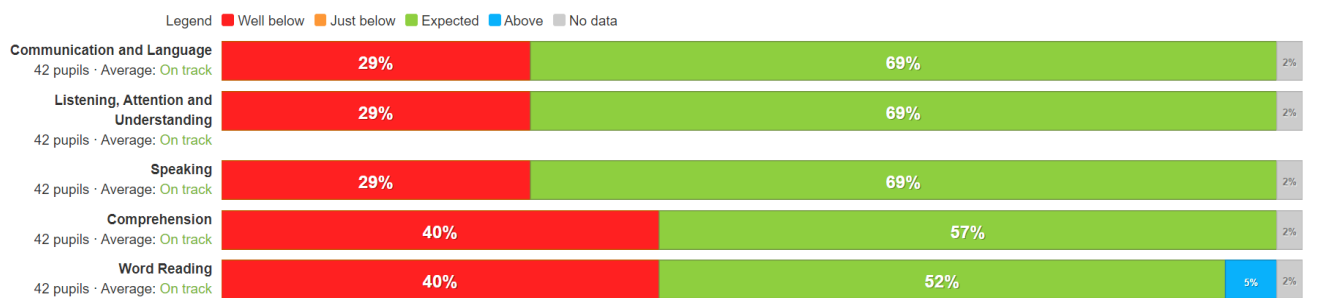
All children Nursery



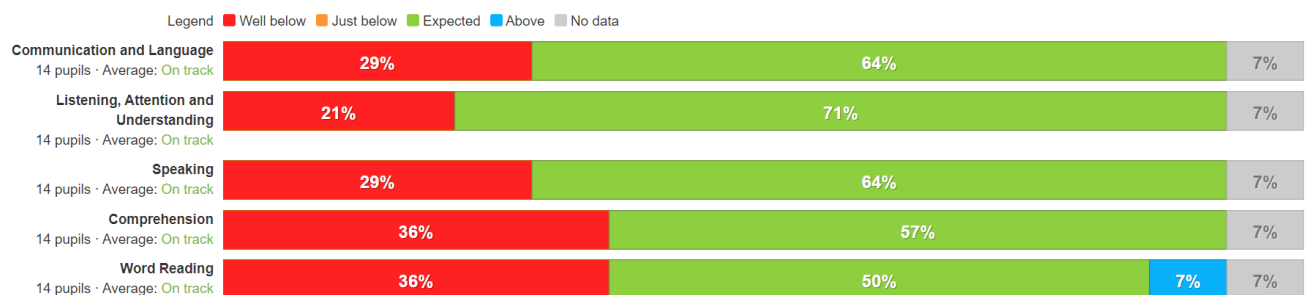
Disadvantaged Nursery



All children reception

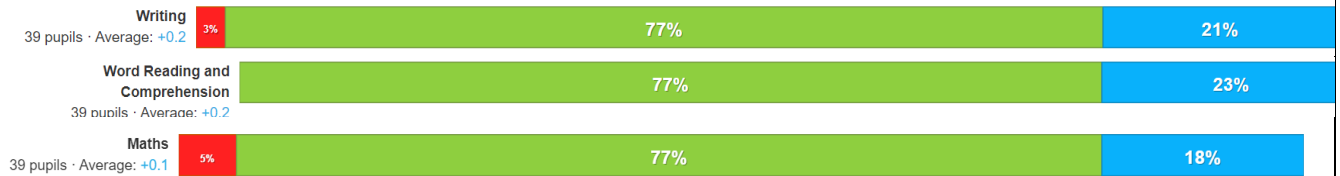


Disadvantaged reception

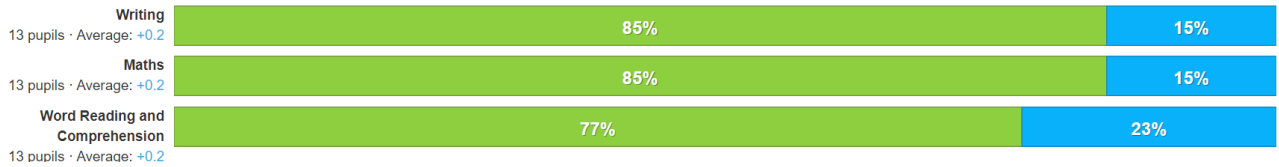


RECEPTION PROGRESS

RECEPTION



DISADVANTAGED RECEPTION



PASS/FAIL ANALYSIS FOR YEAR 1 CHILDREN – SUMMER 2023 PHONICS TEST

PASS/FAIL ANALYSIS

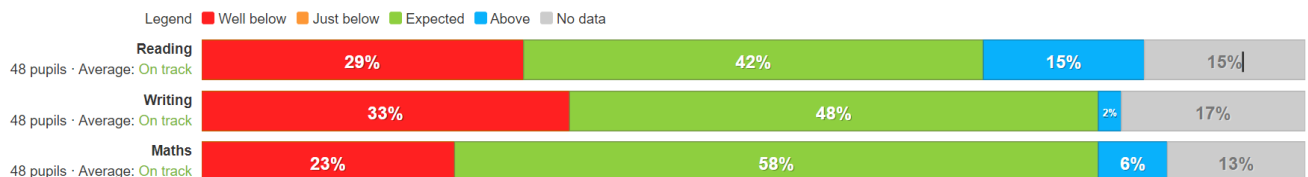
Overall (Including disappplied Children-6)

Total number of children	47			
RESULT	PASS		FAIL	
Overall number of children	31	66% (61%)	16	34% (39%)
Overall number of Disadvantaged (25)	15	60% (55%)	10	40% (45%)

Overall (Excluding disappplied Children-6)

Total number of children	41			
RESULT	PASS		FAIL	
Overall number of children	31	76% (76%)	10	24% (24%)
Overall number of Disadvantaged (22)	15	68% (89%)	7	32% (11%)

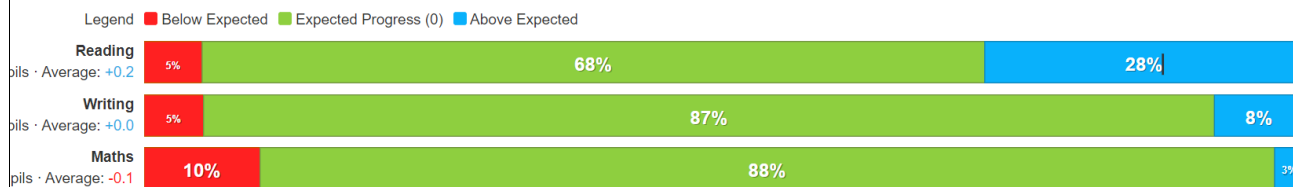
YEAR 1 OUTCOMES



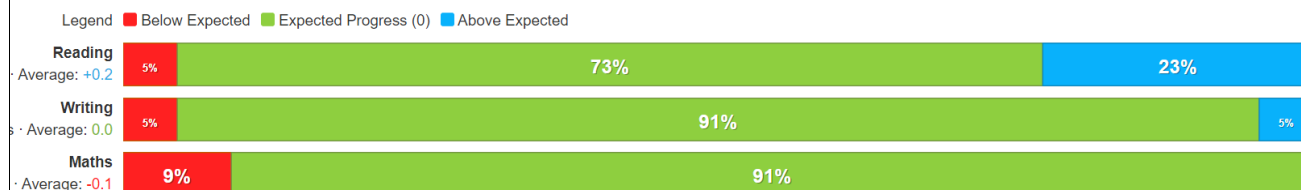
YEAR 1 DISADVANTAGED OUTCOMES



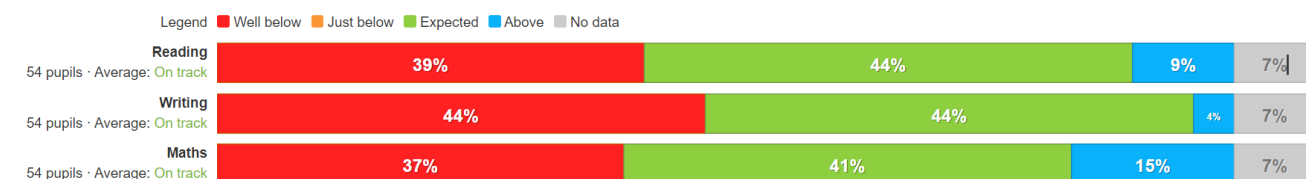
YEAR 1 PROGRESS



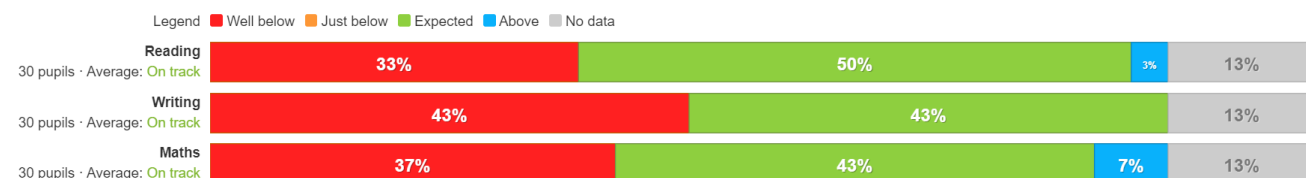
YEAR 1 DISADVANTAGED PROGRESS



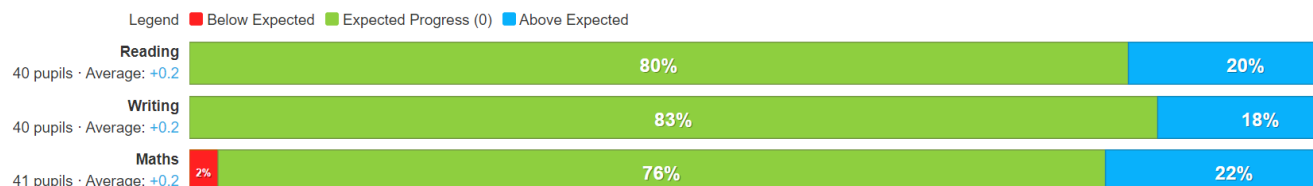
YEAR 2 OUTCOMES



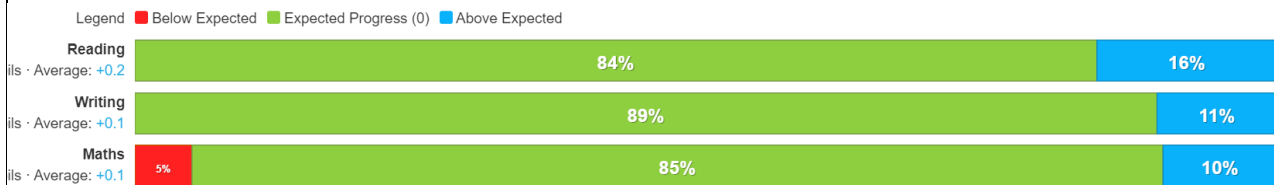
YEAR 2 DISADVANTAGED OUTCOMES



YEAR 2 PROGRESS



YEAR 2 DISADVANTAGED PROGRESS



PASTORAL OUTCOMES

- Breakfast club was offered at a discounted rate for pupil premium children. 1/3 of the children who attended breakfast club participated in this offer.
- Time for the pastoral leader to apply for HSF fund has been successful for 16 families which in line has helped their mental help. By building relationships with our pastoral lead, parents receive further external support including HSF funding (16 families), free share bags of food (29 families) and direction to other support groups and services
- 5 children have received positive play support from Pastoral Lead. 4 have shown progress via the Boxall assessments. The child who did not show progress has had a number of difficult issues at home and this is reflected in the Boxall evaluation. Many children have also had one or multiple support sessions from the Pastoral lead if they have made disclosures to staff and the disclosure needs further information for the referral process to social services. Also children will have time with the pastoral lead if direct work is required as instructed by Children's Services.
- One child has received daily morning sessions for a period of 8 weeks, with the Pastoral Lead upon entry to school to support the transition into class, which successfully improved behaviours for learning at the start of each day.

Discounted trips:

- All trips have been discounted by 50% across the school. Payment of trips remains optional for all children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sounds-Write Phonics training programme	Sounds Write
Talk 4 Writing 'Igniting writing' project	Talk 4 Writing
PANTS and Speak out, stay safe programme	NSPCC
NELI (Early Language development	Nuffield early language development in reception
Talk Boost intervention programme	Speech and language UK
Number sense	Number sense maths Ltd
Creative mentor	Mighty creatives

