



Elmsleigh
INFANT & NURSERY SCHOOL

Grow to be the best we can be Pupil Premium Statement

Policy Owner: Mrs Ellen Collins (Head of School)

Ratified: Mrs Nicola Price (Executive Headteacher)





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	144 (September 2024)
Proportion (%) of pupil premium eligible pupils	44% (September 2024)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	October 2024 – Due to possible rise in numbers.
Statement authorised by	Nicola Price
Pupil premium lead	Ellen Collins
Governor / Trustee lead	David Symons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	53 pupils @£1,480
Pupil premium plus (including adopted from care, special guardianship or care arrangement order) funding allocation this academic year	11 pupils @£2,570
Service child	£340 per pupil = £340
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	£107,050



Part A: Pupil Premium (PP) 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, wherever possible achieve the national expected standards across the curriculum, are emotionally resilient and can hold control for their own behaviour is important to us.

Therefore, our pupil premium funding is used to achieve these outcomes. During 2024-2025 we will use pupil premium money for:

- To increase overall attendance and decrease persistent absence for all pupils. (Overall attendance was 92.5% and persistence absence 22.8% in 2023-2024) 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 pupil was 90.2% with persistent absence being 33.3% compared to those that do not where their overall attendance was 93.3% with persistent absence being 17.1%)
- Raising attainment for pupils who receive PP, specifically pupils attaining GLD (which was 33%) and those gaining greater depth in Reading (which was 16%).
- To raise the percentage of pupils achieving greater depth across all pupils. (no pupils who received PP achieved greater depth and only 2% of all pupils attained this.
- To ensure that the gap closes between the amount of pupils who receive PP and those that do not in Number (gap current 27%) and GLS (gap currently 17%), as well as raising overall attainment at the end of reception overall.
- Increasing pupils emotional well being and resilience whilst increasing their ability to hold control for their behaviour.
- 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 and pupils have the schema and vocabulary needed to extend their learning and flourish as adults.

Intended outcome	Success criteria
<p>1 To raise attendance and decrease persistent absence for all.</p>	<p>To ensure that the attendance officer works with the pastoral lead (and wider staff) ensuring that families are highly encouraged attend school every day and on time.</p> <p>To ensure an ethos is created in school to ensure that all pupils (including those with SEND) access a full time curriculum offer and are not coming to school in a staggered way.</p> <p>To have a nursery which offers full time places meaning that pupils are used to be in school full time, increasing later outcomes in Reception</p> <p>To ensure that all staff in school praise attendance through continue to increase attendance and decrease persistent absence for all pupils, especially those that are disadvantaged</p> <p>To have even more systems in place to ensure that good attendance is celebrated through weekly celebration postcards for achieving 100% attendance every fortnight.</p>
<p>2 To support parents to understand the interventions used in school to ensure that attainment raising for all pupils, especially those who receive PP, in the areas identified above.</p>	<p>A higher proportion of pupils who receive PP at the end of Reception will have achieved GLD.</p> <p>A higher proportion of pupils who receive PP at the end of Y2 will have received greater depth in reading</p> <p>An increase in greater depth across all pupils in writing</p> <p>Subject leaders leading their subject effectively, through careful monitoring of their subject.</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 receiving and delivering CPD and coaching/mentoring weaker staff as identified.</p> <p>To ensure that the Mighty Writer intervention is used consistently across school.</p> <p>To ensure that other writing interventions are researched by the literacy lead to inform next steps needed.</p> <p>To ensure that all nursery staff and those staff with the adapted classes receive the 'Talk for Writing' nursery training.</p> <p>To ensure that all staff receive sounds write training, acting on the CPD given to guarantee that all staff are acting on the CPD given.</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>Continue to provide challenge for pupils who are working within great depth within daily lessons.</p> <p>A higher proportion of pupils at the end of reception will have achieved GLD and ELG in number.</p> <p>Wherever possible ensure that the pupils in nursery are offered a full time offer.</p> <p>To ensure that pupils have more daily practise of maths fluency, through the EYFS curriculum.</p> <p>To ensure additional maths sessions include 'Number Sense'.</p> <p>To ensure that the Numicon intervention is applied consistently.</p> <p>To ensure that all staff (regardless of their role are trained and observed how to implement interventions effectively).</p> <p>To draw on expertise from the Esteem MAT.</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>To hold stay and learn sessions for parents, explaining and showing all interventions used.</p> <p>To ensure that appropriate homework is given out and completion of this homework is celebrated.</p>
<p>3 To ensure that parents are more equipped to support their children's emotions and a consistent approach is applied between home and school.</p>	<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 have a Senior Leadership team trained in Thrive.</p> <p>To have a Lead practitioner for Thrive</p> <p>To have Tas and Teachers across school who are trained as Thrive practitioners.</p> <p>To hold Thrive workshops for parents</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>

<p>4 To ensure that pupils have a well rounded character and are exposed to purposeful learning experiences and opportunities which will extend their ability to making learning stick and develop the talents which may be capitalised on, later in life.</p>	<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 all parent forums and stay and learn sessions.</p> <p>To ensure that parents/carers are encouraged to attend the parent forums on the RSE, behaviour 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 ensure that parents understand what the Zones of regulation are.</p> <p>To provide support for parents who are struggling with the cost of living through the fair share food scheme.</p> <p>To ensure that parents are actively encouraged to apply for pupil premium funding for their child to be able to access free and reduced cost trips.</p> <p>For pupils in year two to attend a 1 day residential.</p> <p>Pupils to have free swimming lessons</p> <p>Pupils to have the opportunity to learn how to play an instrument.</p>
<p>5 To ensure that pupils are able to hold control for their behaviour more effectively through the behaviour curriculum as well as staff understanding the Thrive approach.</p>	<p>Pupils and parents/carers to continue to have access where needed to the full time pastoral lead.</p> <p>To continue to further 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 as a class reward system</p> <p>To use the new MIS system (Arbor) to support the analysis of behaviour incidents across school</p> <p>To have a school where no pupils are suspended or</p>

Challenges

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

Challenge number	Detail of challenge
1	Some parents and carers need support to get their children to school every day, especially when their siblings are ill. Currently 14% of our families have been involved with social care due to safeguarding reasons and therefore, it is important to train our staff to encourage our pupils and families to be the best that they can be and understand how important attendance is and how high attendance correlates with a child's ability to achieve at least the expected standard in education, thus raising family aspirations
2	Parents are often asking us for more support as they feel that they are not able to support their child adequately with their child's learning as they are not fully aware of the systems we use in school.
3	Parents are often asking us for more support to give them the tools to support their children's behaviour and emotions at home . Therefore staff need more specialist team training in trauma informed approaches as well as parents having the opportunity to attend workshops in school.
4	Socio-economic disadvantages may prevent access to memorable moments underpinning each curriculum and extra curricula activities alongside the opportunity for pupils to develop talents. Therefore 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. Thus affecting not only their cultural capital but their ability to write creatively drawing from experiences.
5	Due to a high number of pupils with SEND as well as some pupils having experienced adverse childhood experiences, pupils may be developmentally delayed or have a lack of the social and emotional skills needed to enable them 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.



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 raise attendance and decrease persistent absence for all.</p>	<p>To ensure that the attendance officer works with the pastoral lead (and wider staff) ensuring that families are highly encouraged attend school every day and on time.</p> <p>To ensure an ethos is created in school to ensure that all pupils (including those with SEND) access a full time curriculum offer and are not coming to school in a staggered way.</p> <p>To have a nursery which offers full time places meaning that pupils are used to be in school full time, increasing later outcomes in Reception</p> <p>To ensure that all staff in school praise attendance through continue to increase attendance and decrease persistent absence for all pupils, especially those that are disadvantaged</p> <p>To have even more systems in place to ensure that good attendance is celebrated through weekly celebration postcards for achieving 100% attendance every fortnight.</p>

2 To support parents to understand the interventions used in school to ensure that attainment raising for all pupils, especially those who receive PP, in the areas identified above.

A higher proportion of pupils who receive PP at the end of Reception will have achieved GLD.

A higher proportion of pupils who receive PP at the end of Y2 will have received greater depth in reading

An increase in greater depth across all pupils in writing

Subject leaders leading their subject effectively, through careful monitoring of their subject.

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 receiving and delivering CPD and coaching/mentoring weaker staff as identified.

To ensure that the Mighty Writer intervention is used consistently across school.

To ensure that other writing interventions are researched by the literacy lead to inform next steps needed.

To ensure that all nursery staff and those staff with the adapted classes receive the 'Talk for Writing' nursery training.

To ensure that all staff receive sounds write training, acting on the CPD given to guarantee that all staff are acting on the CPD given.

To ensure Teaching quality is at the highest level through evidence related to the schools QA.

To further extend each classes planned story time through development and purchasing of 'story time' books.

To have continued to improve all stakeholder skills, knowledge and confidence regarding the development of communication in all children across school.

Continue to provide challenge for pupils who are working within great depth within daily lessons.

A higher proportion of pupils at the end of reception will have achieved GLD and ELG in number.

Wherever possible ensure that the pupils in nursery are offered a full time offer.

To ensure that pupils have more daily practise of maths fluency, through the EYFS curriculum.

To ensure additional maths sessions include 'Number Sense'.

To ensure that the Numicon intervention is applied consistently.

	<p>To ensure that all staff (regardless of their role) are trained and observed how to implement interventions effectively.</p> <p>To draw on expertise from the Esteem MAT.</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 sharing 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>To hold stay and learn sessions for parents, explaining and showing all interventions used.</p> <p>To ensure that appropriate homework is given out and completion of this homework is celebrated.</p> <p>To work alongside COMPASS (A charity providing health and wellbeing services, helping people unleash their unique potential and live healthier, safer and more fulfilling lives) and hold ½ termly workshops to support parent and children's mental health.</p> <p>To deliver the HENRY (a healthy start for a brighter future) project in school for parents and the local community</p>
<p>3 To ensure that parents are more equipped to support their children's emotions and a consistent approach is applied between home and school.</p>	<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 have a Senior Leadership team trained in Thrive.</p> <p>To have a Lead practitioner for Thrive</p> <p>To have TAs and Teachers across school who are trained as Thrive practitioners.</p> <p>To hold Thrive workshops for parents</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>
<p>4 To ensure that pupils have a well rounded character and are exposed to purposeful learning experiences and opportunities which will extend their ability to making learning stick and develop the talents which may be capitalised on, later in life.</p>	<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 all parent forums and stay and learn sessions.</p> <p>To ensure that parents/carers are encouraged to attend the parent forums on the RSE, behaviour 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 ensure that parents understand what the Zones of regulation are.</p> <p>To provide support for parents who are struggling with the cost of living through the fair share food scheme.</p> <p>To ensure that parents are actively encouraged to apply for pupil premium funding for their child to be able to access free and reduced cost trips.</p> <p>For pupils in year two to attend a 1 day residential.</p> <p>Pupils to have free swimming lessons</p> <p>Pupils to have the opportunity to learn how to play an instrument.</p>
<p>5 To ensure that pupils are able to hold control for their behaviour more effectively through the behaviour curriculum as well as staff understanding the Thrive approach.</p>	<p>Pupils and parents/carers to continue to have access where needed to the full time pastoral lead.</p> <p>To continue to further 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 as a class reward system</p> <p>To use the new MIS system (Arbor) to support the analysis of behaviour incidents across school</p> <p>To have a school where no pupils are suspended or</p>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write Training for all new staff (including the in house training initially delivered). (£3000)	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.	2
Oracy and tiered vocabulary CPD for all staff – delivered by Literacy leader (£250) Maths/Literacy lead time to support all research, QA, organisation of implementation of strategies. (£6455)	It is so important to develop pupils' vocabulary. Alex Quigley states that pupils 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. Leaders to have time and CPD opportunities to develop their subject across school (EEF) Maths and literacy leads to attend network meetings, Maths and Literacy hubs.	2
Leadership time for all teachers (£5450.00) Cost for Head of School to team teach, lead stay and learn show case sessions and support subject leaders cover for 1/2 day (£7345.00)	Teachers to have time and CPD opportunities to develop their subject across school (EEF) Sharing best practice with lead to better staff and experts within their own subjects Showcase lessons will lead to better informed parents who	2

	can support their pupils more effectively.	
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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.

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

Budgeted cost: £17,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of books (£5000) Reading for pleasure/Sounds write	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).	2
Increased CPD and the purchasing of resources to support all outdoor areas to ensure that all areas with the adapted/EYFS classes have enabling environments that are well planned and sequenced. (£500.00)	EEF research states that pupils need concrete representations to help support them with their understanding of a range of different concepts Research states that pupils perform better with where activities are sequenced and scaffolded to support prior and future learning.	2
Sounds Write Intervention programmes for Year 1 and Year 2	Recognised intervention programme written by Sounds Write – very successful over the past two	2

Delivered by Phonics Lead initially then rolled out to support staff (£4,579)	screening assessments with an increase of +20% on overall standards for phonics.	
Purchasing of Number sense resources and scheme to close the gap for fluency across school Training for TAs to ensure that there is high quality teaching in place (£2120.00)	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 Number Sense Training for TAs	2
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	2
CPD and the purchasing of resources to support the Mighty Writer and talk for writing nursery interventions. (£4000)	EEF research states that pupils need concrete representations to help support them with their understanding of a range of different concepts	2

Commented [K01]: There currently is no DHT

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

Budgeted cost: £65,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to implement and embed Zones of Regulation across school.</p> <p>£1000</p>	<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>	<p>3,5</p>
<p>Thrive Training for senior leaders, lead practitioner and 16 staff. (£4,356)</p> <p>Zones of Regulation training twilights (£250)</p>	<p>Trauma informed approach to emotional well being and behaviour de-escalation will ensure that pupils are better able to hold control for their behaviour, are happier and achieve better.</p> <p>Continued ZoR training will ensure that systems continued to be well embedded.</p>	<p>1, 3,5</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>Ensure the pastoral lead to continues to supports and highlights the importance of good attendance.</p>	<p>1</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</p>
<p>Subsiding trips (£8,430)</p>	<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>4</p>

	At their core, curriculum-relevant school trips provide a strong all-round learning experience for primary pupils, developing both knowledge and skills.	
Workshops for Parents	Impact of parental engagement. Reading cafes – Starting September 2023 Stay and learn showcase lessons – Starting Autumn term 'Meet the teacher' sessions in September 2024	2

Total budgeted cost: £106,041 - 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 2023 to 2024 academic year.

- Despite a cohort of pupils in Reception with lower starting point, 2% more pupils in Reception achieved GLD.
- 98% of parents stated that they know that their child makes progress in school (May 2024)
- Staff received regular CPD linked to effective spoken language and its effect on delivering curriculum implementation
- All classrooms have a language rich environment
- More books were bought to ensure that all pupils have every opportunity to extend their vocabulary.
- There was an 18% increase in pupils achieving the expected standard in reading and 11% rise in those who receive PP.
- A reading pod was placed to encourage reading across all areas of school.
- There was a 9% increase for all pupils achieving the expected standard in Maths with a rise of 9% for those pupils who receive PP.
- There was a 9% increase for all pupils achieving the expected standard in Science.
- A pastoral lead continued to be employed and was instrumental in the increase of attendance across school for all pupils of 0.9% and 0.6% for those who receive PP.
- The implementation of the Zones of regulation and regular de-escalation training meant staff feel increasingly confident when managing behaviour.
- All pupils are now beginning to show more understanding of the tools they can use when holding control for their behaviour, this is demonstrated by the number of reduced incidents and no further suspensions/exclusions.
- Class dojos were used to reward positive behaviour
- Staff received CPD and leaders have a clear vision on how the recording of data can be used to support pupils outcomes when analysing behaviour.
- parents/carers were invited to a reading workshop where feedback was given on better understanding of the sounds write system.
- Food bags were provided to families who were struggling financially

Commented [K02]: How does this reflect PP?

Commented [K03]: Do you mean detrimental as this means she had a negative impact.

Commented [K04]: How do you know?

Commented [K05]: What is the impact?

Commented [K06]: How many parents attended were PP pupils?



Externally provide 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