

Pupil Premium Strategy Statement – John Clifford School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School and Funding Overview

Detail	Data
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	100 (26%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	Dec 2023, April 2024, July 2024
Statement authorised by	Janine Waring, Headteacher
Pupil Premium Leader	Craig Hayward-Mitchell, Assistant Headteacher
Governor	Katherine Calder, Chair of LGB

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,320
Recovery premium funding allocation this academic year	£13,630
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£164,950

Part A: Pupil Premium Strategy Plan

Statement of Intent

At John Clifford School, we want all children to be the best they can be. 26% of our school population are eligible for the Pupil Premium Grant (PPG) and we want our children on Free School Meals (FSM) to achieve greater than locally and nationally expected.

Identifying the barriers to the children's learning is the first step in planning for and justifying the PPG. This is done through:

- Learning walks
- Data analysis
- Data target setting
- Pupil discussions
- Parental views
- Work and CPD with staff and governors
- Phase meetings
- Governor scrutiny
- Deep dives conducted by WHPT

Essentially, we want the PPG to contribute to many desirable outcomes, such as:

- the **raising of attainment**
- **closing the gaps**
- **accelerating progress**
- **improving the attendance**
- **supporting behaviour**
- increasing the **engagement of our parents** in the education of their children
- increasing opportunities and **broadening the experiences**

This is achieved through quality first teaching, planned adaptation in teaching and learning, internal monitoring of performance, data tracking, attendance scrutiny and reporting to the Local Governing Body. It is also achieved through the employment of additional adults to support all aspects of schooling, trip coverage, after school clubs and sporting clubs. The PPG grant can be used to support the buying of uniform and strategies for engaging parents in the life of the school.

Our key focus is to ensure that all that is offered to children in support of the PPG is evidence based and has a clear part to play in improving attendance, progress, attainment and experiences.

Challenges

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

Challenge number	Detail of challenge
1	<p>End of key stage data outcomes for John Clifford School, indicates that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>In FS, at the end of 2022-2023, 38% (3/8) of disadvantaged children achieved EXS in reading compared to 54% (28/52) of non-disadvantaged children. This was below national and local data.</p> <p><i>The introduction of the Essential Letters and Sounds phonics scheme demonstrated that accelerated progress has been made from starting points for 50% of the children who did not achieve EXS.</i></p> <p>In KS1, at the end of 2022-2023, 92% of disadvantaged children achieved EXS in the Phonics Screening Check compared to 82% of non-disadvantaged children. This was above national and local data.</p> <p><i>The introduction of the Essential Letters and Sounds phonics scheme, alongside the CPD and support from the phonics lead, supported the quality of teaching of phonics.</i></p> <p>In KS1, at the end of 2022-2023, 50% (6/12) of disadvantaged children achieved EXS in reading compared to 69% (52/36) of non-disadvantaged children. This was in line with national and local data.</p> <p><i>Alongside the teaching of phonics, a focus on comprehension skills supported the progress that the children made. This is an increase of 13% from 2021-2022.</i></p> <p>In KS2, at the end of 2022-2023, 55% (11/20) of disadvantaged children achieved EXS in reading compared to 84% (27/32) of non-disadvantaged children. This was below national and local data.</p> <p><i>A focus on the teaching of inference skills supported the progress that the children made. This is an increase of 9% from 2021-2022.</i></p>
2	<p>End of key stage data outcomes for John Clifford School, indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>

	<p>In FS, at the end of 2022-2023, 25% (2/8) of disadvantaged children achieved EXS in writing compared to 52% (27/52) of non- disadvantaged children. This was below with national and local data.</p> <p><i>The introduction of the Essential Letters and Sounds phonics scheme supported the children in accessing quality teaching and learning of phonics to support writing. Talk for Writing was introduced into EYFS last year, and is now becoming embedded in practise this year.</i></p> <p>In KS1, at the end of 2022-2023, 50% (6/12) of disadvantaged children achieved EXS in writing compared to 61% (17/28) of non- disadvantaged children. This was in line with national and local data.</p> <p><i>Talk for Writing is now embedded in KS1 and is demonstrating great successes for many children. This is now being differentiated to support individual children where required.</i></p> <p>In KS2, at the end of 2022-2023, 35% (7/20) of disadvantaged children achieved EXS in writing compared to 71% (29/41) of non-disadvantaged children. This was below national and local data.</p> <p><i>Talk for Writing is becoming embedded into KS2 and has been adapted to support the teaching of writing for children un UKS2.</i></p> <p>In KS2, at the end of 2022-2023, 40% (8/20) of disadvantaged children achieved EXS in SPAG compared to 87% (33/38) of non- disadvantaged children. This was below national and local data.</p> <p><i>A whole school approach to the teaching of SPAG within the Talk for Writing structure is now becoming embedded, which will further support the progress and attainment of the children.</i></p>
3	<p>End of key stage data outcomes for John Clifford School, indicates that attainment in mathematics among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>In FS, at the end of 2022-2023, 25% (2/8) of disadvantaged children achieved EXS in mathematics compared to 60% (31/52) of non-disadvantaged children. This was below national and local data.</p> <p><i>The utilisation of a range of manipulatives to support learning in maths was brought through into continuous provision. Similarly, the use of intervention supported the gaps in attainment being reduced for 40% of the children.</i></p> <p>In KS1, at the end of 2022-2023, 50% (6/12) of disadvantaged children achieved EXS in mathematics compared to 64% (23/36) of non-disadvantaged children. This was below national and local data.</p>

	<p><i>A focus on reasoning in maths saw an increase in the raw scores being attained in the reasoning SATs papers. The teaching strategies implemented will continue to be used next year.</i></p> <p>In KS2, at the end of 2022-2023, 40% (8/20) of disadvantaged children achieved EXS in mathematics compared to 63% (20/32) of non-disadvantaged children. This was below national and local data.</p> <p><i>A focus on reasoning in KS2 has supported good progress in this area. The development of the use of manipulatives across all phases in school is beginning to secure solid foundations in key knowledge.</i></p>
4	<p>In school assessments and discussions with parents and carers have identified social and emotional issues for many children, notably due to lack of engagement with remote learning, social life, and lack of enrichment opportunities during previous school closures. These challenges particularly affect disadvantaged pupils socially, emotionally and with their classroom attainment.</p> <p>18 pupils (13 of whom are disadvantaged), currently require additional nurture support with social and emotional needs on a daily basis to support their integration into learning in the classroom.</p>

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
Improved reading attainment amongst disadvantaged pupils across all phases in school.	<p>National data for 2022-2023 indicated that 68% of disadvantaged children achieved the expected standard for reading, decoding and comprehension skills at the end of EYFS. At John Clifford School this was 25% (2/8). This is a gap of 43% below.</p> <p>The end of EYFS aspirational target for reading in 2023-2024 has been set at 80%, which will see an increase of 55% from 2022-2023, narrow the gap between school and national by 42% and bring us above the national expectations of 2022-2023 (subject to increase for 2023-2024).</p>

	<p>National data for 2022-2023 indicated that 67% of disadvantaged children passed the Phonics Screening Check at the end of Year 1. At John Clifford School this was 92%. This is a gap of 25% above.</p> <p>The end of KS1 aspirational target for reading in 2023-2024 has been set at 69%, which will see an increase of 19% from 2022-2023, narrow the gap between school and national by 19% and bring us above national expectations 2022-2023 (subject to increase for 2023-2024).</p> <p>National data for 2022-2023 indicated that 54% of disadvantaged children achieved the expected standard for reading at the end of KS1. At John Clifford School this was 50% (6/12). This is a gap of 4% below.</p> <p>The end of KS1 aspirational target for reading in 2023-2024 has been set at 69%, which will see an increase of 19% from 2022-2023, narrow the gap between school and national by 19% and bring us above national expectations 2022-2023 (subject to increase for 2023-2024).</p> <p>National data for 2022-2023 indicated that 60% of disadvantaged children achieved the expected standard for reading at the end of KS2. At John Clifford School this was 40% (8/20). This is a gap of 20% below.</p> <p>The end of KS2 aspirational target for reading in 2023-2024 has been set at 65%, which will see an increase of 11% from 2022-2023, narrow the gap between school and national by 20% and bring us above national expectations 2022-2023 (subject to increase for 2023-2024).</p>
Improved writing attainment amongst disadvantaged pupils across all phases in school.	<p>National data for 2022-2023 indicated that 68% of disadvantaged children achieved the expected standard for writing skills at the end of EYFS. At John Clifford School this was 25% (2/25). This is a gap of 43% below.</p>

	<p>The end of EYFS aspirational target for writing in 2023-2024 has been set at 80%, which will see an increase of 55% from 2022-2023, narrow the gap between school and national by 43% and bring us above the national expectations of 2022-2023 (subject to increase for 2023-2024).</p> <p>National data for 2022-2023 indicated that 44% of disadvantaged children achieved the expected standard for writing at the end of KS1. At John Clifford School this was 50% (6/12). This is a gap of 6% above.</p> <p>The end of KS1 aspirational target for writing in 2023-2024 has been set at 69%, which will see an increase of 19% from 2022-2023, and bring us above national expectations 2022-2023 (subject to increase for 2023-2024).</p> <p>National data for 2022-2023 indicated that 58% of disadvantaged children achieved the expected standard for writing at the end of KS2. At John Clifford School this was 35% (7/20). This is a gap of 23% below.</p> <p>The end of KS2 aspirational target for writing in 2023-2024 has been set at 63%, which will see an increase of 28% from 2022-2023, narrow the gap between school and national by 23% and bring us above national expectations 2022-2023 (subject to increase for 2023-2024).</p>
Improved maths attainment amongst disadvantaged pupils across all phases in school.	<p>National data for 2022-2023 indicated that 65% of disadvantaged children achieved the expected standard for mathematics skills at the end of EYFS. At John Clifford School this was 25% (2/8). This is a gap of 40% below/inline/above.</p> <p>The end of EYFS aspirational target for mathematics in 2023-2024 has been set at 80%, which will see an increase of 55% from 2022-2023, narrow the gap between school and national by 40% and bring us above the national expectations of 2022-2023 (subject to increase for 2023-2024).</p>

	<p>National data for 2022-2023 indicated that 56% of disadvantaged children achieved the expected standard for mathematics at the end of KS1. At John Clifford School this was 50% (6/12). This is a gap of 6% below.</p> <p>The end of KS1 aspirational target for mathematics in 2023-2024 has been set at 69%, which will see an increase of 19% from 2022-2023, narrow the gap between school and national by 6% and bring us above national expectations 2022-2023 (subject to increase for 2023-2024).</p> <p>National data for 2022-2023 indicated that 59% of disadvantaged children achieved the expected standard for mathematics at the end of KS2. At John Clifford School this was 40% (8/20). This is a gap of 19% below.</p> <p>The end of KS2 aspirational target for mathematics in 2023-2024 has been set at 63%, which will see an increase of 23% from 2022-2023, narrow the gap between school and national by 19% and bring us above/in line/just below with national expectations 2022-2023 (subject to increase for 2023-2024).</p>
The wellbeing for all pupils in our school, particularly those identified within the most disadvantaged group will have been achieved and sustained.	<p>High levels of wellbeing in 2023/2024 will be demonstrated by:</p> <ul style="list-style-type: none"> - Increased participation of extra-curricular activities, particularly among disadvantaged pupils. This is monitored by the PE Lead. - In 2022-2023, 46% (43/102) of PPG children partook in extra curricular activities, the target set for 2023-2024 is 60% (61/102). - Increased classroom curriculum participation from those children involved in nurture. This is monitored by the Nurture Lead.
To increase attendance for all PPG children from 92.9% (2022-2023) and further close the	<p>Increase in attendance for those children in receipt of PPG by:</p> <ul style="list-style-type: none"> - The reintroduction of Breakfast club to support some children in coming to school on time and prepared for the start of the school day.

gap between PPG and non-PPG children of 0.2%	- Close monitoring of attendance to identify trends and to communicate with families to identify barriers to attendance.
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD - Continued whole staff development in approached to teaching core reading comprehension skills.	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
Staff CPD - Development of writing across all subject areas in school, allowing opportunity for children to practice writing skills in all curriculum areas.	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	2
Staff CPD - Continued refinement of whole school implementation of the Talk for Writing approach to writing.	Talk for Writing EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk)	1,2

Staff CPD - Continue to develop our maths teaching and curriculum, focusing closely on closing gaps in knowledge from previous years utilising the DfE Ready to Progress Criteria.	Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	3
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Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £42,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist recruited to work with children with identified S&L concerns.	Oral language interventions EEF Law et al Early Language Development final.pdf d2tic4wvo1iusb.cloudfront.net - Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds	1,2,3
Educational psychologist recruited to work with identified children.	impacteps.pdf (northayr-edpsychs.co.uk) – What impact has the Educational Psychology Service had on the implementation of restorative approaches activities within schools.	1,2,3,4
All allocated leadership time activity focuses on the quality of teaching and learning in UKS2, including	Small group tuition EEF educationendowmentfoundation.org.uk	1,2,3

small group teaching and intervention.		
In-house Year Six tuition teacher, supporting reading and writing.	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
Increased focus on the development of linked homework activities.	Homework EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £88,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Lead employed to work daily with identified children in supporting their social and emotional wellbeing, which in turn supports their integration into the classroom.	Ofsted publication (publishing.service.gov.uk) - Supporting children with challenging behaviour through a nurture group approach The Impact and Cost Effectiveness of Nurture Groups in Primary Schools in Northern Ireland - Full Evaluation Report Department of Education (education-ni.gov.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	4
ELSA trained member of staff supports the development of emotional literacy of identified as requiring 1:1 support.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Provision of outdoor learning/forest school	Curriculum-based outdoor learning for children aged 9-11: A qualitative	1,2,3,4

opportunities for all children, supporting key reading, writing and maths skills. This hands-on approach to learning will support in core classroom-based activities.	analysis of pupils' and teachers' views (plos.org) An Evaluation of Forest School in England (forestresearch.gov.uk)	
The training of an additional DSL.	Keeping children safe in education - GOV.UK (www.gov.uk)	4
CPD for all staff linked to close scrutiny of data through phase meetings.	Full article: Data-based decision-making for school improvement: Research insights and gaps (tandfonline.com)	1,2,3

Total budgeted cost: £ 171,470

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Attendance

John Clifford School regards attendance as a high priority for all children. The school Attendance Officer worked closely with families to provide support and challenge where absence was of concern, including those identified as persistent absentees. Home visits were conducted where necessary, and support given to families to enable children to be in school and to be punctual.

Overall, attendance for children in receipt of PPG funding was 92.9% compared to 93.1% for all groups of children for the 2022-2023 academic year.

At the end of the Autumn Term, overall attendance for all pupils was 95%. This is above the 93.4% for the Autumn Term in 2022-2023.

For children in receipt of PPG, attendance for the Autumn Term was 93.7%. This is above the 92.5% for the Autumn Term in 2022-2023.

The gap between children in receipt of PPG and non-PPG children for the Autumn Term is 1.3%. The strategies for the Spring Term to reduce this 1.3% are:

- To review attendance for all children in receipt of PPG weekly to identify trends in non-attendance.
- Attendance officer, alongside the senior leadership team, to communicate and support families where ever issues with attendance arise.
- Continued invitation for identified children to breakfast club.

Assessment and Attainment

Assessments in core subjects, and the introduction of an online standardised testing system has supported in accurate data being obtained at regular intervals for all children, with specific targets being generated for each child. It is clear from our end of year assessments that we now need to ensure that next steps in learning are successfully planned for, assessed and reviewed again so that 'sticky knowledge' as retained for all pupils.

Our SEND assessments were scrutinised for accuracy by the school SENCO and feedback given to support the process of writing school-based plans and assess, plan, do, review proformas, all of which feed into the assessment system for our SEND children.

The introduction of our new whole school phonics scheme has allowed a close monitoring of assessment of every child in EYFS, Year 1 and Year 2 in their progressive phonics knowledge. This now supports intervention being put into place to support identified groups of children where necessary. This has been extremely successful, with greater than expected outcomes for children in receipt of PPG passing the Year 1 phonics screening check.

The aspirational target set for children in receipt of the PPG in **Reading** is:

EYFS: 80%% (8/10). Autumn Term data indicates that 70% (7/10) of children are at EXS. This is a gap of 10%. The strategies for the Spring Term to reduce the gap are:

- Additional phonics teaching for whole class daily.
- Identified intervention for children to support with phonic knowledge and application.

Phonics: 40% (4/10). Autumn Term data indicates that 20% (2/10) of children are at EXS. This is a gap of 20%. The strategies for the Spring Term to reduce the gap are:

- Additional phonics teaching for whole class daily.
- Identified intervention for children to support with phonic knowledge and application.
- Leadership time given to quality assure teaching of phonics scheme.

KS1: 69%% (9/13). Autumn Term data indicates that 77% (10/13) of children are at EXS. This is a positive gap of 8%. The strategies for the Spring Term to maintain the gap are:

- Continued 1:1 and small group reading comprehension interventions for convert EXS to GDS.
- 1:1 and small group support to reduce attainment gap of those not at EXS.

KS2: 65% (15/24). Autumn Term data indicates that 42% (10/24) of children are at EXS. This is a gap of 23%. The strategies for the Spring Term to reduce the gap are:

- Additional small group teaching, focusing on identified gaps in knowledge and skills.
- Focus on the teaching of inference skills within all reading lessons.

The aspirational target set for children in receipt of the PPG in **Writing** was:

EYFS: 80% (8/10). Autumn Term data indicates that 70% (7/10) of children are at EXS. This is a gap of 10%. The strategies for the Spring Term to reduce the gap are:

- Focus on the use of whole school Talk for Writing strategy, supported by the writing subject lead.
- Close moderation in house and within the immediate Family of Schools.

KS1: 69%% (9/13). Autumn Term data indicates that 46% (6/13) of children are at EXS. This is a gap of 23%. The strategies for the Spring Term to reduce the gap are:

- Identified intervention groups to support in closing gaps.
- Additional weekly handwriting to develop letter formation and fine motor skills.

KS2: 63% (15/24). Autumn Term data indicates that 33% (8/24) of children are at EXS. This is a gap of 30%. The strategies for the Spring Term to reduce the gap are:

- Additional small group teaching, focusing on identified gaps in knowledge and skills.
- Quality first targeted teaching, with a focus on planning to identified gaps in knowledge and skills.

KS2 SPAG: 75% (18/24). Autumn Term data indicates that 33% (8/24) of children are at EXS. This is a gap of 41%. The strategies for the Spring Term to reduce the gap are:

- Additional small group teaching, focusing on identified gaps in knowledge and skills.
- Quality first targeted teaching, with a focus on planning to identified gaps in knowledge and skills.

The aspirational target set for children in receipt of the PPG in **Mathematics** was:

EYFS: 80% (8/10). Autumn Term data indicates that 90% (9/10) of children are at EXS. This is a positive gap of 10%. The strategies for the Spring Term to maintain the gap are:

- Continued use of manipulatives, both within taught sessions, and within continuous provision.
- Targeted teaching to increase number of children from EXS to GDS.
- Increase the uptake of Numbots to support in instant recall of key knowledge.

KS1: 69% (9/13). Autumn Term data indicates that 31% (4/13) of children are at EXS. This is a gap of 38%. The strategies for the Spring Term to reduce the gap are:

- Focused small group intervention through quality first teaching to support mathematical knowledge through the use of manipulatives to abstract understanding.
- Increase the uptake of Numbots to support in instant recall of key knowledge.

KS2: 63% (15/24). Autumn Term data indicates that 33% (8/24) of children are at EXS. This is a gap of 30%. The strategies for the Spring Term to reduce/maintain the gap are:

- Additional small group teaching, focusing on identified gaps in knowledge and skills.
- Quality first targeted teaching, with a focus on planning to identified gaps in knowledge and skills.

- Increase the uptake of TT-Rockstars to support in instant recall of key multiplication knowledge.

Attainment

During 2022-2023, the strategy and support provided has had some noticeable successes, particularly with attainment and outcomes in phonics and end of Key Stage 2 results in reading, writing and maths. For 2023-2024, further embedding of strategies in writing and maths have become the core thread for all children in receipt of PPG. As a school, we continue to see a positive upward trend for attainment outcomes for children in receipt of PPG, but these are currently below national averages. Reading has had a negative trend in KS1, and will be a focus, alongside the improvement in writing outcomes for 2023-2024.

End of Year 1 phonics screening check outcomes far exceeded expectations, indicating that the initiation of the new phonics scheme, Essential Letters and Sounds, has been successful.

EYFS outcomes need to be closely monitored to ensure that children in receipt of PPG make at least expected progress, which will enable them a positive start to their Year 1 transition in 2024-2025.

2021-2022	Reading	Writing	Maths
Disadvantaged at ARE	41%	18.25%	24%
Non-Disadvantaged at ARE	53.25%	37%	50%
2022-2023	Reading	Writing	Maths
Disadvantaged at ARE	46%	35%	42%
Non-Disadvantaged at ARE	65%	55%	68%

Well-being

The number of children accessing Nurture in Autumn Term 2023-2024 were fourteen. These children have all been able to access classroom provision alongside their nurture support. Of those accessing nurture, 50% are on track to achieve EXS in reading, writing and maths, whilst three of the children have closed their gaps considerably in reading and maths. Two children have made accelerated progress in writing.

The target for children accessing extra-curricular school activity has been set at 60% (61/102) for 2023-2024. There have been 13 clubs run after school, including cricket, multi-skills, woodwork, athletics and choirs. Of these clubs, 54% (55/102) of children in receipt of

PPG have attended these events. This sees an increase to date of 8% on last year. New clubs for the Spring Term will continue to focus on extra-curricular activity for children in receipt of PPG.

Well-being continued to be a whole-school priority for 2022-2023. Our in-house nurture team identified 16 children in receipt of PPG throughout the year who required support with their social and emotional skills development. An additional 4 children joined this provision throughout the year. Activities, skills and targets set by the nurture team allows these children to successfully participate in learning in the classroom for the majority of the day.

All children also took part in the daily mile to support active time each day. Evidence suggests that this supports cognitive load and concentration span in the classroom.

Externally Provided Programmes

Programme	Provider