

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Matthews Church of England Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	30% (122)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024 Reviewed annually
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr Mark Mackley
Pupil premium lead	Mrs Stacie Russell
Governor / Trustee lead	Mrs Jane Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158, 710
Recovery premium funding allocation this academic year	£13,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,910

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are looked after children or new to the country. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Progress in Reading
2	Progress in Writing
3	Progress in Phonics

4	Significant delays in Speech and language, communication and literacy and vocabulary acquisition in Early Years, KS1 and for EAL learners.
5	Attendance and Punctuality issues
6	Significant social and emotional challenges within a core group of children.
7	Many Pupil Premium children fit into vulnerable groups – SEND, EAL, White British.

## 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
Pupil Premium children to make at least three steps progress in reading in one academic year.	Internal data shows that at least 85% of Pupil Premium children have made accelerated progress in reading in each academic year.
Pupil Premium children to make at least three steps progress in writing in one academic year.	Internal data shows that at least 85% of Pupil Premium children have made accelerated progress in writing in each academic year.
Children to achieve the national average expected standard in the phonics screening test in Year 1. Children who didn't make the standard in Year 2, to achieve the national average expected in the phonics screening test by the end of Year 2.	100% of children who are Pupil Premium, not SEND or new to the country to achieve the expected standard in phonics.
EAL children who have are new to the country to make significant progress in phonics.	100% of EAL children, who are new to the country, to be secure in phase five phonics for reading within the first two years from their starting date.
Children to develop Speech and Language, communication and literacy vocabulary acquisition in Early Years, KS1 and for EAL learner.	Assessments, data and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons ongoing progress across the curriculum as demonstrated in informative assessments.
To increase attendance and punctuality for Pupil Premium children.	<p>Sustained high attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils is 96% and the attendance gap between Pupil Premium children and their non-Pupil Premium peers is being reduced.</li> <li>the percentage of all pupils who are persistently absent being below 10%.</li> </ul>

For Pupil Premium children to develop a good awareness of their social and emotional needs.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among Pupil Premium children.</li> <li>• Data from Pivots significantly improved.</li> </ul>
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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: £ 10051

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading</p> <p>Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Staff training for improving reading.</p>	<p>There is a strong evidence base that indicated a positive impact on the learners' understanding of written text, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1
<p>Writing</p> <p>Enhancement of our writing teaching and curriculum planning in line with the DfE and EEF guidance.</p> <p>Whole school writing training.</p>	<p>There is evidence to suggest that quality first teaching is the greatest lever in improving children's outcomes. Investing in high quality training is recommended by the EEF to implement a high impact on children's progress and outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2
<p>Purchase of a <a href="#">DfE validated Systematic Phonics programme (ELS)</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> <a href="https://essentiallettersandsounds.org/">https://essentiallettersandsounds.org/</a>	
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1

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

Budgeted cost: £ 93461

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>On entry assessment, tailored programmes designed using WellComm across nursery and reception. Tracking data and programmes amended throughout EYFS.</p> <p>Retain employment of Speech and Language specialist and dedicated teaching assistants. Ongoing whole staff training.</p>	<p>School results show that children make accelerated progress throughout EYFS, particularly those children who have accessed the program in our nursery and reception.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://www.gl-assessment.co.uk/assessments/products/wellcomm/">https://www.gl-assessment.co.uk/assessments/products/wellcomm/</a></p>	4
<p>Talk Boost programme retained to improve language and communication skills across KS1.</p> <p>Purchase of Talk Boost programme in KS2 to further secure language and communication skills in KS2.</p>	<p>Analysis of both quantitative and qualitative data show that good progress is made in communication skills enabling children to narrow the gap in English, social development and the wider curriculum.</p>	4

Retain employment of Speech and Language specialist and dedicated teaching assistants. To fund teaching assistants.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://ican.org.uk/talk-boost/">https://ican.org.uk/talk-boost/</a>	
<p>Embedding reading support across school to provide more opportunities to improve fluency in reading and consolidate understanding and extend vocabulary.</p> <p>Funding teaching assistants as dedicated reading support. Funding reading training for subject lead. High focus for classroom teaching assistants on frequency and improvement in standards. Ongoing training for all staff.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1
<p>Targeted writing support for focus children with Pupil Premium lead to narrow the gap for identified children in KS2.</p> <p>Funding time allocated for small group and one to one support with Pupil Premium lead.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Effective use of feedback:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	2
<p>Small group targeted phonics intervention using Bounce Back Phonics to plug the gaps in learning.</p> <p>Fund ongoing teaching assistant to deliver phonics catch up program.</p>	<p>School data shows significant improvement in phonics. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://essentiallettersandsounds.org/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://essentiallettersandsounds.org/">https://essentiallettersandsounds.org/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	3, 7

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
<p>Small EAL intervention group support to develop the learning of English for those who are new to the country and ongoing support to other focus children.</p> <p>We will fund pupil mentor role to deliver this regular support. Assess progress in English using Solihull.</p>	Internal evidence highlights children making good progress in the acquisition of the English language using Solihull measures.	4

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

Budgeted cost: £ 55198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker (full time) &amp; Caritas Worker (1 day per week)</p> <p>Support to vulnerable parents and families to help reduce barriers to learning, including attendance, pastoral support &amp; practical help such as referrals to food banks, uniform provision &amp; external support services. Offer emotional support to children as identified on a 'needs' basis.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	5, 6, 7
<p>KS2 social and emotional support to improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	5, 6, 7
<p>Nurture group in KS1 to improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	5, 6, 7



	<p>attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Embedding attendance principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve release time for staff to develop and implement procedures and sustaining attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>To continue to provide strategies and interventions that help improve attendance and punctuality. This includes a 'Walking Bus' to collect identified children and 'Breakfast Club' to ensure they are ready to learn.</p>	<p>Internal evidence highlights children who have access to these interventions have improved attendance and punctuality.</p>	5, 6, 7
<p>To provide homework support for identified children. Support children with reading, spellings and basic maths fact &amp; skills.</p>	<p>Evidence shows that additional support with reading, spellings and basic maths facts has the highest impact on Primary aged children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1, 2, 3, 5, 6, 7
<p>Contingency fund for acute issues including uniform and PE kit needs.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	6, 7

**Total budgeted cost: £ 158710**

## 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 2020 to 2021 academic year.

Priority 1 - To increase engagement in remote learning.	Out of 121 Pupil Premium children, 34 children were learning in school and 63 children were actively engaged at home. This means that 80% of Pupil Premium children were engaged between January and March 2021. Only 24 children (20%) were not engaged. These children had regular phone calls, home visits, learning packs delivered to them directly and some given devices to work with.
Priority 2 - To increase attendance for key children.	Data analysed for children indicated as having persistent absences issues over the year in 2020-2021. Most year groups had more than 60% of the children improve their attendance. 31% (20/63) of children with persistent attendance issues now have over 90% for attendance.
Priority 3 - To develop Speech and language, communication and literacy, vocabulary acquisition in Early Years, KS1 and for EAL learners.	<p><u>Reception</u></p> <ul style="list-style-type: none"> <li>• 38% of Pupil Premium Reception pupils had language skills within age related expectations for their chronological age in September 2020. This increased to 75% in July 2021.</li> <li>• 62% of the cohort had language skills below age related expectations in September 2020, this decreased to 25% in July 2021.</li> </ul> <p>In September 2020 37.3% of Pupil Premium pupils were delayed by 18-36 months. The gap has been significantly closed and in July 2021 no pupils had this amount of delay.</p> <p><u>Year 1</u></p> <p>4 Pupil Premium pupils were included in the Talk Boost KS1 Language Intervention. Initial assessments were completed in April 2021, using ICAN's progression tool. Talk Boost was identified as an appropriate programme to support their language development as it is an intervention that focuses on providing a boost to delayed language with the expectation that the pupils would be able to catch up with their peers.</p> <p><u>Summary and Recommendations</u></p> <ul style="list-style-type: none"> <li>• All pupils moved from having delayed language skills to being within age related expectations.</li> <li>• Pupils made between 13% and 20% improvement. The average improvement was 17%.</li> </ul>

	<ul style="list-style-type: none"> <li>• The percentage of sections within the average range has doubled from 37.5% to 75%.</li> <li>• The percentage of sections mildly delayed has more than halved from 62.5% to 25%.</li> <li>• During the reassessments pupils passed 100% of the vocabulary and the sentences questions.</li> <li>• The pupils have benefitted from the structured and repetitive nature of the programme.</li> <li>• The time pressures created by Covid-19, causing delays to the intervention starting and later staffing issues which needed covering, was unavoidable but has had an impact on the outcomes of the intervention. Particularly in relation to the storytelling and narrative skills which combine all the other skills and often develop towards the end of the intervention.</li> </ul>
Progress in Reading – for Pupil Premium children to make better than expected progress in reading compared to their non-Pupil Premium peers.	<p>Data analysed from Spring Term 2021 and Summer Term 2021. Note that from January to March Covid remote learning took place.</p> <p>In Spring Term 2021 Year 2 and 4 Pupil Premium children were making more progress than Non Pupil Premium children. In Summer Term Year 1 and Year 4 children were now making more progress than non-Pupil Premium children. Although in Reception they were not far behind and in years 3, 5 and 6 70% or more will still making the on-track progress for the year.</p> <p>Year 2 Pupil Premium children slipped from 67% on track to only 30%. 75% of the children (6/8) who didn't make the progress have SEN support or have and EHCP plan. 38% have attendance issues (3/8)</p> <p>Overall, as a whole school, 73% of Pupil Premium children are on track for progress in reading compared to non-Pupil Premium children who were 88% on track.</p>
Progress in Writing - for Pupil Premium children to make better than expected progress in writing compared to their non-Pupil Premium peers.	<p>Data analysed from Spring Term 2021 and Summer Term 2021. Note that from January to March Covid remote learning took place.</p> <p>In Spring Term 2021 Year 1, 5 and 6 had more than 65% of children on track for progress. By Summer Term, Reception, year 1, 5 and 6 had more than 70% of Pupil Premium children on track for progress. Year 1 children made more progress in writing (100%) compared to non-Pupil Premium children, and in Reception, year 5 and 6 they were not far behind non-Pupil Premium children for progress.</p> <p>Year 2 have a high percentage (60%) of children not achieving the expected progress with SEN support or and EHCP. 40% of those children are White British and 30% have persistent attendance issues.</p>

	<p>Year 3 have 42% of White British children who didn't make the expected progress and 33% with persistent attendance issues but 75% of those children who didn't make the 3 steps progress, made 2 or more steps.</p> <p>Year 4 have a high percentage of those who didn't make the progress with SEN support (40%), with persistent attendance issues (40%) or White British (50%) but 60% of those children who didn't make the 3 steps progress, made 2 or more steps.</p> <p>Year 3 and 4 Pupil Premium children have made more progress in Summer then in Spring but are still behind non-Pupil Premium children. Whereas Year 2 Pupil Premium children have decreased in progress and are far behind non- Pupil Premium.</p> <p>In Year 3, most children (9/12) made 2 or 2.5 steps progress (75%) so should make the expected progress with a full year in school next year.</p> <p>In Year 4, 2 children were included in the figures have been attending behavioural school for most of the year and have now both come off role to attend different schools. 1 child was new to school in Summer 2 term. 6 children made 2 or more steps progress (60%) so are expected to make the progress next year.</p> <p>Overall, as a whole school, 62% of Pupil Premium children are on track for progress for writing compared to non- Pupil Premium children on track for progress was children who were 81% on track.</p>
Progress in Maths - for Pupil Premium children to make better than expected progress in maths compared to their non-Pupil Premium peers.	<p>Data analysed from Spring Term 2021 and Summer Term 2021. Note that from January to March Covid remote learning took place.</p> <p>In Spring Term Pupil Premium children in years 2, 4 and 6 made more progress than non- Pupil Premium children. By Summer Term, children in years 1, 3 and 4 had made more progress than non- Pupil Premium children for progress. In Reception and Year 6, the Pupil Premium children were noT far behind non- Pupil Premium children.</p> <p>Year 5 Pupil Premium children took a dip from 70% on track in Spring to 55% in Summer. 50% of those children who didn't achieve the expected progress have SEN support and 50% of those children have persistent attendance issues.</p> <p>Year 2 Pupil Premium children took a dip from 78% on track in Spring to 40% in Summer. 75% of those children who didn't make the progress have SEN support or and EHCP, 38% have persistent attendance issues and 50% are White British.</p>

	Overall, as a whole school, 75% of Pupil Premium children are on track for progress for maths compared to non- Pupil Premium children who were 84% on track.
Phonics – To achieve national average expected standard in phonics screening tests in Year 1.	The aim was to achieve national average expected standard in the phonics screening tests in year 1. 67% Year 2 children resitting the screening passed. The three children who didn't pass have SEN support or have an EHCP. Only 41% of year 1 children made the expected standard, 30% of those children have SEN support or an EHCP and 50% of those children have persistent attendance issues.
Social and Emotional progress – For Pupil Premium children to develop a good awareness of their social and emotional needs.	<p>Data analysed from the 8 children who attended nurture class. Due to covid lockdown and isolations, they only received 5 weeks of broken intervention twice a week.</p> <p>Due to this there has been minimum impact for the children based on the Boxall profile results.</p> <p>Moving forward, PSED Pivots will be used to assess children who have access to social and emotional interventions. Nurture class is intended to have more regular and more frequent Boxall Profiles to be used to assess the children's impact.</p>

## 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
N/A	N/A
N/A	N/A

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

