



Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	Wollaston Primary School
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	16.38%- 49
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Zoe Richards
Pupil premium lead	Alison Pullin/Zoe Richards
Governor / Trustee lead	Sharon Toyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64485
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£64485

Part A: Pupil premium strategy plan

Statement of intent

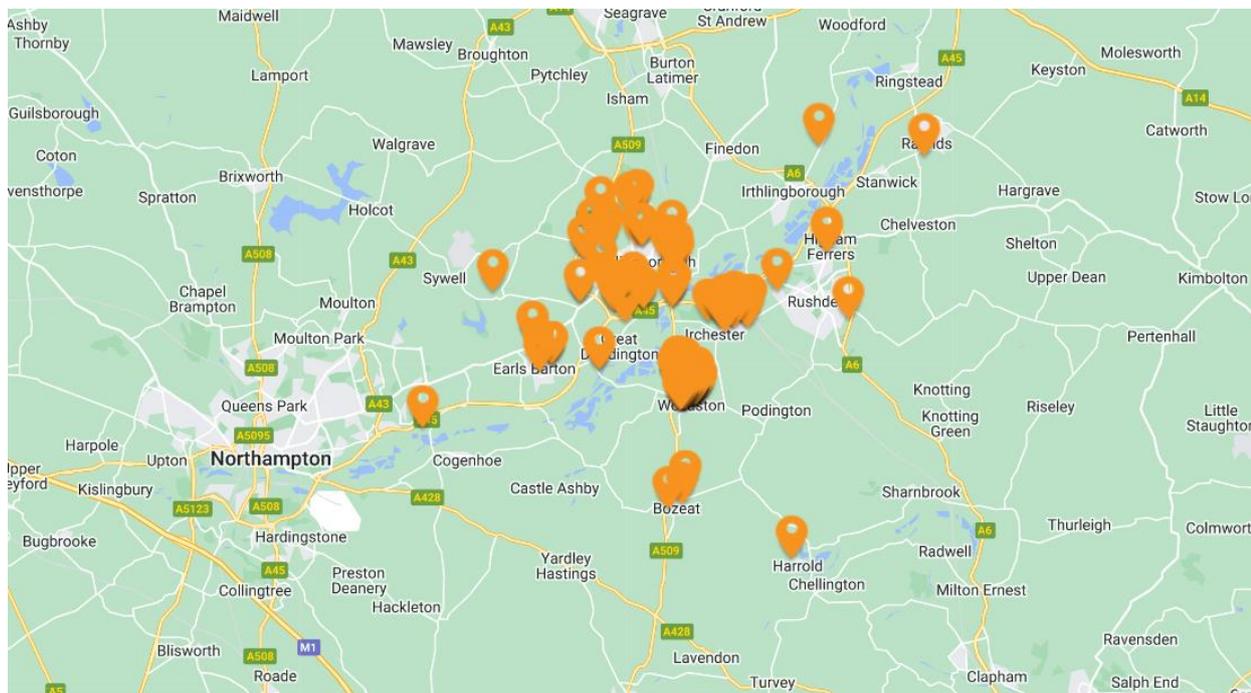
At Wollaston Primary School we strive to ensure that all of our children have equal access to academic and pastoral opportunities that promote a diverse curriculum experience. We understand that some of our families and students may experience social disadvantage, and work collaboratively to ensure that support is deployed where it is needed most. We appreciate that not all of our families experiencing social deprivation will have access to pupil premium funding and reserve the right to deploy resources to any student or family requiring support.

At Wollaston Primary we aim to:

- Endeavor to ensure that all disadvantaged students at WPS make progress across all subjects in line with their peers both at WPS and nationally
- Enhance progress for all students prioritising early reading, phonics and maths through quality first teaching and learning, and personalised intervention programmes, so pupils can quickly address any gaps in learning.
- Provide high-quality pastoral support that focusses on student's wellbeing, promotion of mental health and high levels of self-esteem. We aim for all children at Wollaston Primary School to feel happy, safe, welcomed and included. We understand the impact of nurture first, ensuring that all children are ready to learn and feel comfortable to communicate openly with those supporting them.
- Ensure that students are well equipped to understand the impact of their choices and actions, comprehending the significance of qualities instilled by our school values
- Support students and families in accessing outside agency support, identifying additional needs and signposting where support can be readily accessed within school and at home
- Promote a healthy lifestyle through active learning opportunities, the delivery of high quality PSHE and learning opportunities that support healthy eating
- Ensure that all families and students have access to and engage in all learning, including home learning delivered via Tapestry, TT Rockstar's, SATs companion, Nessy and other identified programmes of support. This may include the purchase of resources on the behalf of families linked to schemes such as Read, Write, Inc.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Demography and School Context

Wollaston Primary School is a village school located in North Northamptonshire, it is part of an academy trust (Inspire Multi-Academy Trust) of 11 primary schools. The school has 12 classes and introduced a small school nurture group in September 2022. The school currently has 1 reception/ EYFS class and 1 mixed year class in KS1. The majority of children attending reside in the village however intake may also be from other local villages. The school has a higher than average percentage of children with additional needs.



Map showing the areas of pupil intake

What are our ultimate Objectives?

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 2.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of year 6

How will we achieve these objectives?

The range of provision the school consider making for this group include and would not be limited to:

- 1:1 support for disadvantaged children who may be at risk of suspension or permanent exclusion
- 1:1 support for disadvantaged children who require significant levels of support and a personalised curriculum
- Toileting products and resources for families who require these, relieving financial stress of concern
- Phonics resources and training to allow families to become partners in supporting children in developing and maintain reading skills
- Quality, vocabulary rich texts and audio equipment for disadvantaged children to promote a love of reading and the acquisition of language, learning and comprehensive skills
- Technology to support children who do not have access to this in school and to those children who may have EAL or require speech to text technology
- Booster/intervention groups, provided on a regular basis by experienced staff within the school, who comprehend each individual's needs and the support that they need to develop personal skills and meet learning targets

- The identification of a mentor for every vulnerable child in the school, providing an adult that they can connect with and develop positive relationships with- team around the child approach
- Access to privately commissioned speech and language, educational psychology, counselling and occupational therapy assessments, ensuring that early intervention is prioritised and support allocated effectively where needed
- Access to wider learning opportunities delivered as part of a personal budget, allowing families to order uniform, pay for trips, curriculum enhancements and clubs.
- Access to high quality PSHE teaching and learning opportunities that promote health lifestyles and actively instill an understanding of resilience and positive life choices.
- High quality teaching within all year groups and classes, rooted in positive relationships and mutual respect and understanding of children as individuals

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children are not making expected progress in Maths, Reading and Writing, widening the social deprivation gap.
2	Lack of outside agency support for students and families, leading to many families seeking expensive and limited private support.
3	Lack of resilience and self-regulation skills leading to an increase in challenging behaviour and emotional difficulties.
4	Early reading, number and language skills are not developing at a fast-enough pace- expectations of all staff need to be raised
5	Poor mental health and high levels of anxiety linked to the pandemic and increasing economic pressures on families and home life.

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>To fully embed the Write Way and Vipers across the school, rapidly improving reading comprehension and writing skills and ensuring that a greater number of children achieve ARE by the end of the year</p>	<ul style="list-style-type: none"> • Data will demonstrate rapid progress for all children including PP/vulnerable groups. Pixl will be used more robustly to track progress and identify gaps in knowledge. Class teachers will be held accountable through regular core group progress meetings and will develop action plans and therapy interventions to support individual students where needed. • Children’s books will show that there is no visible difference between advantaged and disadvantaged children. Evidence of adaptive teaching will be clearly visible. • Pupil interviews will show that children are excited and engaged by their learning and can remember clearly what they have been taught, recalling key components of learning and vocabulary.
<p>To improve maths skills and understanding across the school, embedding components taught within the Powermaths study Programme. A greater emphasis will be placed upon basis skills, improving fluency linked to arithmetic and the analysis of Pixl data.</p>	<ul style="list-style-type: none"> • HLTAs will deliver weekly arithmetic lessons, collating data and sharing this with the raising standards lead on a weekly basis. • Powermaths lessons will be consistently delivered daily and all children will access daily morning work focused on developing maths skills. • Data will demonstrate rapid progress for all children including PP/vulnerable groups. Pixl will be used more robustly to track progress and identify gaps in knowledge. • Class teachers will be held accountable through regular core group progress meetings and will develop action plans to support individual students where needed. • A new raising standards lead is in place and will monitor data rigorously meeting regularly with the headteacher and deputy headteacher. • Teachers and support staff within school will provide intervention and additional tutoring for identified children- this will be led by the Headteacher and Deputy Headteacher and will utilise Pixl QLAs to ensure the

	ethos of 'pre-teach rather than re-teach.'
<p>To support staff in developing a robust understanding of the possible challenges/barriers encountered by PP children and the influence of environmental factors on learning and wellbeing. Staff will confidently identify PP children and support identified students through a mentoring role.</p>	<ul style="list-style-type: none"> • Staff will have a clear understanding of who the PP children are and will support identified children in a mentor capacity. • Staff will ensure that all children receive the support they need in order to be successful and that nurture remains at the center of every aspect of the school day. • Staff will record any concerns or communications through identified systems ensuring that children feel listened to and that pupil voice is promoted and supported. • Mentors will check in with their children weekly and share concerns as required. • Evidence of staff training will be presented in the pupil premium lead folder.
<p>To provide greater access to outside agency support via privately commissioned speech and language, occupational therapy, specialist outreach, counselling and educational psychology support</p>	<ul style="list-style-type: none"> • Children and families will have access to early intervention and high-quality specialist support, decreasing waiting times and ensuring that barriers to learning are reduced. Staff will have access to CPD opportunities identified through work with our families and bespoke to the needs of students and families living within the village community. • An inclusion parent network will be implemented and meet once a term, led by the SENCO, evidence of this and parent voice will be collated in the SENCO evidence file. • Provisions applied will be recorded on Edukey.
<p>To provide high quality early reading teaching through the implementation of the Read, Write, Inc phonics Programme from EYFS to year 3 and through the delivery of the Fresh start Programme in Upper KS2.</p>	<ul style="list-style-type: none"> • There will be a significant improvement in phonics outcomes. 85% of all children will meet the standard required for the phonics screener. • 85% of all children will meet the expectations for their year group at the end of the academic year. • There will be clear evidence of phonics tutoring and tracking of starting points and progress ensuring that children 'keep up' rather than 'catch up.' • Children will have greater access to all aspects of the curriculum through the active promotion and acquisition of

	<p>reading skills.</p> <ul style="list-style-type: none"> • Phonics screening and reading speed data will reflect improvements alongside comprehension skills. Phonics tutoring will be in place and promote an ethos of 'keep up, not catch up.' • Children will have access to high quality texts both within school and to support home learning, these will match their phonic ability/reading ability. There will be a clear structure in place for accessing reading books, including a clear strategy for supporting children who are 'free readers.'
<p>To provide access to high quality CPD for all staff focused on supporting anxiety, attachment, mental health, nurture and emotional regulation.</p>	<ul style="list-style-type: none"> • All staff will be provided with an understanding of strategies to support a diverse range of needs, promoting a consistent 'team around the child approach for all children.' • There will be a prominent culture of nurture at the heart of everything we do and it will be actively promoted that all children should receive the individual provision they need in order to be successful. • Records will be kept by the inclusion team via Edukey and evidence of CPD will be evident from certification gained following the completion of training. • All staff will have access to mental health CPD led by creative education and certificates of training will be held in staff folders.

Activity in this academic year

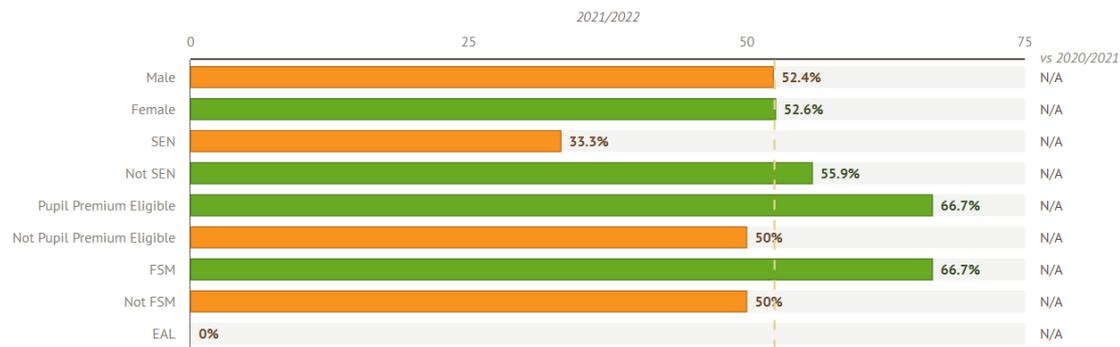
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Phonics</u></p> <p>Read, write, Inc training to be provided for members of staff who have not yet been trained.</p> <p>Phonics lead will ensure that all members of trained staff have access to a complete phonics delivery kit.</p> <p>Phonics leadership support to be purchased from the Read, write inc team to ensure new phonics lead can implement, lead and monitor phonics effectively.</p> <p>Phonics lead to be provided with half a day out of class a week to lead phonics and 2 hours a week to provide group coaching teaching alongside other teachers.</p>	<p>The ability to read is at the heart of every aspect of learning within the National Curriculum and beyond. Children who are given a strong start with developing early reading skills have greater access to all aspects of the curriculum. Weak communication and language skills affects children’s ability to hear, repeat and identify sounds. This impacts on their phonics and subsequent reading abilities. Poor reading skills has had ramifications on other areas of the curriculum and their learning outcomes.</p> <p>Previous phonics outcomes have not been high enough and this has led to a number of children requiring greater access to phonics teaching over a prolonged period of time. Last year 66.7% of PP children passed the phonics screening. 52.5% of children passed overall. This is below National Average.</p> <p>The EEF Toolkit states that the effective use of high-quality teaching of Phonics has a high impact for very low cost.</p>	<p>1 and 4</p>

Phonics data for the year 2021-2022



Powermaths

Further development of the teaching of Powermaths across school, developing the consistent use of concrete materials to enhance teaching and learning.

Leadership of maths to be split between 2 experienced senior members of staff due to the breadth of support needed.

Learning walks and book scrutiny's to be completed on a regular basis (at least once per term.)

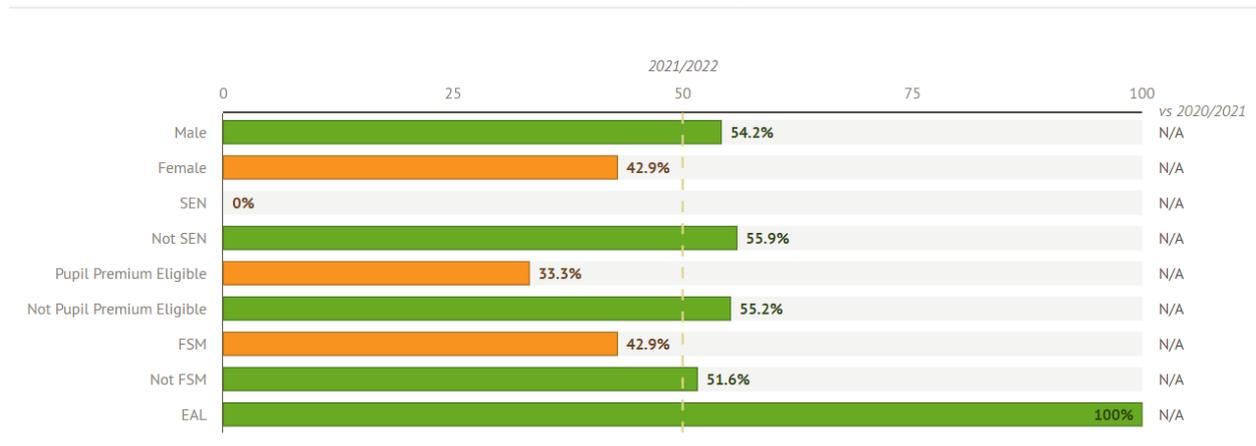
ECTs to observe experienced members of staff,

Assessment data at the end of last year showed that in Key stage 1 33.3% of PP children met the expected standard for maths, however in Key stage 2 57.1% of PP children met the expected standard in their Key stage 2 SATs. Data for maths across the school is lower than National data.

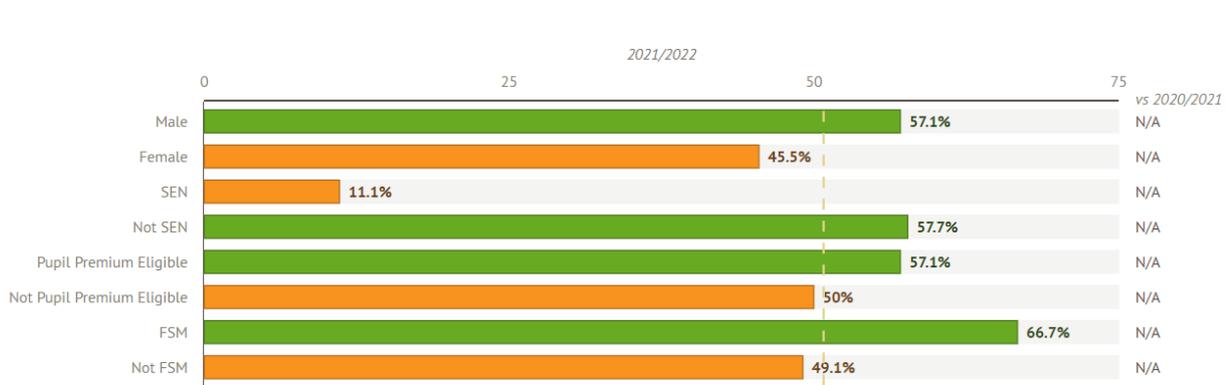
Data analysis completed by the Headteacher and Deputy Headteacher during the summer indicated that rapid recall of arithmetic facts, stamina and resilience when approaching problem solving and the ability to use manipulative concrete resource to enhance and secure understanding are key factors for consideration and development.

1 and 4

KS1 Maths outcomes 2021-22- children who met the expected standard



KS2 Maths outcomes 2021-22- children who met the expected standard



Family support and Early intervention

Wollaston primary school to commission time with the following professionals:

- Traintalk- Speech and Language
- Blossom Occupational Therapy
- Brighter futures- children's counselling
- Private and county educational psychology services

At least a third of commissioned time will be solely used to provide CPD opportunities for staff and parents, providing a robust understanding of the difficulties that may be experienced by disadvantaged children- environmentally, socially and within a learning context.

Wollaston Primary School has a higher than average number of children who require additional support. The mental health and wellbeing of our children remains a priority, waiting lists for outside agencies remain long, which often delays the application of support where it is needed most.

Staff are encountering a wider breadth of need and many of these link to children who are identified as PP. Staff are very keen to develop their skillset developing a greater depth of understanding and deployment of skillset within classrooms.

Data collated last year has indicated a need for CPD focusing on the following areas:

- The development and

2 and 5

<p>Following the implementation of CPD a staff library of book and resources will be built to promote ongoing professional reading and understanding in these areas.</p>	<p>progression of handwriting skills</p> <ul style="list-style-type: none"> • Sensory processing and adaptations that can be effectively deployed in the classroom • The acquisition and development of speech and language skills and assessing these effectively • Attachment and trauma 	
<p><u>Mental health and wellbeing</u></p> <p>Members of staff will be identified and enrolled onto the following mental health qualifications:</p> <ul style="list-style-type: none"> • Wellbeing champion course- supported by the apprenticeship levy • Senior mental health lead qualification- funded by the DFE • All staff to have access to CPD via creative education 	<p>At Wollaston Primary School we understand that Mentally healthy children have a positive quality of life and can function effectively at home, in school, and in their communities. Accessing outside agency support in this area is persistently difficult and often waiting lists are long. Providing specially qualified members of staff ensures high quality support for children and staff within our school community.</p>	<p>2,3 and 5</p>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intervention and boosting</u></p> <p>High quality tutoring to be provided for children to support them in achieving their full potential.</p> <p>This will be provided by staff during the October half term holiday focusing on developing resilience and stamina during test situations.</p> <p>Headteacher to contact staffing agency to request tutoring support.</p> <p>During the spring term a team of staff to be identified to provide additional tutoring support after school for a period of 6-8 weeks. This will be defined by the PIXL therapies and therapy groupings/QLAs</p>	<p>We want to invest in some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest small group teaching is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. The EEF toolkit evidence for within group setting states that is has moderate impact for low cost, with extensive evidence to support its development in Maths.</p> <p>Intervention will focus on an ethos of 'pre-teach rather than re-teach.'</p>	<p>1 and 4</p>
<p><u>Phonics</u></p> <p>Purchase of training and resources to implement the Freshstart intervention Programme (RWI)</p> <p>Delivery of 1:1 phonics coaching for identified children daily within all phonics groups.</p>	<p>Read, Write, Inc was first implemented at Wollaston Primary School in January 2022. This has provided a clearly defined approach to teaching synthetic phonics and reading. Results indicate that this is having a positive impact. In September 2022 the use of the scheme was extended across school to incorporate the continuing need for phonics into year 3. Within KS2 there are a number of children who are hindered by their ability to read.</p> <p>Fresh Start (FS) is a catch-up literacy intervention for pupils at risk of falling behind their peers. It</p>	<p>1 and 4</p>

	<p>provides systematic and rigorous practice in phonics. Pupils are assessed and then grouped according to their levels of reading ability. Teaching in these groups begins with recognition, practice and blending of sounds and graphemes, based on a set of module booklets</p>	
<p><u>Phonics home learning</u></p> <p>Phonics home learning kits to be produced for all children still working on the Read, Write, Inc Programme. These will be tailored to each coloured level and promote the practicing of speedy recognition of sounds, red words, fred talk and reading fluency</p>	<p>Last year the school's homework policy was rewritten as it had become inconsistent across year groups. An emphasis on the importance of reading has been reiterated to parents and a new logging system was introduced by the school's reading lead.</p> <p>The EEF teaching and learning toolkit highlights that where homework is effectively used this can have a high impact upon children's learning for a low-cost implication. It is noted that homework linked to classwork tends to be more effective and that it is important for the purpose of this to be clear. It is also stated that it is quality over quantity that has the most significant impact.</p>	1 and 4
<p><u>Reading</u></p> <p>All children will have access to a diverse range of books suitable for their stage of reading development</p> <p>All classes will have a class library sharing suitable texts for children's age and providing a clear level of challenge</p> <p>School libraries to be reorganised providing a reading for pleasure library and a more structure reading scheme library</p> <p>The notion of 'free reading will be considered more widely'</p>	<p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>A reading remains a priority for Wollaston Primary School it is vital that a culture of reading continues to be developed. This should be evident across the whole school and invitations to read will support staff in promoting an excitement for literature.</p> <p>Many disadvantaged children do not have access to a wide breadth of books at home impacting on their inclination to read around school times.</p>	

<p>The promotion of home libraries will be key for identified children providing them with access to a variety of texts that promote multiculturalism.</p>		
<p><u>Communication and Language</u></p> <p>Last year a large role play area was created under the stairs in EYFS. This has been successfully used with our youngest children however is not in use throughout the whole day and provides a beneficial resource for children to develop social and communication skills.</p> <p>This area will be redeveloped and the use of space reconsidered. It will be timetabled to small groups of children and used more proactively.</p>	<p>Following the pandemic, it has become distinctly apparent that many of our children are struggling to interact with their peers and struggle to understand social conventions. This can lead to conflict which impacts upon learning time and wellbeing.</p> <p>Whilst lunch club has been successful wider support is needed across the school focusing on a larger breadth of children. Many children within the school cohort socialise in the village around school times and this too can lead to conflict that impacts upon relationships within school.</p>	<p>1 and 3 and 5</p>
<p><u>Principles of nurture</u></p> <p>There are a group of identified children who have significant SEMH difficulties linked to attachment and early childhood trauma. The classroom environment is often overwhelming and this can lead to disruption to learning time.</p> <p>In September a nurture group will open primarily focused on providing support for 4 children. This will be guided by the principles of nurture and be led by an experienced member of staff. Once this is established other children will be brought into the group to support their SEMH needs, building a team of adults who support children within the group.</p>	<p>The importance of metacognition and self-regulation has become much more widely researched and discussed within education. The EEF state that 'Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months' additional progress.'</p> <p>Support provided within school has identified that some of our children can demonstrate anxiety responses of fight, flight or freeze which can cause disruption in the classroom and that time is frequently spent supporting self-regulation.</p> <p>The key principles of nurture are identified as being:</p> <ul style="list-style-type: none"> • Children's learning is understood developmentally. • The classroom offers a safe base. <ul style="list-style-type: none"> • Nurture is important for the development of self-esteem. • Language is understood as a vital means of communication. • All behaviour is communication. 	<p>1 and 4</p>

	<ul style="list-style-type: none">• Transitions are significant in the lives of children	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Culture of reading</u> Purchase of key texts for individual children-promoting reading for pleasure, the building of a home library and exposure to texts prior to teaching (pre-learning)</p>	<p>There are strong links between the outcomes for children who have access to book and read these on a regular basis. Evidence in the classroom has shown greater levels of engagement and raised interest levels as investments have been made in class sets of specific texts. During the pandemic and the closure of many services, children had reduced access to a wide range of texts and the love of books for many was forgotten. The school has an extensive library. Access to books prior to them being taught allows children to investigate vocabulary and content prior to their peers supporting their confidence and participation levels.</p>	<p>1 and 4</p>
<p><u>PSHE</u> Access to the Life Education Bus Experience, supporting a robust understanding of healthy lifestyles and positive life choices Access to the Skipbeatz choices workshop-following on from our skipping workshops funding by Sports Premium funds</p>	<p>Coram Life Education is the leading charity provider of relationships, health, wellbeing, and drugs education to children across the UK. In September Wollaston Primary School instigated a new behaviour policy focused on promoting positive behaviour, mental health, wellbeing, resilience and achievement delivered via our school values. The safeguarding team meet regularly and there has been a notable increase in concerns raised linked to relationships, health and wellbeing. Access to interactive workshops aims to provide preventative action encouraging children to make well informed decisions and life choices.</p>	<p>2,3 and 5</p>

<p><u>Wider curriculum</u> Access to sport clubs and certificates</p> <p>Access to music lessons</p> <p>Access to support in purchasing school uniform</p> <p>Access to school trips and residential</p>	<p>All pupil premium children have access to a sum of money that can be used for before or after school sports clubs, music lessons, uniform and trips. We feel that it is important that they are able to access extra-curricular opportunities available to all other children. We see this as a vital way of improving their mental health and wellbeing.</p> <p>Staff members having the knowledge and confidence to point our pupil premium children towards these opportunities.</p>	
<p><u>Art and wellbeing</u> Development of an art therapy club led by a team of creative school staff.</p> <p>Art therapy will be delivered through lunch club for children with identified SEMH needs and after school for KS2 children</p> <p>Provision provided for 15 identified children at lunch (predominantly LKS2 and KS1) and 15 children in KS2 after school.</p>	<p>The EEF outlines arts education as having a positive outcome and strong evidence outcome for low implementation costs. Key finding number one outlines arts education as having a positive outcome on academic outcomes in other areas of the curriculum. Alongside this art provides an opportunity for children to support their wellbeing through applying their creative learning skills. This will be supported by a HLTA who has utilised art to develop a small business. Children in KS2 do not always hold strong aspirations for the future and will encounter how artistic skills can be applied to create products and develop enterprise skills.</p>	3 and 5

Total budgeted cost:

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.

At the end of last year, the school's pupil premium lead retired and our family support worker moved onto a new position, previously they had worked in collaboration to develop the pupil premium strategy. In September 2022 the pupil premium lead position was redeployed and is currently managed by the Deputy Headteacher and Headteacher.

Last year it was identified that whilst the PP mentor scheme had been supportive for many children, staff were finding it challenging to meet regularly with their identified child due to them being taught within other classes or key stages. Following the leaving of our family support worker greater emphasis has been placed on children being supported by adults within their class or year group and this has had a positive outcome. For children who may struggle with anxiety, self-regulation or require daily check-ins these are managed by the school SENCO and Senior Leadership team. The mentor list will be taken to Learning partner and Staff meetings to work with staff to identify members of staff that may be best to support specific children moving forwards. Some children have completed 'team around the child' handprints or have visual Widget 'who can help me' boards. The school inclusion team continue to meet regularly to discuss individual children.

Group and individual tutoring last year proved difficult to acquire and organise. This led to this not being consistently applied for some of our children. Technology also impacted upon this as this was often challenging and did not work reliably.

Powermaths continues to be deployed across school and staff and children benefitted from the use of a fully developed curriculum and fully planned resources. This has taken time to embed and this is a process that is being closely monitored by our maths and raising standards lead. Whilst the resources provided were easily accessible and implemented successfully through the purchase of our new interactive whiteboards, the use of concrete resources alongside this now needs to be developed as a priority.

In September 2022 the decision was made to use our team of experienced HLTAs to provide PPA cover for our teachers, moving all PPA to the afternoons and providing consistently time tabled core teaching in the morning. This led to our sports provided no longer being able to provide sports clubs, including our PP sports club. Prior to this uptake for the club was very low and attendance sporadic. Alongside this we took a group of children to Ride High, an equine therapy Programme aimed at supporting SEMH needs. Whilst the children enjoyed their time with the horses SDQ and Boxall assessments completed prior to this and following the course indicated that this has not had the desired impact and as an expensive resource would not be viable to continue.

Data outcomes at the end of the year did not meet national averages.

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	Provided
Speech and Language therapist	Privately commissioned
Occupational Therapist	Privately commissioned
Children's counsellor	Privately commissioned
Equine Therapy	Privately commissioned
Educational Psychologist	Privately commissioned