

Pupil Premium Strategy Statement

 An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build **strong relationships**
- be **stronger together**

How will we succeed?



Every Child Succeeds

Social Justice; transforming lives through learning.

We believe in:

- the provision of an outstanding educational experience for every child, regardless of their background
- improving the life chances of every child through the removal of barriers that may affect their learning and personal development
- providing the right opportunities to enable every child to succeed
- the need to know every child and having the highest expectations for and of them
- the power of partnership working (Parents and Carers, External Agencies, Primary Schools, FE Providers)
- no child leaving education without a confirmed next step in place

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 | Cranbrook Education Campus - Primary |
| Number of pupils in school | Nursery - Y6: 536 |
| Proportion (%) of pupil premium eligible pupils | 120/536 = 22.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 15 th December 2023 |
| Date on which it will be reviewed | 1 st November 2023 |
| Statement authorised by | Krishna Gandhi - Head of Primary & Senior Deputy Head of Campus |
| Pupil premium lead | Hannah Wickens |
| Governor / Trustee lead | Les Bayliss |

Funding Overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year (2023/2024) | £143,340 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year (2022/2023) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £143,340 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

Cranbrook Education Campus is a school rooted in its community where aspirational learning and opportunities transform the lives of our pupils. Our mission is to transform lives and strengthen our communities to make the world a better place. This is evident in our unapologetically academic curriculum which is intended to remove glass ceilings for all pupils and allows them to link their learning to their future life choices. Our commitment to quality-first teaching is reflected in strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged pupils they teach, tutor or mentor: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged pupils as leaders in our community: E.g. representation on all pupil voice bodies we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our

most vulnerable students.

We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.

We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged pupils.

We offer opportunities for independent practice: we explicitly teach pupils learning habits, which are embedded in lessons and monitor their success throughout school and intervene, where necessary, to support progress.

We raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered.

We understand that excellent attendance is fundamental to pupil success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

| Challenge Number | Detail of Challenge |
|------------------|--|
| 1 | <p>PP pupils achieve less well than their non-PP peers: Our assessments, observations and stakeholder voice suggest that our disadvantaged pupils have been impacted by partial school closures. These findings are in line with several national studies. This has resulted in significant gaps in attainment.</p> <p>Phonics DS: 36% All Pupils: 67%</p> <p>Multiplication Check DS: 15.9 All Pupils: 21</p> <p>Achieving a good level of development in EYFS: DS: 44% All Pupils: 69%</p> <p>Combined Expected or Higher DS: 29% All Pupils: 50%</p> <p>KS2 Progress DS: -8.70 All Pupils: -4.90</p> <p>Ensuring our disadvantaged pupils make suitable progress should continue to be a focus for the next academic year.</p> |

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| 2 | <p>Attendance issues.</p> <p>Attendance figures are currently poor for disadvantaged pupils, and we would like to address this as our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>In the 2022/23 academic year, whilst our attendance for all Reception to Year 6 Pupils was 93.6 though our Reception to Year 6 DS Pupils fell short of this at 90.3%. In 2023-2024, Half Term 1, our overall attendance for Reception to Year 6 Pupils was 96% though our DS attendance for these year groups fell short of this at 93.9%.</p> |
| 3 | <p>Weak Language and Communication skills</p> <p>Most children are working below age related expectations. Children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> |
| 4 | <p>More frequent behaviour difficulties.</p> <p>Disadvantaged pupils are more likely to get an Unacceptable for behaviour and this has an effect on their academic progress and that of their peers.</p> <p>In 2022-2023, out of our 10 pupils receiving the most unacceptables, 7 were DS in comparison to 3 who were not. Their positive</p> |
| 5 | <p>Parental engagement and support from home.</p> <p>There is a low level of attendance at parent events. Tracking shows parents do not engage this the reading system or hear pupils read as frequently as parents of non-disadvantaged pupils</p> |

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| 6 | <p>Low attainment on Entry and relative to Non-Pupil Premium poor progress in EYFS</p> <p>Screening on entry evidenced that 70% of pupils needed either boosters of NHS referrals in speech and language. Due to Covid and other factors pre-school provision has been interrupted or not happened for several pupils.</p> |
| 7 | <p>Basic Number facts</p> <p>All monitoring of maths and assessment demonstrates gaps in number knowledge and poor calculation skills in particular:</p> <ul style="list-style-type: none"> ● Multiplication Check <ul style="list-style-type: none"> ○ DS: 15.9 ○ All Pupils: 21 ● 2022 SATS <ul style="list-style-type: none"> ○ DS Maths Progress: -7.14 ○ All Pupils Maths: - 4.1 |
| 8 | <p>Disadvantaged pupils do not maintain positive attitudes to Reading and are often below their age-related reading age. Assessments on entry to KS1 indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Currently this difference is maintained through school on all measures of engagement in reading.</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 |
|--|--|
| 1. Higher rates of progress across all year groups | Pupils identified as disadvantaged make as much progress as non-disadvantaged peers and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in, pupil progress meetings, drop ins and coaching, work scrutiny and outcomes. |
| 2. Increased attendance rates and persistent absence addressed for pupils eligible for Pupil Premium. | Reduce the number of persistent absentees among pupils eligible for Pupil Premium from 13.4% (2022-2023) data to 10%. Overall attendance of disadvantaged pupils in line with or above NA. |
| 3. Improved language and communication skills, with a focus on oracy, for pupils eligible for Pupil Premium. | <p>Pupils in all year groups who are eligible for Pupil Premium make rapid progress so that they meet age related expectations at least.</p> <p>During quality improvement and coaching, pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</p> |

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| <p>4. Behavioural issues addressed.</p> | <p>Raise staff awareness of challenges faced by our disadvantaged pupils</p> <p>Raise expectations of behaviour for disadvantaged pupils.</p> <p>Reduce incidents of poor behaviour both within the classroom and on playgrounds</p> |
| <p>5. Increased parental engagement and support from home.</p> | <p>Increase in the number of parents of pupils eligible for Pupil Premium attending Parents' Evenings/events this to include a longer session with Parents. Parents Evenings will be followed up for 100% attendance for PP pupils.</p> |

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| | <p>Increased uptake in surveys and parent voice.</p> <p>All Pupil Premium pupils to be represented in pupil voice activities.</p> <p>Improved relationships with families and co-creation of opportunities to support improved outcomes for disadvantaged pupils.</p> |
| <p>6. Families identified as having complex family situations are supported through a multi-agency approach.</p> | <p>Parent voice will be captured, and pupil progress will not be affected by adverse childhood experiences.</p> <p>PP pupils with complex family situations will be supported as part of our Early Help processes and will be in line with their target grades the end of the academic year.</p> |
| <p>7. Pupil Premium pupils to accumulate the skills and experiences needed to improve social capital and life aspirations (Persona Development)</p> | <p>Every PP pupil will be enabled to take part in extra-curricular clubs.</p> <p>Breakfast, before school, lunchtime and after school enrichment will be offered to increase uptake.</p> |
| <p>8. Pupils eligible for Pupil Premium to maintain positive attitudes to reading.</p> | <p>All disadvantaged pupils will read regularly and in pupil voice pupils eligible for Pupil Premium will talk about a love for reading.</p> <p>Trained volunteers to hear pupil read in school time</p> <p>PP pupils will make expected progress in reading and will have reading ages in line with or above their age.</p> |

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,383

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>High quality teaching: Incremental Coaching and Targeted CPD Mentoring for staff</p> | <p>£19,033</p> <p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Teachers will also benefit from Incremental Coaching; Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.'</p> <p>To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form</p> | <p>1 and 4</p> |

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| | <p>of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo.</p> <p>Research link: THE EEF GUIDE TO THE PUPIL PREMIUM</p> <p>Bespoke Coaching: £2,100</p> | |
| <p>Educational Technology packages to support Homework (Boom Reader, Sparx, Numbots , Ontrack, ,Writing Wizard, Otisno, IDL)</p> | <p>£5,800.00</p> <p>Technology has been recognised as having the capacity to have a positive impact in pupils’ progress particularly when it is used to supplement and support in-class teaching.</p> <p>Research link: Homework: EEF Teaching & Learning Toolkit</p> | <p>1,3, 5 & 8</p> |
| <p>Continued use of Knowledge Booklets in Primary to support with knowledge retrieval and homework</p> | <p>£2,250</p> <p>Leaders of all curriculum subjects to monitor progress and attainment for DS pupils as part of all work they do</p> <p>The EEF site the ‘Ofsted research defined a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “invaluable knowledge they want their pupils to know” Knowledge organisers support this approach in equipping pupils with the powerful knowledge they need for each subject in each cycle.</p> <p>Research link: Homework: EEF Teaching & Learning Toolkit</p> | <p>3 & 5</p> |

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| <p>Reading Resources: Little Wandle Phonics and Catch up programme Big Cat</p> | <p>£2,200</p> <p>Studies show that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve</p> | <p>1,5,6</p> |
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| | decoding skills more quickly for pupils who have experienced these barriers to learning. | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Improve reading and comprehension. Specialist speech & language and literacy interventions in Primary phase.</p> <p>e.g. IDL, Accelerated Reader, Little Wandle</p> | <p>£7,579- additional SALT screening and intervention</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects and are used to enable pupils to access the whole curriculum. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject</p> <p>Research Link: Oral language interventions: EEF Teaching & Learning Toolkit</p> <p>Research: Reading Comprehension strategies: EEF Teaching & Learning Toolkit</p> <p>Research link: Phonics:EEF Teaching & Learning Toolkit</p> <p>Research link: AcceleratedReader: EEF Project</p> | <p>3 & 8</p> |
| <p>Academic Mentoring for 20 * KS2 pupils- Years 5 and 6</p> | <p>£15,170.5</p> <p>In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>Research Link: Small group tuition: EEF Teaching & Learning Toolkit</p> | <p>1, 3 & 7</p> |

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| Additional Teaching Assistant deployment and interventions | <p>From budget below</p> <p>Teaching assistants will have capacity to carry out a range of considered impactful interventions as listed in other parts of this plan supporting pupils accelerated academic progress and social and emotional development</p> | 1,2,3,4 |
|--|--|---------|

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £89,207

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Inclusion (Mentoring/Nurture/Mental Health) provision for targeted pupils and pupils who become dysregulated</p> <p>Family Support Worker</p> | <p>35,381 – Wage cost – Family Support Worker/ Deputy Safeguarding lead, Campus community worker,</p> <p>£37,759 - Additional Teaching Assistants for Emotional Logic, Reintegration, Inclusion activities, Attendance Officer, Staff for Therapeutic interventions e.g. journaling</p> <p>According to the EEF, “social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.” Our Inclusion Team provide these interventions alongside a menu of support to help pupils focus on the areas mentioned to support with well-being as well as minimising lost learning time.</p> <p>Research Links:Social and emotional learning: EEF Teaching & Learning Toolkit</p> <p>Behaviour interventions: EEF Teaching & Learning Toolkit</p> | 1,2,4 and 6 |

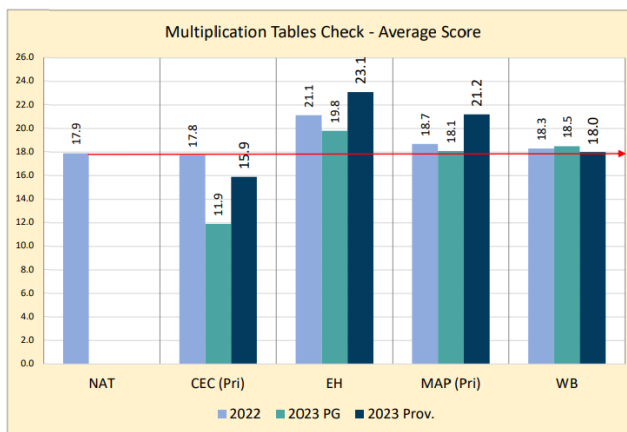
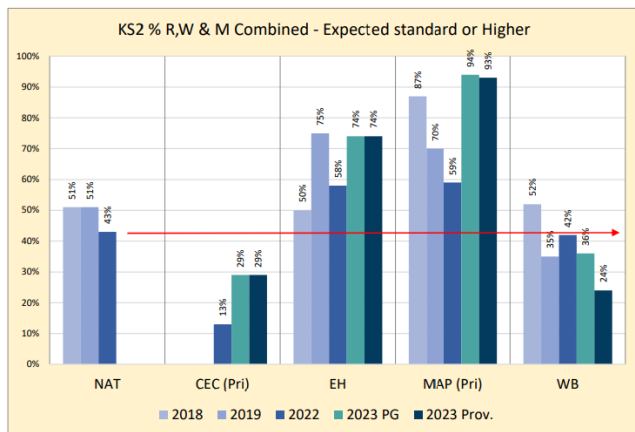
| | | |
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| Breakfast club provision | £1,300 Breakfast clubs have been proven to address issues of concentration, behaviour, punctuation, social development and understanding of nutrition and health. Research Link: Magic Breakfast: EEF projects and evaluation, Asda | 6,4,5 |
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| Increase attendance at extra-curricular clubs and for external trips | <p>£5,000</p> <p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Research Link: Sports participation: EEF Teaching & Learning Toolkit</p> <p>Arts participation: EEF Teaching & Learning Toolkit</p> | 4,3,1 |
| Extended School Time | <p>£1000</p> <p>Provision for Y5 and 6 through booster classes and Easter holiday provision</p> | 1,7,8 |
| Educational Welfare & Educational Psychology support | <p>£ 8767.00 - Ed Pysch Team</p> <p>The EEF suggests that "children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers." The Educational Welfare Officer and Psychology provides support in both attendance and the reasons behind it.</p> <p>Research Link:</p> <p>Social and emotional learning: EEF Teaching & Learning Toolkit</p> | 1,2,4 and 6 |

Total budgeted cost: £143,340

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes



We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that reading, writing and maths progress for disadvantaged pupils was significantly below National Average. Though still below national average, 2022-23 data for DS pupils combined scores was more than double the previous year showing that we are on track to improve.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. The data demonstrates that disadvantaged pupils on average attained lower combined scores at KS2 compared to non-disadvantaged students.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that attendance for disadvantaged students is above national average however this is still an area for improvement for the school. Disadvantaged pupils are not disproportionately represented in our Unacceptable Behaviours.

Based on all the information above, the performance of our disadvantaged pupils *did not* meet expectations, though we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that strategies including Academic Mentoring, increasing participation in extra-curricular opportunities and clubs and provision of breakfast club have been particularly effective during the previous academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

| Intended Outcome | Success Criteria | 21-22 | 22-23 | 23-24 |
|--|---|-------|-------|-------|
| 1. Higher rates of progress across all year groups | Pupils identified as disadvantaged make as much progress as non-disadvantaged peers and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in, pupil progress meetings, drop ins and coaching, work scrutiny and outcomes. | | | |
| 2. Increased attendance rates and persistent absence addressed for | Reduce the number of persistent absentees among pupils eligible for Pupil Premium from 13.4% (2022-2023) data to 10%. Overall | | | |

| | | | | |
|--|--|--|--|--|
| pupils eligible for Pupil Premium. | attendance of disadvantaged pupils in line with or above NA. | | | |
| 3. Improved language and communication skills, with a focus on oracy, for pupils eligible for Pupil Premium. | <p>Pupils in all year groups who are eligible for Pupil Premium make rapid progress so that they meet age related expectations at least.</p> <p>During quality improvement and coaching, pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</p> | | | |
| 6. Families identified as having complex family situations are supported through a multi-agency approach. | <p>Parent voice will be captured, and pupil progress will not be affected by adverse childhood experiences.</p> <p>PP pupils with complex family situations will be supported as part of our Early Help processes and will be in line with their target grades the end of the academic year.</p> | | | |
| 7. Pupil Premium pupils to accumulate the skills and experiences needed to improve social capital and life aspirations (Persona Development) | <p>Every PP pupil will be enabled to take part in extra- curricular clubs or opportunities.</p> <p>Breakfast, before school, lunchtime and after school enrichment will be offered to increase uptake.</p> | | | |
| 8. Pupils eligible for Pupil Premium to maintain positive attitudes to reading. | <p>All disadvantaged pupils will read regularly and in pupil voice pupils eligible for Pupil Premium will talk about a love for reading.</p> <p>Trained volunteers to hear pupil read in school time</p> <p>PP pupils will make expected progress in reading and will have reading ages in line with or above their age.</p> | | | |

| | | | |
|----------------------|-----------------------------------|---|-----------------|
| Success criteria met | On track to meet success criteria | Started but not on track to meet success criteria | Not yet started |
|----------------------|-----------------------------------|---|-----------------|

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 |
|--------------------------------------|---|
| Accelerated Reader | Renaissance https://www.renaissance.com/products/accelerated-reader/ |
| SPARX | Sparx - https://sparx.co.uk/ |
| Numbots | Numbots https://play.numbots.com/#/intro |
| Tapestry | Tapestry https://tapestryjournal.com/ |
| Collins Big Cat Online Phonics Books | Collins https://collins.co.uk/pages/collins-big-cat?gclid=CjwKCAiAh_GNBhAHEiwAjOh3ZLnMXMAwhPKo4jvi24XKUUXlHi1zc-Ya2tuLVozMFHwldyBgo3bRoCbtsQAvD_BwE |
| Little Wandle | Little Wandle https://www.littlewandlelettersandsounds.org.uk/# |

Service Pupil Premium Funding

A full consultation during Autumn 2022 was held with Service Families to identify impactful and effective spend of Service Pupil Premium Funding. There are 15 pupils currently eligible for the funding and the impact of this will be monitored over the year

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | Purchase of Chromebooks designated for communication with family during deployment; Time with Designated Leader for Service Children; Themed books. |
| What was the impact of that spending on service pupil premium eligible pupils? | Opportunities for scheduled calls and communication. Additional support and nurture opportunities both during collective opportunities for reflection (e.g. Remembrance Day) and individually important moments. The school has also purchased a number of books which are used to support children who are struggling with a parent's deployment which has allowed for valuable discussion and reflection. |

Further Information

We use school funds in addition to our pupil premium funding allocation to resource the above strategies.

We use school funds in addition to our pupil premium funding allocation and Recovery Premium funding allocation to resource the above strategies.