

Pupil premium strategy statement – Elms Bank School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	159
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 27
Date this statement was published	20.11.25
Date on which it will be reviewed	20.11.26
Statement authorised by	Catherine Dent
Pupil premium lead	Katie Cass
Governor / Trustee lead	Mary Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150, 572.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£150, 572.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Behaviour for Learning
- Communication
- Cognitive development
- Pupil wellbeing
- Social opportunities

Our approach focuses on Excellence for All, including good quality teaching and pastoral support which targets areas that dis-advantaged pupils require it most.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and enhanced provision. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with an emotionally informed approach to support them develop pro social behaviours by regulating their thoughts and emotions. Pupils are supported to develop wellbeing strategies and self-regulation skills to enable them to engage in learning and to access wider school and community opportunities.

Our strategy will be driven by the needs and strengths of each young person. The evidence base for this will be summative and qualitative assessments, engagement data, case studies and EHCP reviews. The measure of impact will centre on achieving aspirational outcomes for all disadvantaged pupils including accreditation in line with their peers. This will help us to ensure that we offer them the relevant skills and experience they require.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. Where pupils have received Maths and English intervention the gap has closed, the intention is to maintain this.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	A significant number of pupils have experienced adverse childhood experiences. This impacts their emotional wellbeing and ability to self-regulate leading engagement needs that have an impacted on their readiness for learning. 44% of pupils who are identified as requiring support to engage in learning are disadvantaged.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Some pupils eligible for pupil premium have limited social opportunities and they cannot take part in enrichment activities, as cost is a barrier. These include residential trips and music tuition.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for disadvantaged pupils in all maths and English relative to their starting points as identified through baseline assessments and progress meetings.	Progress and attainment in English and maths in line with their peers and meeting school targets of 75% silver or above progress. All disadvantaged year 11 pupils to achieve their target accreditation.

Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	All targeted pupils to meet targets as set out in their individual communication passports.
Pupils can use/engage with a range of self-regulation and wellbeing strategies in order to develop pro-social behaviours.	Pupils identified as SEMH or with complex and challenging behaviour to meet their achievement and progress targeted outcomes. All pupils with twenty or more behaviour points to engage with their individual engagement plan.
All pupils to have access to enrichment and enhanced provision opportunities.	All pupils provided equal opportunities to access extended school provisions, instrumental lessons, and additional therapy sessions in line with their peers. Evidenced through case studies and conversations with pupils and their families.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.</i>	Extensive research demonstrates that effective pastoral provision within schools is essential to help break down barriers to pupil engagement and success. The pastoral team will focus on tracking engagement, providing a programme of intervention and support. https://www.research.manchester.ac.uk/portal/files/20970524/POST-PEER-REVIEW-PUBLISHERS.PDF	1, 3

<p><i>Speech and Language Therapist Assistant in role to support additional SaLT provision guided by SaLT. This will ensure effective provision for all pupils following the three tiers of need. Additional capacity will enhance the total communication strategy across school (SDP target).</i></p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal School of Speech and Language Therapists.</p> <p>Research demonstrates that signing supports children to develop their language and communication skills.</p> <p>https://www.signingtime.com/resources/research/#infantsA</p>	<p>2</p>
<p>Use of trained signing tutor to deliver staff and parent training sessions – this will enhance the staff skills in signing across school. (SDP - target).</p>	<p>Research demonstrates that signing supports children to develop their language and communication skills.</p> <p>https://www.signingtime.com/resources/research/#infantsA</p>	<p>2</p>
<p>Additional training in specialist areas of pupil wellbeing including mental health 1st aid training. (SDP – wellbeing).</p>	<p>Mental Health First Aid training has positive effects on teachers' mental health knowledge, attitudes, confidence, and their approach to supporting pupils.</p> <p>Mental health first aid training for high school teachers: a cluster randomized trial BMC Psychiatry Full Text</p>	<p>1, 3</p>

<p>Trauma informed training provided for staff in addition to specialist coaching for Nurture/ inspire and college staff. Facilitated by trauma informed practitioner. Two additional trauma informed practitioners to be trained.</p>	<p>Research identifies that trauma informed approaches can significantly impact pupil engagement.</p> <p><i><u>"Promoting trauma-sensitive school approaches has the greatest potential to positively impact all students, regardless of trauma history." (crisis prevention, 2021)</u></i></p> <p>How Trauma-Informed Schools Help Every Student Succeed (crisisprevention.com)</p>	1, 3
<p><i>Additional training for Nurture TA and pastoral support in ELSA Emotional Literacy Support Assistant. This is in line with emotionally informed practice and allows bespoke intervention to take place. (SDP Wellbeing)</i></p>	<p>Research indicates that ELSA intervention has a positive impact on self-regulation, self-esteem, relationships, emotional regulation, attendance and academic achievement.</p> <p>Evaluating-the-impact-of-ELSA-Research.pdf</p>	1, 2, 3

<i>Training and teaching time allocated to providing Forest School provision.</i>	<p>Research indicates that Forest School provision impacts pupils: confidence, social skills, communication, motivation, physical skills and knowledge and understanding of the world.</p> <p>Forest Schools: impact on young children in England and Wales - Forest Research</p>	1, 2, 3
<i>Provided training in Fresh start, guided reading and toe by toe to enhance the literacy intervention offer.</i>	<p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.</p> <p>Pupils must be grouped according to the reading scores obtained from a Fresh Start screening test. Each group has a homogeneous level in terms of pupil reading abilities</p> <p>Continuous feedback to teachers and support from trainers assists successful implementation.</p> <p>It is feasible for schools to conduct evaluations of their own planned interventions, under favourable circumstances, and with some advice and oversight from independent expert evaluators.</p> <p>Fresh Start - trial EEF</p>	1, 2
<i>Additional training provided with intervention to support Progressive masculinity – promoting success and engagement targeted at teenage boys.</i>	<p><i>‘Transforming School Environments Through Progressive Masculinity</i> <i>At Progressive Masculinity, we are dedicated to creating lasting cultural change within school environments. Our programs are designed to foster empathy, cooperation, and aspirational goals among students, addressing key areas critical to their development.’</i></p> <p>https://www.progressivemasculinity.co.uk/</p>	1, 3

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

Budgeted cost: £ 20, 000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Literacy and numeracy assistant funded to provide</i>	<p>Toe by toe intervention is a researched phonic intervention:</p> <p>https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf</p>	1, 2

<p><i>diagnostic and intervention programmes.</i></p>	<p>Count on me Maths intervention is an evidenced based maths intervention programme.</p> <p>https://www.gov.scot/binaries/content/documents/govscot/publications/progress-report/2016/09/transforming-scotland-maths-positive-nation-final-report-making-maths-count/documents/making-maths-count-additional-research/making-maths-count-additional-research/govscot%3Adocument/Making%2Bmaths%2Bcount%2B-%2Badditional%2Bresearch%2Binformation%2B-%2BSeptember%2B2016.pdf</p> <p>Plus 1 and Power of 2 is an evidence based maths intervention that focuses on one to one maths coaching.</p> <p>Evidence Paper 2020 123 Learning.pdf</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30, 572

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Instrumental lessons provided at subsidised costs to disadvantaged pupils.</i>	We have observed that access to opportunities for children with SEND to demonstrate their skills and talents has a positive impact on their mental health, engagement in school and increased sense of aspiration.	4
<i>Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.</i>	Extensive research demonstrates that effective pastoral provision within schools is essential to help break down barriers to pupil engagement and success. The pastoral team will focus on tracking engagement, providing a programme of intervention and support. https://www.research.manchester.ac.uk/portal/files/20970524/POST-PEER-REVIEW-PUBLISHERS.PDF	3, 4

<i>Music therapy provided to enhance engagement and communication of pupils with complex needs.</i>	<p>Research states that there is significant evidence to show that music therapy can help children develop communication and language skills, as well as support their physical, emotional and mental wellbeing.</p> <p>http://in-deep.org.uk/activitie/childrens-music-therapy/</p>	2, 3
<i>Provision of enrichment activities, including access to extended school clubs and events</i>	<p>The Centre for Education and Youth states that :</p> <p><i>There is robust evidence linking NFL to improved educational outcomes, employment prospects, and physical and mental health. Investment in this area can also deliver economic benefits in the longer-term through improving educational outcomes and life skills leading to greater productivity; reduced costs of social care and creating a stimulus for NFL providers.</i></p> <p>https://cfey.org/reports/2021/10/enriching-education-recovery-the-role-of-non-formal-learning-and-extra-curricular-activities/</p>	4

Total budgeted cost: £ 150, 572.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved attainment for disadvantaged pupils in all maths and English relative to their starting points as identified through baseline assessments and progress meetings.

Progress data:

All year 11 pupils achieved accreditation in line with their targeted outcomes, including all pupils received PP.

	English – pupils +/> expected progress		English – pupils +/> expected progress	
	cohort	Pupil premium	cohort	Pupil premium
Year 10	100%	100%	100%	100%
Year 9	92%	94%	96%	96%
Year 8	91%	96%	91%	96%
Year 7	92%	92%	96%	94%

Case Study:

The Impact of Literacy Intervention on Pupil Premium and Looked After Children at Elms Bank

Background

All pupils who receive funding for PP or LAC read for an extra slot each week in form times, with a class TA, at Elms Bank.

However, this case study examines the impact of a targeted literacy intervention program designed for pupils eligible for Pupil Premium /LAC funding who have also participated in a further literacy intervention session with the Literacy Intervenor, outside the regular form time offer.

The Literacy Intervenor's programme focused on developing students' phoneme to grapheme correspondence and/or their comprehension skills.

Intent

The main intents of the intervention were to:

1. Improve literacy outcomes for participating students.
2. Increase engagement and confidence in reading.
3. Close the literacy gap between LAC/PP and their peers.

Program Structure

Participants: 9 pupils all eligible for LAC funding and 3 pupils eligible for PP funding (highlighted as not making progress in reading).

- Session Frequency: One additional literacy intervention per week, with the Literacy Intervenor, alongside an extra session of reading with a class TA, above those offered to non-funded pupils.
- Duration: 35 weeks.
- Focus Areas: Phoneme-to-grapheme correspondence and/or comprehension skills.
- Delivery Method: 1: 1 guided reading sessions and phonics booster activities led by trained TAs and/or the Literacy Intervenor.

Intervention Implementation

1. Initial Assessments: Participants completed phonics screening against RWInc sequenced tracker and a Star Reader assessment, on the Accelerated Reader programme which generated a Reading Age score for each student's level of comprehension.

2. All students developed their recognition of phoneme to grapheme correspondence during English lessons and they also read, in line with further peers who do not receive funding for LAC/PP, a minimum of three times per week, during form times.

However, pupils who received funding for LAC/PP (in the target group) were supported to bridge gaps in phoneme to grapheme correspondence and develop their comprehension skills for two extra sessions per week, with a trained class TA and the school's Literacy Intervenor.

3. Session Activities: Each session included:

- Phoneme to grapheme correspondence games/tasks.
- Guided reading sessions focusing on comprehension strategies, using appropriate Blank Levels Questioning, to assess and build on all students' comprehension skills.
- Regular feedback and progress monitoring.

4. Parent Engagement: Parents were invited into school to participate in 'Reading Together' sessions, though only four parents attended. However, additional information was also added to the school's website with tips for parents on how to support their child when reading.

Outcomes

At the end of the academic year, the following statistics were observed:

1. Literacy Improvement:

Phoneme-to-Grapheme Correspondence:

Before Intervention: SET 2-RWInc. Average score of 30% in baseline assessments.

- After Intervention: Average score increased to 75% (a 45% improvement).

Comprehension Skills:

- Before Intervention: Average Reading Age (Comprehension score) was 7 years 1 month. Which then rose to an average score of 8 years and 3 months.

Though it is important to note that two students maintained their progress score for comprehension but did not make gains, yet they made progress in their average score for GPCs and Accuracy and Decoding (9 months) in comparison to their peers who do not receive funding for LAC/PP.

2. Engagement and Confidence:

- Student Feedback: All students questioned reported feeling more confident in their reading and comprehension abilities. One student, with severe Dyslexia who previously presented as a reluctant reader, had started to gain more confidence in both spelling and reading because of using the Dyslexia

Gold spelling programme. This also led to him achieving an Entry Level 1 qualification at Functional Skills, which was higher than his previous prediction.

- Attendance: 92% attendance rate for LAC and /PP sessions, (due to one student's reluctance to attend on a regular basis (LC)).

Conclusion-Literacy Interventions

The literacy intervention program showed a steady increase in literacy skills among Pupil Premium and looked after children. The structured support focused on key literacy areas fostered a supportive learning environment, leading to notable gains in skills and confidence.

Recommendations

- Continued Support: Maintain literacy interventions for ongoing support-increasing intervention sessions and array of methods (example: Word Wasp/Apples and Pears).
- Broader Reach: Consider expanding the program to include more students offered funding for PP and increase the frequency of intervention with the Literacy Intervenor.

This case study highlights the potential of targeted literacy interventions in narrowing achievement gaps for vulnerable student populations.

Maths intervention summary:

Students all students are assessed in term 1 using the Sandwell baseline test. This test assesses over level and shows gaps in number and using and understanding.

Students are then targeted for 1:1 intervention using

- Power of 2 Math intervention package
- Plus 1 intervention booklets – Maths
- 5 min Maths Box

The Power of 2 Math intervention package is a program designed to strengthen foundational math skills and mental calculation abilities, particularly for students who may be struggling with the basics. It focuses on building a strong understanding of number concepts and developing the skills necessary for accessing the full math curriculum. The program is structured to be accessible to a wide range of learners, including those with dyslexia, English as a second language, and dyscalculia, due to its clear language and structured approach.

Plus 1 is the introductory book of the series allowing anyone to make progress with their maths. The book is essentially a coaching manual which allows anyone to deliver individual support. The book teaches all the building blocks of numbers and begins to develop skills with mental calculations.

The programmes are designed to reinforce and support early level skills for learners who have been identified with gaps at this level. They enable learners to increase knowledge, strengthen skills and build confidence within literacy/numeracy using early level benchmarks.

The simple, structured assessments should be delivered to identify suitability of the intervention, establish gaps and define a starting point for each learner.

Each session should follow on from the previous one revisiting what has been covered and is now secure before introducing the next step.

Outcomes:

There is varying results but on average the pupils in the 1:1 intervention have made 9-13 months progress, keeping them on track with the rate of progress of peers.

Next steps: The current assessment whilst effective if very time consuming and needs to be done on a 1:1 basis, this can take up to the first term and delays the start of the intervention. I am proposing a change to the assessment programme to an online programme that will also all pupils to receive a bespoke programme whilst allowing more time for targeted 1:1 support

Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.

Number of pupils accessing targeted support is 36

Numbers for academic year 24/25

21 students seen each week, from Autumn A 2024 to Spring B 2025

15 students seen each week, from Summer A 2025 to Summer B 2025

Signing club is every Tuesday over dinner sitting 1 +2

Approx 5/7 students for 1st sitting, and 2nd sitting anything from 8 up to 15 .

Explore	7
Inspire	2
Thrive	1
Discover	3
College	3

2nd sitting College there is a signing club for students to drop in.

Case study from Speech and language Assistant:

Yr 8 Thrive student (N.R) who is using a Pecs/ communication book, She is exploring the book to understand the different meanings to the symbols.

She has a good understanding of Yes/No. I am modelling More and Stop, we are doing this by looking at books, bubbles or clapping hands.

She has on a few occasions chosen the symbol of the MuGA , we have gone there so she can start to understand the meaning of that symbol.

Yr 10 Discover student (M.T) using his high AAC device, he started yr7 with a device, he has always been keen to use it and has done amazing well navigating into different categories and mind mapping where all these cells are. He can also search the device to find words, he can sound out the beginning of the word he is looking for and then needs some support spelling, he can find the letter when you phonetically sound out, then will follow the guided path. He can navigate to pre-set cells and use them appropriately in different scenarios that I create, he is working on generalising this. He can navigate to feelings cells and can recognise different emotions; he is working on how to apply them when situations arise during the day.

He has a joint session also with two other students who have devices, he looks forward to these sessions and can chat to them with his device, eg hello , good afternoon , (he can add the name of the student) L.F and F.H how are you , do you want to play a game ?

Pupils can use/engage with a range of self-regulation and wellbeing strategies in order to develop pro-social behaviours.

Pupils can use/engage with a range of self-regulation and wellbeing strategies in order to develop pro-social behaviours.

- *Engagement data identifies that all pupils with a half term average of 20 behaviour points are receiving intervention, this is the target for intervention.*
- *Disadvantaged pupils attended in line with their peers (90.20% for PP and non-PP). LAC pupil's attendance was 94.15% for school.*
- *60% of all school pupils who have an individual behaviour plan are PP.*

The wellbeing and engagement team have offered intervention:

<i>Intervention:</i>	<i>Number of pupils:</i>
<i>Drawing & Talking</i>	<i>9</i>
<i>Internet Safety</i>	<i>1</i>
<i>Relationships</i>	<i>5</i>
<i>Talk About</i>	<i>1</i>
<i>Emotional Literacy</i>	<i>1</i>

<i>Zones of Regulation</i>	<i>5</i>
<i>Social Skills/Social Opportunities</i>	<i>9</i>
<i>Supporting Early Breaks</i>	<i>1</i>
<i>ELSA</i>	<i>1</i>

Total: 33

Student voice in response to therapy sessions:

"I had a great session. I drew a story; I solved the problems"

Verbal feedback from a 17-year-old male college student on the explore pathway as he returned to class.

"I don't feel so angry as when I started."

14-year-old female school student on the inspire pathway.

"I didn't like the session when I started them as I didn't think I could draw and I didn't have trust in adults I didn't know, but now I enjoy drawing and I've started to build up a trust with you and other adults."

15-year-old male student on the inspire pathway.

Towards the end of the session when the student had talked and drawn all the way through (little input from VL), student closed off her own session. She spoke. "I'm going to leave this space here for my title and draw these swirls to show that everything is safe and peaceful."

Year 10 female student, Inspire pathway.

'I really like having you to talk to each week.'

Year 11 male student, Inspire pathway.

All pupils to have access to enrichment and enhanced provision opportunities.

Peripatetic Music Lessons

PP students who were identified as gifted & talented in music or who showed a keen interest were offered the opportunity to develop their skills through weekly 1:1 or group sessions with our Instrumental teacher (ALFA). Students were able to pick from a range of instruments such as keyboard, guitar, or percussion

No. of students taking part in Instrumental lessons 58

No. of students funded through PP 22(38%)

Students benefitted from having the opportunity to develop their skills and then performed in several events in school such as the Christmas concert, involvement in a group Rock band and the choir and the school musical. We were able to determine the impacting on the participating student's confidence and self-esteem through pupil voice, parent, and staff feedback.

Music Therapy

Students within the Thrive department were assessed for Music Therapy intervention by our music therapist (Nordoff Robins). All pupil premium pupils deemed suitable were able to access the intervention.

Pupils accessing music therapy were observed to demonstrate an increased level and engagement in learning and were more confident when exploring music within the classroom. Class teams observed a decrease in negative behaviour incidents whilst taking part in the sessions and for a period after the sessions.

No. of students taking part in Music therapy sessions 21

No. of students funded through PP

Thrive pupil case study

Mia accessed music therapy on a weekly basis between September and December last year. During the sessions, Mia had the opportunity to explore activities that she would not otherwise have access to, such as the musical call and response apps on the iPad. Input from the therapist enabled Mia to develop her waiting and patience skills, encouraging her to listen to others whilst they played their instruments. Mia also developed her listening skills during the start/stop pieces. The class team observed Mia making continuous eye contact with the therapist, waiting for him to instruct her to start or stop her playing. Mia also remained very quiet at appropriate times throughout the sessions, which is a marked improvement in her usual behaviour.

Mia has been able to verbally communicate her choices via the 1:1 interaction with the music therapist. He showed a thorough understanding of her needs and allowed her the time to process her thoughts when shown the instruments. Mia built a great rapport with the music therapist and after a couple of sessions, she was able to predict certain aspects of the introduction song and join in at the correct times, without prompting.

The discover students who access the music therapy sessions with Alan find these invaluable. These sessions focus on specific and individualised goals, where students who struggle to understand the world around them, do amazing things like interact through music, listen, engage, make and perform using a variety instruments. The performances and outcomes from these sessions continue to amaze the Discover teachers. Alan's sessions are vital to support students' wellbeing, regulation and over all outcomes in their learning within the Discover pathway.

After school clubs

After school club and holiday club was subsidised for PP pupils who otherwise could not attend. All pupils who wanted to access enrichment activities did, cost was not a barrier to this.

Autumn

Total number of pupils=32 PP = 16

Spring

Total number of pupils=35 PP = 21

Summer

Total number of pupils=35 PP = 18

Easter Holiday club

Number of pupils = 28 PP = 10

Summer Holiday club

Number of pupils = 23 PP = 5

Pupils were able to access the community, make links outside of their initial peer group and build self-confidence. Clubs included 2 Hydro sessions, cooking and life skills, youth club and trampolining. Holiday clubs are based on a theme and offer creative activities, hydro, sports,

and life skills. College students are offered an applied learning scheme where they support with school activities and tasks and access hydro each day in addition to a social event.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Talking and Drawing Therapy	Drawing and talking Ltd info@drawingandtalking.com
Instrumental Tuition	Alfa-Music.com
Music Therapy	Nordoff Robin.org.uk
Trauma informed practitioner training	Trauma Informed Schools UK

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.