

## Pupil premium strategy statement 2022-23

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	Layston C of E First
Number of pupils in school	145 (150 PAN)
Proportion (%) of pupil premium eligible pupils	17 % (25 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	September 2022
Date on which it will be reviewed	Updated and reviewed Dec22 Next review July 2023
Statement authorised by	Adele McMurrough
Pupil Premium lead	Susie Betley
Governor / Trustee lead	Colin Wilson and Cat Morris

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33 545
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£33 545</b>

## Part A: Pupil premium strategy plan

### Statement of intent

**Our intent is to give all pupils a chance to shine in line with our school vision ('Loving to learn, learning to love, for every child a chance to shine'). We intend to improve the following areas for pupils eligible for Pupil Premium Grant:**

- ✓ Language: Development of oral language skills and confidence expressing themselves
- ✓ Learning: Retention of knowledge, vocabulary and key skills, parental engagement, opportunities to work at Greater Depth in line with other pupils working at this level, tailored support for pupils with SEND that meet their needs and enable them to access the curriculum
- ✓ Emotional and social: Behaviour support to enable self-regulation, positive mental health and well-being
- ✓ Aspiration: Increase independence and self-confidence and expectations
- ✓ Life experience: Provide enrichment of experiences
- ✓ Material: Access to technology & healthy school meals

**Implementation & expenditure for these pupils has included amounts allocated towards:**

- ✓ Early intervention for targeted pupils (NELI, delivery of SALT)
- ✓ Increasing Teaching Assistant (TA) support for targeted pupils/groups
- ✓ Support materials for the above
- ✓ Nurture provision - Drawing & Talking sand play
- ✓ Subsidies for residential and educational visits
- ✓ Assisted places at holiday sports academy & school clubs (multi-skills & football run by RTFC)
- ✓ Assisted places at enrichment activities e.g. dance lessons, music lessons, horse riding
- ✓ Family support for attendance
- ✓ School-led tutoring post Covid-19 lock down

**The impact of strategically targeting the pupil premium budget on the specific needs of the PP group is:**

- ✓ The majority of PPG pupils have made at least good progress across all year against pre-arranged targets.
- ✓ PPG pupils are aspirational and motivated to complete their learning tasks.
- ✓ There is a diminishing difference between PPG pupils and non-PPG pupils in the majority of cases.
- ✓ The large majority of PPG pupils read at home regularly and feel supported at home with their school learning.
- ✓ The vast majority of parents of PPG pupils engage with school regarding their child's learning at least each half term.
- ✓ All PPG pupils attend a school club and experience success, engage positively with peers and behave pro-socially.
- ✓ The attendance of the vast majority of PPG pupils is at least average, if not above.
- ✓ All PPG pupils have responsibilities around school to develop the skills of reliability, responsibility and managing routines.
- ✓ All PPG pupils embrace new opportunities.

**Pupil eligibility:**

- ✓ Pupils eligible for free school meals (FSM)
- ✓ Pupils eligible for free school meals in past 6 years (Ever 6)
- ✓ Pupils looked after by local authority (CLA)
- ✓ Pupils previously look after by local authority (post-CLA)

## Challenges

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

Challenge number	Detail of challenge
1	<b>Delayed language development</b>
2	<b>Covid lockdowns and subsequent illness - impacting attendance, progress &amp; achievement</b> Attendance rates for pupils eligible for PP are as low as 79.9% (222/09/22) and (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. Some pupils who were working at greater depth (pre lock down), who are eligible for PP, are making less progress than other high achieving pupils. Success criteria – to enhance the cultural capital of identified pupils to ensure that greater proportions are working at greater depth.
3	<b>SEND – retention of knowledge, vocabulary and key skills</b>
4	<b>Behaviour/SEMH – ASC/anxiety/EBSA</b> Anxiety from personal and/or family circumstances and impact of Covid lockdowns
5	<b>Parental engagement &amp; parental confidence</b> Supporting pupils with their learning at home and helping them raise their aspirations
6	<b>Life experiences</b> Lack of access to culturally enriching activities and opportunities
7	<b>Access to healthy food and technology for remote learning</b> Food banks used and food parcels delivered, access to Wi-Fi and IT equipment

## 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 oral language skills for pupils eligible for PP funding.	Pupils eligible for PP funding make good progress by the end of the year from their starting points. A higher proportion are working at ARE. Pupil assessment shows improving trends. Planned interventions are regularly monitored for impact.
Improved the retention of learning for a small number of PP funded children.	Pupils eligible for PP funding make good progress by the end of the year from their starting points. A higher proportion are working at ARE. QFT and AfL are priorities. Pupil assessment shows improving trends. QFT & planned interventions are regularly monitored for impact.
Pupils are able to self- regulate and have strategies in place that support their behaviour needs and well-being and enables them to learn alongside their peers.	Fewer anti-social behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Children feel safe (pupil voice). Incidents of behaviour are regularly monitored. Those with anxiety about returning to school post lock down are monitored by MH Lead, have regular contact with parent/s & information is made available for parents on website.
PPG children with complex needs including SEN have specific tailored daily activities that meet their needs and learning styles and enable them to access the curriculum.	Pupils eligible for PP funding with complex additional needs make good progress by the end of the year from their starting points. QFT and AfL are priorities. QFT, learning plans, targets and interventions are regularly monitored for impact.

Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 79.9% to 96% in line with 'other' pupils.</p> <p>Attendance is monitored regularly and school works in partnership with parents – termly letters/phone calls from HT.</p>
Increased progress rate of PP children working at greater depth across the school.	PP identified as working at greater depth make as much progress as 'other' pupils identified at greater depth, across the school in maths, reading and writing. QFT and AfL are priorities. Measured by teacher and national assessments. Catch up interventions are in place.
Increased number of PPG pupils engaged in after school clubs and school trips	Priority places for pupils with PPG and school trips subsidised

### Activity in this academic year 2022-23

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
QFT - CPD	EEF Guide to PP "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." p5	All
QFT – TA Deployment		All
QFT – Coaching and mentoring		All

#### Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring Y2 and 3	See Government/EEF guidance Reading, Writing and Maths	2
NELI (Nuffield Early Language Intervention)	Language acquisition recommended by government for EY 4 hours TA training (LR x2 hrs + AP x2 hrs)	5 PPG pupils - £50
BSquared assessment framework	Recommended by Amwell View Outreach Service	All SEND - £380
Targeted support for vulnerable children - HLTA		

#### Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 2205.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour intervention	Rivers ESC support on emotional regulation – DSPL3 Psychoeducation Toolkit – Beacon House Recommended by DSPL3	2
Drawing & Talking		
Enrichment activities	Structured playtimes support pro-social behaviours, SEL & Buddy system, School trips, in house opportunities.	All
Therapeutic Hooves	Therapeutic sensory learning to support emotional regulation	1 - £700
Uniform & book bags	Helping family join school	2 - £72.42

**Total budgeted cost: £ 3 602.42**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

*See table below – review of expenditure 2020-21*

### Externally provided programmes

Programme	Provider
	n/a

### Service pupil premium funding (optional)

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

Review of expenditure 2021-22			
Desired outcome	Chosen action/approach	Impact & lessons learned	Cost
<b>HIGH QUALITY TEACHING</b>			
To improve the teaching and learning in school, to enable children to make good progress across the curriculum.	QFT – Teacher / TA Continuing Professional Development <ol style="list-style-type: none"> <li>1. <b>Staff workshop programme</b></li> <li>2. <b>HFL training</b></li> <li>3. <b>Curriculum development</b></li> <li>4. <b>Sharing good practice and lessons learned amongst team</b></li> <li>5. <b>Senior Leadership time</b></li> </ol>	<b>Impact:</b> Teachers knowledge of children's start and end points has improved - allowing more targeted teaching across all subjects. Staff meetings have enabled teachers to share good practice and discuss learning across the school. Staff meetings have allowed teachers to focus on how they adapt their subject to meet the needs of children with SEND and/or PPG. Knowing your Subject training improved teachers confidence to adapt curriculums to meet the needs of the children at Layston and the importance of language development. Revised curriculum maps include vocabulary progression. Teachers are more targeted in their teaching of subject vocabulary and their expectations of vocab which should already be known. LOs and PV evidence children beginning to use subject specific vocabulary. <b>Next steps:</b> Ensure teaching is focussed on ensuring PPG children retain the knowledge of vocabulary and prompt to use their wider language across the curriculum through starting each lesson with recap on what did we learn last lesson/week/month/year.	£3,000
	Mentoring and coaching <ol style="list-style-type: none"> <li>1. <b>HT targeted supported in Spring term</b></li> <li>2. <b>DHT middle leader support in Spr/Summer term for subject leadership.</b></li> <li>3. <b>Additional SENCo release time</b></li> </ol>	<b>Impact:</b> Middle leaders are more confident in ensuring their subject curriculum meets the needs of all of the children at Layston, including PPG. Teachers are more confident in how to adapt their curriculum for disadvantaged children.	£1,500
	Deployment of staff. <ul style="list-style-type: none"> <li>- Full time TA support within classes</li> <li>- Additional MSA hours to support at lunchtimes</li> <li>- Additional office hours to support during Covid and to ensure safeguarding procedures were followed and vulnerable children were supported.</li> </ul>	Children received Quality First Teaching and make good progress. Pastoral support is embedded within school. Children have a recognised trusted adult within their class. Younger children gain emotional security from a consistent face within the classroom, following a long period of instability during Covid. This had a particularly positive impact in the Year 1 classroom and Reception class (Maternity leave). Pupil voice evidences that children with PPG feel safe and secure in school, know what to do if they need support and are happy in their learning.  Deployment to allow for full time TA support for most of the week, has allowed the following targeted interventions to be provided, as directed by the class teacher: <ul style="list-style-type: none"> <li>- Daily reading for vulnerable children</li> <li>- Phonics interventions</li> <li>- Focussed in class support</li> <li>- Write words</li> <li>- Daily sentence writing</li> <li>- Sensory breaks</li> <li>- Social stories</li> </ul>	£15,425

		<p>- Pre-teaching</p> <p>These interventions have been reviewed as part of the pupil progress meetings and the key focus on children entitled to PPG (See attainment and progress grids below).</p> <p>In academic year 21/22 - 85.7% of all children with PPG made good or an above level of progress in reading; 76.2% in writing and 81% in maths. Where children have not made the expected progress, children are identified as having SEND and/or significant factors affecting progress (e.g. attendance). These children are closely monitored through pupil progress meetings.</p>																																																																																																			
		<b>TOTAL - HIGH QUALITY TEACHING</b>	<b>£19,925</b>																																																																																																		
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To provide targeted teaching to enable children to make good or accelerated progress.	School Led Tutoring Qualified teacher recruited to provide targeted support in small groups, one-to-one and within the wider class (alongside class teacher). Senior Leadership Time.	<p>Impact:</p> <table border="1"> <thead> <tr> <th>Summer 22</th> <th colspan="3">Targeted Group across all three subjects</th> <th colspan="3">Targeted Group across targeted subject</th> </tr> <tr> <th>YEAR 2</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Targeted Children</td> <td>15</td> <td>15</td> <td>15</td> <td>8</td> <td>7</td> <td>9</td> </tr> <tr> <td>Accelerated</td> <td>40%</td> <td>13.3%</td> <td>40%</td> <td>50%</td> <td>0%</td> <td>33.3%</td> </tr> <tr> <td>Good</td> <td>46.6%</td> <td>73.3%</td> <td>26.6%</td> <td>25%</td> <td>85.7%</td> <td>22.2%</td> </tr> <tr> <td>Less</td> <td>6.7%</td> <td>6.7%</td> <td>26.6%</td> <td>12.5%</td> <td>12.5%</td> <td>33.3%</td> </tr> <tr> <td>No Prior</td> <td>6.7%</td> <td>6.7%</td> <td>6.7%</td> <td>12.5%</td> <td>0%</td> <td>11.1%</td> </tr> </tbody> </table> <p>Children were chosen based on those who were at risk of falling behind and had missed out chunks of learning through Covid. The aim was to bring as many children to ARE as possible. Teacher feedback evidences an increase in children's learning behaviours and positivity. Data shows very good accelerated progress in reading at 50% for targeted children and 75% at good or accelerated. Good progress has been made in writing and data shows this at just under 86%. In maths, accelerated or good progress has been made by 55.5% of children. <b>Next steps:</b> Smaller steps of progress to be assessed for maths intervention, with clearly targeted objectives.</p> <table border="1"> <thead> <tr> <th>Summer 22</th> <th colspan="3">Targeted Group across all three subjects</th> <th colspan="3">Targeted Group across targeted subject</th> </tr> <tr> <th>YEAR 3</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Targeted Children</td> <td>8</td> <td>8</td> <td>8</td> <td>8</td> <td>4</td> <td>4</td> </tr> <tr> <td>Accelerated</td> <td>0%</td> <td>12.5%</td> <td>0%</td> <td>0%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>Good</td> <td>87.5%</td> <td>62.5%</td> <td>87.5%</td> <td>87.5%</td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Less</td> <td>0%</td> <td>12.5%</td> <td>0%</td> <td>0%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>No Prior</td> <td>12.5%</td> <td>12.5%</td> <td>12.5%</td> <td>12.5%</td> <td>25%</td> <td>25%</td> </tr> </tbody> </table> <p>The Year 3 targeted group were smaller with a stronger focus on reading.</p>	Summer 22	Targeted Group across all three subjects			Targeted Group across targeted subject			YEAR 2	Reading	Writing	Maths	Reading	Writing	Maths	Targeted Children	15	15	15	8	7	9	Accelerated	40%	13.3%	40%	50%	0%	33.3%	Good	46.6%	73.3%	26.6%	25%	85.7%	22.2%	Less	6.7%	6.7%	26.6%	12.5%	12.5%	33.3%	No Prior	6.7%	6.7%	6.7%	12.5%	0%	11.1%	Summer 22	Targeted Group across all three subjects			Targeted Group across targeted subject			YEAR 3	Reading	Writing	Maths	Reading	Writing	Maths	Targeted Children	8	8	8	8	4	4	Accelerated	0%	12.5%	0%	0%	25%	0%	Good	87.5%	62.5%	87.5%	87.5%	25%	75%	Less	0%	12.5%	0%	0%	25%	0%	No Prior	12.5%	12.5%	12.5%	12.5%	25%	25%	<b>£1500 (21/22)</b>
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		In school small group interventions resulted in good progress. The after school 1:1 sessions																																																																																																						
	1:1 for children who are EHCP and PPG (x4) allowing class TA to focus on QFT for children with PPG and wider class.	<b>Impact:</b> Younger children settled into school and made good progress socially and emotionally. Children were able to access the full curriculum, specialised to their needs. Older children have support to achieve their learning objectives. They have made steady progress academically, but good progress in terms of being able to manage and regulate within the school environment. Part time timetables have been removed and children are accessing the full day. Children have been able to self-regulate and behavioural incidents have reduced.	£2,000 £3,700 (afternoon TA)																																																																																																					
	NELI (Nuffield Early Language Intervention) <b>Intervention delivered by EYFS HLTA</b>	<b>Recommended by Government for Early Years.</b> Initial Assessments Nov 21 End of Year Assessments July 22 3 PPG pupils who took part all made good progress	£400 (tbc)																																																																																																					
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	Teaching assistant deployment – Year R, 1 and 3 (class with high need of PPG) 1. Increased staffing in class 2. Intervention programme 3. CPD for Teaching methods	<table border="1"> <thead> <tr> <th rowspan="2">End of Summer</th> <th rowspan="2">No of PPG</th> <th rowspan="2">%</th> <th colspan="3">Attainment EXS or GDS</th> <th colspan="2">Attendance</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td>5</td> <td>18.5%</td> <td>80.0%</td> <td>60.0%</td> <td>80.0%</td> <td>86.9%</td> <td>93.3%</td> </tr> <tr> <td>Y2</td> <td>2</td> <td>6.67%</td> <td>50.0%</td> <td>0.0%</td> <td>100%</td> <td>95.1%</td> <td>95.2%</td> </tr> <tr> <td>Y3</td> <td>11</td> <td>36.6%</td> <td>36.4%</td> <td>18.2%</td> <td>45.5%</td> <td>90.1%</td> <td>93.2%</td> </tr> <tr> <td>Y4</td> <td>5</td> <td>16.67%</td> <td>40.0%</td> <td>40.0%</td> <td>60.0%</td> <td>88.5%</td> <td>95.8%</td> </tr> <tr> <td></td> <td></td> <td></td> <th colspan="3">Progress LG and Above</th> <td></td> <td></td> </tr> <tr> <td>YR</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td></td> <td></td> <td>100%</td> <td>80.0%</td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td></td> <td></td> <td>50.0%</td> <td>50.0%</td> <td>50.0%</td> <td></td> <td></td> </tr> <tr> <td>Y3</td> <td></td> <td></td> <td>81.8%</td> <td>72.7%</td> <td>72.7%</td> <td></td> <td></td> </tr> <tr> <td>Y4</td> <td></td> <td></td> <td>60.0%</td> <td>60.0%</td> <td>60.6%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Extra staffing in year R, 1 and 3 has allowed children with social and emotional needs to receive targeted support with social skills, nurturing, anxiety mapping and sand play. The extra support has allowed the class TA to deliver targeted interventions.</p> <p>The majority of children have achieved good progress across from their starting points R/W/M. Where this has not been the case, children have been identified as having a specific need (not necessarily SEND). Support and/or interventions have been put in place.</p>	End of Summer	No of PPG	%	Attainment EXS or GDS			Attendance		R	W	M	PPG	Non PPG	YR								Y1	5	18.5%	80.0%	60.0%	80.0%	86.9%	93.3%	Y2	2	6.67%	50.0%	0.0%	100%	95.1%	95.2%	Y3	11	36.6%	36.4%	18.2%	45.5%	90.1%	93.2%	Y4	5	16.67%	40.0%	40.0%	60.0%	88.5%	95.8%				Progress LG and Above					YR								Y1			100%	80.0%	100%			Y2			50.0%	50.0%	50.0%			Y3			81.8%	72.7%	72.7%			Y4			60.0%	60.0%	60.6%			£7,380 (HLTA)
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		Attendance is lower for cohorts affected by persistent absence. This is monitored and there are close working relationships and support in place for the identified families.	
		<b>TOTAL - TARGETED ACADEMIC SUPPORT</b>	<b>£14,980</b>
<b>WIDER STRATEGIES</b>			
	Behaviour: Psychoeducation Toolkit – Beacon House Recommended by DSPL3	Children are feeling comfortable to talk and are feeling safe and secure in the school environment.	<b>£1000</b>
	Therapeutic Hooves	Vulnerable children were provided with opportunities to engage in an out of school activity to support emotional self-regulation. This has helped to ensure children are able to attend school and feel comfortable in their environment and emotional safety.	<b>£700</b>
	Uniform & book bags	Children are ready to start the school year and are not identifiable from their peers.	<b>£100</b>
	Enrichment Activities, incl Sports lunch club led by RTYFC	All children have attended at least one out of school learning activity (funded). All children have had enrichment activities built into the curriculum (funded). Sports clubs are attended by a number of PPG children (Funded), resulting in improved social and emotional skills and greater physical activity.	<b>£500</b>
		<b>TOTAL - WIDER STRATEGIES</b>	<b>£2,300</b>