

Pupil premium strategy statement

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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	Date
School name:	Oakmere Primary School	19/5/22
Number of pupils in school	299	19/5/22
Proportion (%) of pupil premium eligible pupils	199/299 = 40%	19/5/22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 /2022- 2024/2025	
Date this statement was published		
Date on which it will be reviewed	Resources Committee Meetings dates TBA	
Statement authorised by	Liz Haynes Headteacher	
Pupil premium lead	Lucy Connell Inclusion Manager	
Governor / Trustee lead		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022-2023	£146,955
Recovery premium funding allocation this academic year	£6959
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	£153,914

Part A: Pupil premium strategy plan

Statement of intent

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

We will consider the challenges faced by pupils, such as those who have a social worker or multiple vulnerabilities. The activity we have outlined in this statement intends to support their needs, regardless of whether they are disadvantaged or not.

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

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

- Staff believe in ALL children; look for individual strengths and talents and make 'no excuses' for under-performance
- Children are taught skills for the 21st century including self-regulation, interpersonal and communication skills, curiosity and resilience
- everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment
- children learn to respect themselves and others and take responsibility for their own actions and behaviour understanding how they affect others and the world around them

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and less access to reading materials than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Stamina and resilience in improving writing have been identified as areas for considerable development.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in history, geography and science.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. Many pupils, 60% of whom are disadvantaged currently require additional support with social and emotional needs, 31 receiving individual and small group interventions.</p>

6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils is below national average with 15% of PPG children being persistently absent
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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 and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, reading assessments and ongoing formative assessment.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>

	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student, PASS questionnaires and parent surveys and teacher observations • a significant reduction in bullying and reportable categories <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the reduction of any attendance gap between disadvantaged pupils and their non-disadvantaged peers • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.
To achieve and sustain cultural capital and extra curricular opportunities for all our pupils, particularly our disadvantaged pupils.	<p>Sustained level of broader curricular knowledge from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • pupil voice and deep dive discussions about learning • programme of events and extra-curricular activities embedded within the whole school curriculum

Pupil Premium funded planned initiatives 2022-23				
Initiative	Budget	Objectives	Impact evidence	Challenge addressed
Raising Attainment				
Maximising teacher : pupil ratio in year groups with high percentage of eligible children. Including INCO and DHT to support in class In E01	£50,000	To ensure consistency of teaching and learning alongside high quality interventions planned and delivered by a qualified teacher.	Progress data Observations Book scrutiny	1 2 3 4
40% top up to tutor grant In E26 (Agency)	(£160 per PPG pupil) = £12,736	To enable children to continue to plug gaps and maximise the use of government tutor led funding	tutor feedback progress data	1 2 3 4

<p>Release EYFS staff to train in NELI language development programme.</p> <p>In E26 (Agency)</p>	<p>£1200 2 adults for 3 days</p>	<p>To enable to success of NELI to continue in future cohorts of EYFS. '+3 additional months' progress in oral language skills Children receiving the NELI programme make more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.</p>	<p>progress data</p> <p>observation</p> <p>pupil voice</p>	<p>1 2</p>
<p>Release for TAs and New Teachers to Oakmere to upskill in Little Wandle / Clicker 8 /Widgit etc.</p> <p>5 days</p>	<p>£1100</p>	<p>For all staff to have up to date training to deliver the programmes used across the school and ensure consistency of delivery.</p>	<p>staff voice</p> <p>observation</p> <p>learning walks</p>	<p>2 3 4</p>
<p>Leadership time for subject leaders to continue developing the Oakmere curriculum</p>	<p>£5000</p>	<p>To ensure a strategic plan for curriculum provision for all pupils including disadvantaged pupils / those with multiple vulnerabilities and to track attainment and progress</p>	<p>curriculum map</p> <p>Deep Dives</p> <p>Progress Data</p> <p>Reports to Curriculum Committee</p>	<p>1 2 3 4</p>

HfL Support English, Maths, EYFS, Behaviour	£3500	To ensure pedagogy, subject knowledge and environment best support the needs of our children, leading to accelerated progress.	Progress Data	1 2 3 4 5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	£7000	To provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	test results CPD feedback lesson planning observations progress data	
Reducing Barriers to Learning				
Well-being Champion In E01	£19994	To support the emotional and social development of children to achieve the best possible outcomes for children including safeguarding.	PPG case studies Boxhall profiles PASS results Pupil Voice	4 5 6

Educational visits subsidies	£4,000	To ensure that all children have access to off-site learning and workshops.	Attendance on trips	1 4 5
Attendance Officer 12 hours H3 term time only 1 year fixed contract	£3570	To provide admin capacity to get attendance back on track following Covid– enabling patterns to be tracked, letters distributed and liaison with AIO.	Attendance figures	1 2 3 4 5 6
Family Support Worker	£4300	To provide access for our families to support from professionals in their own home.	Referrals and reviews	4 5 6
Art therapist £130 a day E27	£5000	To support the emotional and social development of individual children to achieve the best possible outcomes for identified children including safe-guarding through a therapeutic and expert 1:1 approach. Work with parents. Support Inclusion team in school in sharing skills, resources and techniques.	. feedback reports Pupil and Parent voice Observations	4 5 6

Woodland nurture group E19	£300	To provide weekly intervention for children whose social and emotional difficulties are a barrier to their learning in KS2. PPE for staff Equipment	PPG case studies	4 5 6
Relaxakids therapist 2 day a week at £150 a day x 35weeks	£11500	To provide therapeutic support and strategies to children with anxiety and other SEMH presentations. To provide whole school workshops during Well-being weeks	PPG case studies behaviour data pupil and teacher voice	4 5
Enrichment				
After school activities subsidies E19	£4000	To boost numbers of disadvantaged children taking up places in extra-curricular activities after school.	Places taken by disadvantaged pupils	4 5
Swimming coaches and trips	£5000	To subsidise the cost of swimming to all children in the school	Number of families requesting additional financial support for swimming.	4
Swimming costs	£2000	To subsidise in part or in full the cost of swimming lessons for children eligible for FSM.	Budget data Request forms	4

Special events E19	£4000	To provide opportunities for the children to experience life opportunities and curriculum experiences to make memorable learning. eg.Take One Week Pantomime Oak Fest World Book Day Science Week Circus Workshop Forest Skills		1 2 4
Contingency for issues we cannot foresee	£10,000	Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that have not yet been identified.		

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.

Planned Spend for 2021-2022

<p>Maximising teacher:pupil ratio in year groups with high percentage of eligible children.</p> <p>Year R - 6 - 17% Year 1 - 15 - 38% Year 2 -14 - 35% Year 3 -17 - 36% Year 4 -15 - 40% Year 5 - 19 -46% Year 6 -13 - 31%</p>	<p>50% of additional MPS6 teacher H25 TA and staff costs funded by PPG</p> <p>=£30,000</p> <p>E01</p>	<p>To ensure consistency of teaching and learning alongside high quality interventions planned and delivered by a qualified teacher.</p>	<p>Progress data</p>	<p>Autumn 2021 data shows the gap is not widening and where the children do not have multiple vulnerabilities- it is starting to close.</p> <p>Have needed to further split the cohort due to level of vulnerability. Class teachers of all three classes moved on during the school year. Where there are multiple vulnerabilities particularly SEMH / CP and PA - progress is stalling</p> <p>Year 4 April 2022 - 21 PPG s - 92% making expected progress+ in reading (95%), 85% in writing (85%) and 77% (90%)in maths. 32% ARE Reading (48%) , 26% ARE Writing (38%), 47% ARE Maths(53%)</p> <p>Year 5 April2022 - 21 PPGs - 76% making expected progress+ in reading (57%) , 62% writing (35%), 76% maths (64%). 19% ARE Reading (53%), 19% ARE Writing (42%), 29% ARE Maths (53%)</p>
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<p>Before School invitation only clubs / Year 6 and SATS resources</p>	<p>£1000 E19</p>	<p>To provide a safe and purposeful place for catch up ,revision and learning throughout the school year and Easter holiday, with precision targeting of groups of children.</p>	<p>SATs results Termly data</p>	<p>2 children provided with 2 days a week Breakfast Club. Phonics Club in years 1 and 2 - AUtumn 2021 (, SATS classes Y6 starting January 2022</p> <p>Predicting 81% of year 1s achieving expected level by June 2022.</p> <p>Attendance at Booster groups for year 6 has seen a raise in confidence in tackling the SATS style questions.</p>
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<p>Ensure all children have a quality and pleasurable reading experience and are taught reading skills necessary for accessing the curriculum</p>	<p>£9450</p> <p>E10 -£550</p> <p>E19-</p> <p>£4900</p> <p>E01 -</p> <p>£4000</p>	<p>To establish strong systems for teaching reading and provide professional development for staff and other skilled adults so they meet the needs of the children .</p> <p>JA staff input - INSET January £550 E10</p> <p>Restocking guided reading books £1500 E18</p> <p>Time out of class 0.5 a week for English lead to monitor the teaching of reading and support learning and support assistants. £4000 E01 Visiting authors £ 500 per day - 2 days £1000 E19</p> <p>Each class given £200 to restock books for class libraries £2400 E19</p>	<p>Progress Data</p> <p>Phonics Scores</p> <p>English Lead’s monitoring</p> <p>Reports to Governors</p> <p>Pupil Voice on reading</p>	<p>Impact of release for Subject Leader has been clear - greater monitoring and teacher support and increased number of ‘good’ reading sessions seen across the school. INSET was well received January 2022 and monitoring showed clearer identification of reading skills by teacher being practised and developed. Resources bought for libraries has increased representation of diversity of children within the reading stock available. Penny Slater visits has had a notable impact - many children reading her books across KS2 - accessing age appropriate texts.</p> <p>Still some inconsistency with the delivery of guided reading not helped by staff mobility.</p>
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<p>Ensure all staff are delivering good lessons that are reflective of our school context and curriculum needs.</p>	<p>£7400 EO2</p>	<p>To ensure subject leaders have time to monitor, plan, team teach and develop their subjects and in so doing strengthen the learning opportunities for all children.</p> <p>Subject Leader release time day a week £200 a day Additional release time for teachers to be supported during subject release time - £200 a day</p>	<p>School's monitoring schedule and feedback</p>	<p>Curriculum is developing well - Computing, History, Geography have all moved on considerably. Staff absence and Covid have meant some monitoring activities have less impact than desired. RE medium term planning has been reorganised to ensure coverage of the Hertfordshire agreed syllabus. Subject</p>
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	<p>£2600</p>	<p>Curriculum resources purchased to plug identified gaps in curriculum.</p>		<p>leaders able to reflect and embed training outcomes.</p> <p>All subject leaders have attended training but staff mobility has caused some of the embedding and monitoring to falter in progress.</p>
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HfL Support English, Maths, EYFS	1/3 of HfL advisory support PPG £1000	<p>To ensure pedagogy, subject knowledge and environment best support the needs of our children, leading to accelerated progress.</p>	Progress Data	<p>Ongoing support from Jane Andrews, Deborah Mulronney and Jennifer Ferguson is moving teachers practice forward. Staff are seeing impact of increased use of pre-reading, echo reading and have a clearer understanding of identifying gaps in maths and planning to fill them at a pace. Maths manipulatives are being used to model mathematical concepts in more classrooms. Maths outcomes in most year groups are improving for all groups as teachers show greater understanding in planning for pacy learning to support progression towards ARE and beyond. Where there has been change in teaching personnel and agency cover impact of the training has been obviously less.</p>
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<p>Picture News established across KS1 and KS2 as an oracy resource and development of understanding and knowledge of the wider world.</p>	<p>£400 E19 curriculum</p>	<p>to enable all children to develop a range of communication skills</p> <p>£280 - resource £120 - additional support materials / display etc.</p>	<p>Picture News books Pupil Voice</p>	<p>Weekly class assemblies and recordings in books show children developing a good response to local, national and international news stories. Contributions are expanding and books form record of discussions in school. Children and staff speak positively about the resource.</p> <p>We have become an advocate school and are represented on the Picture News website.</p>
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<p>30 hrs a week H3 intervention leaders to deliver a range of English and Maths interventions to groups</p>	<p>£15,000 EO1</p>	<p>To support individual and small groups with interventions to plug gaps, raise self esteem and accelerate progress.</p>	<p>Progress Data Pupil Progress Meetings</p>	<p>H3 interventions being delivered are starting to make a difference but for some children there are a lot of gaps to plug. Self-esteem of children noticeable better for tackling more challenging work. Monitoring has identified that Year 2 interventions are having an impact on retention of learning particularly in phonics and reading. Year 6 interventions are impacting positively on the individuals with progress being clearly seen in books and in talking to the children about their work. Less impact seen in years 4 and 5 due to staffing and behaviour of cohort.</p>
<p>Reducing Barriers to Learning</p>				

Inclusion Support Worker	£7500 15 hours a week H3 of Well-being Champion E01	To support the emotional and social development of children to achieve the best possible outcomes for children including safeguarding.	PPG case studies Boxhall profiles	Social groups and Woodland Nurture group having a clear impact - children feel listened to and developing strategies to remain regulated - wave breathing being introduced to several. Number of children walking from rooms drastically reduced.
Purchase of whole school site licence for Clicker 8 and bespoke training	£2788 E27	To train all staff in the use of software to support children with communication difficulties across the curriculum and reduce barriers to learning due to SEN and emotional difficulties.	Progress data Book scrutiny Lesson monitoring Staff voice	Teachers find the software useful and are starting to use to create bespoke writing supports for individuals. Children using it like the ease with which they complete a longer piece of writing. Not had as much impact as we would have hoped - staff need more time to play with the tools to find the best way of incorporating within their planning.

Art therapist	£100 a week for a full day £3000 E27	<p>To support the emotional and social development of individual children to achieve the best possible outcomes for identified children including safeguarding through a therapeutic and expert 1:1 approach. Work with parents. Support Inclusion team in school in sharing skills, resources and techniques.</p>	feedback reports Pupil and Parent voice Observations	Nisha is working with 4 children each week. Less safeguarding concerns logged on CPOMS for these children Children enjoying the attention and staff are gaining a fuller picture of their needs. Relationships with hard to reach families are improving. Liaison with DSL/ INCO is strong allowing for cascading of essential support for these most vulnerable children.
Woodland nurture group	£300 E19	<p>To provide weekly intervention for children whose social and emotional difficulties are a barrier to their learning in KS2.</p> <p>Equipment PPE for staff</p>	PPG case studies	Identified children in years 3 and 4 have been enjoying the team building and resilience activities. Class teachers starting to see an impact back in class with strategies taught being used. Upper KS2 group in Spring term impact on new friendships, self-esteem and less reports of anxiety about coming into school.

Creation of 'Garden Room' for well-being	£750 £12	To create a safe and inviting space for children to regulate at lunchtime with support from the Well-being champion. flooring equipment sundries furniture	Pupil voice Behaviour logs	Children are making good use of this reclaimed space. Children feel safe and know they have trusted adults if they are looking for support. Decreased numbers of isolated pupils on the KS2 playground. Well-being Champ intervening and impacting positively of friendship issues.
EYFS / KS1 Nurture Group	£200 £19	To provide twice weekly intervention for children whose social and emotional difficulties are a barrier to their learning in KS1.	PPG case studies and Boxall profiles	Year 2 group has been running - some transferable skills seen in class and around school. Increased empathy towards others noted.
Educational visits subsidies	£5,000 £19	To ensure that all children have access to off-site learning and workshops.	Attendance on trips	5 children being supported to attend PGL trip in year 6.
Free PE uniform	£1500 £19	To give all children a sense of pride in their appearance and their school. To promote a healthy lifestyle.	Pupil voice	Little impact as not many families know the offer is available. Need to promote further with new starters.

Resource subsidies	£1000 £19	To provide individual resources to support learning / attendance/ therapeutic work where necessary.	Pupil progress meetings	Individuals sourced with Art therapy and materials, books meeting their interests, equipment for gross motor skills, fiddlesticks, ear defenders, reward charts etc.
Zones of Regulation resources	£200 £19	To provide a framework within which to develop emotional resilience.	Pupil progress meetings Pupil & Parent feedback	As Behaviour policy is re-written will assess what is needed.
Family Support Worker	£3300 £27	To provide access for our families to support from professionals in their own home.	Referrals and reviews	2 families being supported Autumn Term. 4 families referred in Spring term. Completion of FFA for one family.
Attachment Awareness Training for all staff	£2000 £09	To ensure staff are trained to identify and support children suffering with attachment issues. To develop knowledge amongst school staff and consistent approach.	PPG case studies Staff feedback	Planning for later in Spring term. Moved to be completed in Autumn term 2023.

<p>Tuition for individuals and small groups -</p>	<p>£ 15,000 unclear yet how much more coming - anticipating approx £12000</p>	<p>To ensure children make accelerated progress to catch up on Lockdown losses. NTP - STep Teacher Agency -</p>		<p>Groups of children from years 3,4 and 5 working with external tutor to raise standards in Maths, English and beginning end of January 2022. Children are becoming more confident in retrieving information from the texts and are starting to use the text to back up their responses. The skill for answering comprehension style questions is also practised. Guided Reading is now established in the year 5 class matching the school expectations and impact of the two is starting to be</p>
				<p>seen. Year 4 also starting to have more regular Guided Reading sessions but not yet consistent due to agency covering the class this term and as yet not the same person all the time.</p>

Enrichment				
After school activities subsidies	£2,500 £19	To boost numbers of disadvantaged children taking up places in extra-curricular activities after school.	Places taken by disadvantaged pupils	45 children having activities paid for or subsidised.
Swimming (free)	£2500	To provide the swimming curriculum to all children.	Attendance at swimming	7 children having swimming.
Swimming subsidies	£1000 £19			
Play equipment	£1000 £19	To develop communication, socialisation and collaboration within a healthy lifestyle.	Pupil Voice	Balls and hoops for playground.
Special events	£4000 £19	To provide opportunities for the children to experience life opportunities and curriculum experiences to make memorable learning. eg. Take One Week Pantomime Oak Fest World Book Day Science Week Circus Workshop Forest Skills		Pantomime took place for all school Dec 10th. Relax Kids- Wellbeing Week Feb 7th Sports for Champions - 28th January Oakfest planned for Summer term

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
Well-being and mindfulness	Relaxakids

