

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Hartington C of E Primary School
Number of pupils in school	Initially 25 reduced to 23
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	yearly
Date this statement was published	1 st September 2025
Date on which it will be reviewed	31 st July 2026
Statement authorised by	T.Blackwell
Pupil premium lead	T.Blackwell
Governor / Trustee lead	Mary Teeboon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,910
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4,910

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Raising standards in writing and the development of literacy skills.
2	To continue develop the IT scheme of work, monitoring, assessment and delivery throughout the school.
3	To continue to 'plug the gaps' in pupil learning, progress and assessment in reading (including retention of phonics sessions taught).To insure the continued delivery of the 'pure sound' to support the correct pronunciation and de-coding of words in a range of genres of texts.
4	To develop foundation subject curriculum areas to include greater structure and challenge to ensure pupils experience and achieve specific year objectives through an adapted curriculum. (To include British Values opportunities).
5	More work is planned for the next academic year to support 'Growth Mindset' and 'Zones of Regulation' programmes to continue this progress regarding attitude, resilience, mental health and well-being, self-understanding and personal development.

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
To continue to develop the content of the curriculum within the foundation subjects to ensure it is rigorous and in line with targets identified within the NC for all year groups. To support pupil progress, challenge, assessment and attainment and include opportunities for the delivery of British Values.	All pupils are able to engage in an adapted curriculum which provides opportunities for language, knowledge and skills development in a chronological and prescriptive order. Make links to the school's advisory service for advice and content of provision For staff to attend CPD within targeted subject areas including the purchase of

Curriculum co-ordinator to work collaboratively with staff to review, re-write and cascade to staff subjects within the foundation curriculum under review – Music, Geography, Art, D.T. and review then make adaptations to the school's current provision	relevant programmes or schemes to support delivery e.g. Charanga in music. Foundation subject content reflects the objectives of the National Curriculum of each year group and makes links and connections throughout other areas wherever possible. Knowledge and skills are delivered in a chronological order to ensure layered learning takes place and pupil progress is monitored and optimum learning takes place within an adapted curriculum. Upload provision onto the school website via curriculum page
To continue raise standards in delivery, monitoring and assessment of the phonics programme by staff. To continue to update the provision of resources and the scheme which the school has in place. To attend CPD training for early years and key stage 1 staff to promote a raising of standards in the delivery and understanding of pupil decoding, reading fluency and phonic skills including spelling.	To continue to implement the phonics scheme which is DfE accredited. To link to the reading scheme to promote fluency in de-coding, implementation and learning of HFW reading stamina and make links to spelling. The training and CPD still being undertaken by staff will raise standards in delivery and close the gaps in age related expectations for pupils. To ensure the correct pronunciation of graphemes and ensure 'pure' sound is delivered. Training to be delivered to support providers of the accelerated reading programme by teaching staff. Staff / key partners i.e. parents, to attend twilight training with cluster schools delivered by LA Literacy provider to promote understanding of children's process of learning. The continued purchase of challenge books within the Collins Reading scheme and phonics books. To continue to implement the Collins 'running record' assessment to ensure all children are accessing the correct phase of books which reflect the child's current reading level to support the promotion of fluency etc. and becoming a successful reader using a 'reader voice' and undertake the assessment termly. The continued use of assessment tracking through the Little Wandle system and ensure that additional required targeted intervention for pupils takes place and appropriate targets set. CPD and monitoring opportunities to be accessed to exchange good practice information and ideas and ensure current provision is in line with DfE requirements.
To continue to close the gap regarding attainment and progress in areas within literacy through accelerated learning taking place – intervention programmes. Additional funding is to be utilised internally and TA /	Children in all year groups working in expected levels or working towards these levels. (Closing of attainment gaps). Evidence reflected on school's monitoring and assessment grids. Support is provided

Teacher support and quality first teaching to be delivered to target pupils through CPD, sharing of good practice with partner schools. To focus on key skills in literacy using apps and the iPad each morning to promote speed and accuracy in recall of key skills and the ability to apply this knowledge within literacy lessons (specifically writing). The introduction of the 'place value' method throughout the school to support the delivery of grammar via the Grammasaurus Programme' and to help promote the identification of gaps in pupil learning and through this identification put bespoke learning pathways into place for pupils. Links are to be made to the Little Wandle scheme for the delivery of phonics and spelling in Early Years and Key Stage 1 The raising of standards within the school and for children to develop a sustainability and resilience when writing fiction and non-fiction texts. To develop oracy, receptive and expressive language skills and demonstrate an understanding of the structure of a range of different genres of text.	internally via staff in situ due to group sizes and whole school pupil numbers. The implementation and delivery of the Grammasaurus grammar programmes in Key Stage one and two takes place daily and is to continue throughout this academic year. The purchase and introduction of appropriate training and resources, books etc is to be completed to support the continued development of skills and recall of knowledge. The use of the scheme is to be supported by the use of additional resources if required to ensure challenge and extended /over learning takes place within a more prescriptive and structured skill-based format for pupils. Previously in class 2 Grammasaurus GAP's has been delivered in unison with other resources and has successfully supported layered learning within pupil's knowledge, progress and attainment taking place. A member of staff has been assigned to be Literacy co-ordinator to ensure continuity throughout the school takes place. Changes within the curriculum have been cascaded to other staff in the summer term, but the co-ordinator monitors delivery throughout the school. The use of the iPad each morning to target key skill continues to make a positive impact in some areas of the literacy grammar curriculum, i.e. spelling, possessive apostrophes, punctuation etc. Writing standards throughout the school will improve (including handwriting), Children have a much more secure knowledge of sentence structure, are able to demonstrate language development and retention throughout all curriculum areas due to the format of the Grammasaurus programme and the re-visiting of themes and subject content.
The continued integration of the PSHE programme throughout all curriculum areas making cross-curricular links to deepen impact on learning and children's behaviour towards each other and the promotion of positive, reciprocal and effective friendships groups throughout the school. (Links to be made to the Christian and British Values). To re-visit and send out a consultation document to all parents regarding the	The structured programme has provided a foundation for the delivery of this subject and where possible cross curricular links have been made which are to also include opportunities to develop and promote children's understanding and application of the British Values. Supporting the delivery of PSHE through collective worship has had a positive impact on some children as they have begun to be more aware of the 'Big Picture' and are developing more empathy

implementation of the PSHE scheme of work including the RSE in the autumn term. This is to include an updated policy and questionnaire for parent completion. To facilitate and promote resilience in pupil learning and attitude to both success and failure. To incorporate a more structured delivery of the British Values within the school curriculum to support children's awareness and understanding of how they can be applied not only within their own experiences but through making links to other cultures, events, society etc.	with individuals and some situations for example, loss and bereavement. Links have also been made to the RSE programme from the Derby Diocese. Making relevant links to the nurture programme delivered throughout the school has also had a positive impact for some regarding friendships and being more tolerant of their differences, learning to negotiate and compromise when disagreements occur. Tasks and activities to raise self-esteem and self-worth have also been implemented and accessed following the completion of Boxall Profiles at entry and exit to the programme. All staff to continue to embed the Growth Mindset and Zones of Regulation, Colour Monster, sensory toolkit theories and practice. This is to be a whole school initiative and links are to be made to the PSHE Programme in place within the school. Pupils will become familiar with and develop understanding of the content of these two programmes and begin to apply to their own emotions, ways of thinking and resilience, thereby promoting a positive attitude to themselves, others and attitude. To identify opportunities and further schemes, programmes etc which will promote pupil's personal development which is to be promoted and celebrated (include school website). To work in unison with a partner school to audit and re-evaluate the delivery of the British Values and devise a prescribed time-line of opportunities to not only enable the children to make connections to local, national and world events but also through making links to the curriculum. (Separate strand in parallel to long term planning grids and publish on school website).
To be able to develop skills required to achieve / work towards achieving IT targets set within each year group. This is to include technical language and being able to run different programmes / learn the fundamental skills required to access an IT scheme of work which includes assessment opportunities.	The IT Co-ordinator is to continue to teach Whole School IT to help promote unity throughout the school. The IT Hub is to be contacted and CPD identified for the Co-ordinator to help underpin the delivery of the subject and its assessment. The school is to work in partnership with another cluster school to help promote support and further CPD for the Co-ordinator which in turn is to be cascaded to other members of the teaching staff. The availability of additional funding to support the development of IT resources, including laptops, iPads and

	desktop equipment plus programmes to promote inclusion and curriculum development. The purchase of new interactive whiteboards is to take place to have ready for the following academic year. The possible introduction of STEM based visits and tasks (including Lego Club), where children have the opportunity to use IT in 'real-life scenarios, observation and learning the impact of technology within their own and future lifetime etc. has been piloted and will be introduced for the following academic year.
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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: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with cluster schools and attending relevant training in literacy delivered by the county literacy advisor. Moderation meetings The further purchase of challenge reading books within the phonic scheme phases 2-5.(Including CPD for Lead Practitioner) The continued implementation of running reading record (miscue analysis) to ensure children are	Raised standards in teacher delivery in writing, phonics and reading Appropriate support network to share good practice Attending appropriate training to develop and raise teaching standards within local cluster plus county training in line with SIP. The development and raising of fluency and reading standards including application of phonic skills and strategies when reading, writing and spelling phased reading books plus other curriculum work. To attend specific training led and delivered by Little Wandle practitioners. To undertake and complete reading records for children in key stage 1/2 who are accessing the schools reading scheme each half term to ensure pupils are reading the correct phase books	1 and 2

reading the correct phase of books. The introduction of the Grammasaurus approach to writing and grammar retention to promote specific raising of standards in writing.	and promote accelerated learning, closing gaps etc. For lead practitioner to attend CPD and cascade back to all staff. For Lead Practitioner to undertake monitoring sessions of delivery throughout the school, providing feedback. For staff to feel more confident delivering all aspects within writing and for pupil's to become more confident when undertaking writing specific tasks throughout all areas of the curriculum.	
To develop confidence and self-esteem in pupils accessing the nurture programmes To facilitate and promote resilience in pupil learning and attitude to both success and failure.	Making continued links to earlier programmes undertaken and introduced i.e. ELSA which enable and facilitate a layered learning approach for pupils and teachers to take place. To access Growth mindset and zones of regulation training delivered previously through the SSEN Service. This is to be embedded within the PSHE scheme of work – Lifewise. Access to appropriate activities and tasks to continue the promotion of positive mental well-being for specific groups / individuals. Mental health lead to update training and knowledge. To create an action plan of provision with ISAS practitioner. The continuation of the development of the sensory / quiet garden to promote spaces for reflection and time out – willow weaving / wildflower projects. The continuation of opportunities to work in partnership with the National Park Ranger Service as an Ambassador School – Macclesfield Forest Trip habitats, diversity etc. The possible introduction of a Forest School Curriculum and possible re-application to participate in the Arch Bishop of York Award in addition to promote British Values. (Transferred to the following academic year).	4 and 5

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To re-visit and undertake phonic training and review phonic resources in school with the intent to raise the standards in the phonic delivery and ensure the 'pure sounds' are being delivered. The provision of targeted support for pupils who access the accelerated reading programme – governor support, supply teacher Make links to an author day which had a positive impact during the previous academic year. The review of handwriting scheme and possible purchase of a new scheme for the introduction in the following academic year.	Raised standards in reading through a dedicated phonics programme linked to phonics books to support the development and recall of graphemes throughout the different phases. Raised standards in teacher knowledge and a uniformed approach throughout the school regarding phonics and reading which will also allow intervention to be put in place for older pupils. Raised standards in reading as proven by reading tests and resulting ZPD levels increasing. Children are to continue to re-kindle their love of reading and broaden the genres of book they are familiar with, including the identification of favourite authors. Ability to access reading comprehensions and be able to accurately answer inferred and direct questions about the content. To invite a local author into the school and make links to creative writing curriculum content and write, read and perform their own stories. Year six pupils undertook writing moderation by LA and all school judgements were confirmed.	1 3 and 2
Deliver of the Grammasaurus Programme, its implementation and projected pupil progress and attainment throughout the school in key stages 1 and 2.	The programme provides opportunity for a bespoke curriculum to be delivered via a daily slot within the literacy lesson to all pupils. Consolidation and practice on the iPad which pupils enjoy using is to be provided. This will help to close gaps in learning whilst providing opportunities to re-visit units of work and embed previous learning. Opportunities for challenge can also be provided due to the format of the programme. That is, it adapts the work provided based on the responses given by individual pupils. Teachers are also able to include specific work for groups	1 3 and 2

To undertake CPD and work in unison with the IT Hub to raise standards throughout the school regarding delivery, attainment and assessment within this subject.	or individual pupils to access. The programme supplies CPD for teachers thereby raising confidence and personal knowledge within the subject. For the IT Co-ordinator to continue to develop personal skills and confidence within the subject by working with the IT Hub and cluster schools. To identify gaps in resources and purchase relevant resources and equipment to ensure the delivery of the IT curriculum. For pupils to feel confident when accessing the curriculum and using the resources. This is to be developed where key stage 2 pupils have their own blog and information page on the school website.	
To include access to a structured nurture programme which targets social, emotional and mental well-being in pupils, making wherever possible links to the PSHE Curriculum. To undertake bespoke training to help support and meet the needs of all pupils (Including those on the SEN Register) and for the school SENCO to work in partnership with cluster school SENCO's.	These sessions provide the opportunity for both individual and group development to occur due to the completion of the Boxall Profiles prior to and after the sessions. This creates data which links to the evidence of success criteria, whilst also providing future targets for later sessions. There is also a raise in standards regarding behaviour and the children's ability to deal with emotions, compromise and conflict. The programme also helps to underpin the values, vision and ethos of the school. The children appear happier so are more willing and confident to access the content of the curriculum. Needs within the school are to be identified and bespoke training identified and attended by all / relevant staff to help ensure full inclusion for all pupils. This is to also include training for Circle Time for designated member of staff. SENCO to attend relevant meetings regarding changes to SEND provision within the LA. The school has entered a member of staff onto the NPQ SEND Qualification (18 months) – strategic planning links to SIP – ensuring of the identification of adaptations within the curriculum for specific pupils and full inclusion maintained. Appointment of the new School Inclusion Officer to support SENCO and Head teacher regarding changes to	4 and 5

	SEND services. Action plans produced and reviewed.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to the positive support programme / and / or the ELSA trained member of staff to support mental and emotional well-being on a daily basis. For the named member of staff to complete further training as the Mental Health Lead for the school. For the named member of staff to train as the Autism Advocate Lead within school and disseminate to whole school.	Advice and support regarding strategies from the ELSA trained member of staff is always available and works towards promoting whole staff continued development regarding the dealing of incidents, putting strategies into place for pupils etc. This member of staff also has continued access to the Educational Psychology Service and attends briefings with other trained ELSA staff to procure her own CPD. To continue to undertake relevant additional training through the National College. Action Plan to be produced regarding audit undertaken during the training identifying development of staff and pupil mental health and well-being plus resources if needed. To continue to attend training and raising staff understanding of autism and how it can be recognised and appear within pupil's. The dissemination of information to the staff from the Autism Lead.	4 and 5
To develop positive mental health and well-being through the links to the Ambassador School project with the National Park Ranger Service and maintaining the position of Ambassador School.	The continued development of the school's 'Quiet Garden' which has made links to community projects – wild flower project, litter scheme, Walk of words through the church, willow weaving project, the installation of an orienteering course, the continued development of the village trail, active across ages project etc. The children benefit from these interactions and relationships through the promotion of leadership skills, emotional and social well-being, language and communication development, friendships, respect for others and the diversity of not only the village community but also the wider	4 and 5

	community etc. Links to the Walk of Words, development of school grounds, community lunch etc.	
Access to the White Peak Benefice Group to promote resilience, friendships, respect towards others and within themselves.	The participation in the 'Schools Together' Programme which was formally known as 'Messy Church' activities which support the development of friendship groups with other children from small schools. Links are also made to Whitehall and Lea Green through school and wrap around provision events HYPAC (Hartington Young Person Activity Group). Access to cluster school's via curriculum sport and PE. For the school to continue to access the School's RE Specialist and to review the school's vision and ethos, RE and Collective Worship content to promote pupils developing understanding of how the school's Christian Values and British Values remain relevant in today's society. School to work with the Diocese and a specialist teacher to support the development of school's provision and CPD for current members of staff through training, lesson observations moderation, planning opportunities and advice. CPD for relevant staff delivered through the diocese and RE Specialist to promote greater knowledge and confidence in teaching staff when delivering RE and Collective Worship, thereby raising standards within the children of attainment, knowledge and skills.	1,4, and 5

Total budgeted cost: £4,000.00 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 2024 to 2025 academic year.

The training for the teaching staff regarding 'Shape coding' ELSA and NELI has continued to make a positive impact with specific pupils on the SEND register regarding language and communication and its links into reading and writing. The structured programmes helped the content of the curriculum used as the vehicle of delivery to be more relevant and accessible content to the children. Links have been made to other curriculum areas to help

promote cohesion and layered learning to take place. In addition, the emotional coaching training, Growth and Fixed mindset training in unison with the Zones of Regulation, the Colour Monster Scheme continues to have a huge impact on children's understanding of emotion, self-regulation and how it can affect them and others throughout a day. It has supported a developing empathy towards others and allowed them to develop strategies to promote their positive mental health and well-being as well as being able to level their equilibrium with greater independence and understanding. More work is planned for the next academic year to develop the 'growth Mindset' and Zones of Regulation programmes to ensure the continuation of this progress regarding attitude, resilience and self-understanding.

All pupils have continued to make progress in the numeracy curriculum throughout the school but some pupils who have received additional support have still been unable to make the accelerated progress required to achieve expected levels by the end of the academic year. Therefore, further funding was made available within the school budget and additional work took place in unison with the Active Maths Initiative by the key stage 2 teacher. However, children are becoming more confident when accessing the numeracy curriculum and their development and retention of number skills and operations through the repeated use of specific apps, TT Rock stars which was introduced during the previous academic year to support pupil progress through intervention within this area, the Power of Two programme for individual pupils. The school achieved 100% of year 6 achieving working at expected levels which was an improvement to the previous academic year results. In the optional SAT's in Key stage one 100% of pupils achieved expected levels in numeracy which was maintained from the previous year's results in this area.

The Grammasaurus scheme which was purchased and introduced to support many curriculum areas but specifically Literacy and spellings in unison with the Little Wandle scheme of work for the development of phonics in Early Years and Key Stage one. CPD was accessed for lead practitioners delivering the content of these programmes and the impact on pupil progress has proven positive. 100% of pupils achieved expected levels in the year 6 SPAG test and 100% of pupils achieved the expected outcome in the phonics screening test. These outcomes were an improvement on the results achieved at the end of the previous academic year. Staff are due to attend the development of the spelling programme within the Grammarsaurus scheme is planned for the following academic year to raise standards in this area of the curriculum throughout the school.

The continued pupil progress in the Accelerated Reader Programme of those pupils who were eligible, varied from pupil to pupil. Evidence of pupils not reading at home in regards listening to their child read each evening, asking questions about the content, characters etc. supports the inconsistent progress of some pupils. This has resulted in school staff timetabling in and undertaking additional reading sessions within the school day to maintain pupil progress for some pupils which has had a positive impact on progress this academic year which was evidenced in end of year attainment in both key stage 1 and 2. These additional sessions were also supported by governors (ex- teachers and 'friends of the school') who have been trained to undertake reading sessions with pupils and support progress within the Accelerated reading Programme in order to raise attainment and enjoyment when reading. This initiative is to remain in place during the next academic year.

Making links to the National Park Ranger Service and the content of the Collective Worship delivered throughout the academic year help to embed a successful reward system within the school, which continues to positively impact the children by providing a positive and relevant forum in which to target their self- esteem, confidence and ability to feel worthwhile. It also allowed pupils to work through a forum to renew their contact with the community and become aware with key issues nationally through charities and initiatives. The training of identified pupils to deliver Collective Worship made a huge impact on resilience for pupils especially in class 2, but again this will continue next year and CPD for pupils is to be identified and attended for example how to incorporate 'Picture News' successfully into the Worship Programme. Also, additional RE training was identified via the Diocese and attended by pupils and practitioners. To support the development of the content of both RE and Collective Worship the school allocated funding to purchase the support of a Lead Practitioner from another partner church school as a specialist consultant. This will continue during the next academic year.

Good links to the development of oracy skills has been made. The pupils have demonstrated a continued ability to spontaneously support each other when facing challenge within the curriculum by being positive, sharing ideas, offering advice or demonstrating how or where to find the information needed to continue with the work. The positive praise between the pupils themselves, which had been modelled by all staff, was particularly effective and supported the successful outcome of the worships and their content with its foundation in the Christian Values continues to impact behaviour and positive attitudes within the pupils both in school and within the community. This was also commented on during the previous Ofsted Inspection and recorded within the school report (June 2024).

The work undertaken and completed during the academic year has promoted and allowed the school to successfully re-new friendships with community members and develop work undertaken during previous academic years when working with the Youth Sports Trust on a pilot Intergenerational Project (AAA). This has also made links to the continued development of Wildflower gardens throughout the village, the litter pick initiative, raising pupil awareness of the work undertaken by the MacMillan, The Air Ambulance and the Quiet Garden Programme. The school has worked collaboratively with the School Council and members of the community to re-site the wildflower garden and include a sensory /nature element i.e. the inclusion of native textured / perfumed plants, a pond, bug hotels and a bird feeder, (links are continued to be made to the curriculum content to develop pupil knowledge and scientific enquiry.

Continued links were also made to the 'Walk of Words' initiative the dressing of the School Well, the commemoration of the D Day Landings and the re-introduction of Community Lunch. This again allowed the school to make further links to the community, families and the church. These programmes have supported pupil awareness regarding making links to the School's vision statement, Christian Values and ethos, 'Caring and sharing as part of God's Family' ('Loving our neighbour as we love ourselves' Luke 10:27) through the elderly members living within our community which helps to demonstrates to the pupil's how even living in a small rural community can have an impact on others, including people they don't even know from a wider community. Then how they can subsequently make a positive contribution and a difference. The content of the Awards and Initiatives also created a meaningful forum to produce specific work within different curriculum areas.

The school previously achieved ELSA accreditation and the support received from the educational psychology department has remained in situ for the previous academic year in addition to the support package purchased with this service. This partnership has ensured further training and up-dates to be accessed and a mentoring programme for the ELSA facilitator to continue then the content cascaded to all staff. This in turn has promoted continuity between all year groups, during the transition process for new pupils and for others when changing class. Due to the added experience of the staff potential concerns can be alleviated earlier and with quicker success. The continued inclusion of Nurture sessions for specific groups also underpins the promotion of the development and understanding within the children regarding the importance and significance of good mental well-being and the effect it can have on their physical health.

The school practitioner who has taken on the responsibilities for the delivery of IT throughout the school continues to access the IT Hub and develop her knowledge of the subject content through structured CPD and delivery including assessment. Working in partnership with a cluster school has also provided the opportunity for moderation and reflection by the practitioner regarding the content and teaching of the subject and the impact on pupil knowledge and attainment. STEM activities have been piloted and a programme of activities have been created for the following academic year (Links were made to the MAGNA visit and the school's LEGO club.

Externally provided programmes

Programme	Provider
Wildflower Project / development of Quiet Space– Links to Community	School / Village Community / Private company (Willow Weaving)
Ambassador Project - access	National Park Ranger Service
ELSA Programme	Educational Psychology Service
Sensory toolkit, neurodiversity training etc. Nurture advice for staff	Inclusion Support Advisory Service Engagement Team
STEM provision	Lego Bricks Company

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

The teaching staff who had previously attended Emotional Coaching training has continued into this academic year which has proven very successful in working with children who demonstrate emotional needs. Positive behaviour and confidence has been seen in targeted individuals and they are developing a greater understanding of how emotional outbursts can affect them both physically, mentally and how and why they find accessing the curriculum or social situations difficult, and it has been noted by staff and parents that the training and 'rolling out' of the content of the 'Zones of Regulation and 'Growth and Fixed Mindset' trainings have seen a greater impact within pupils including the raising of self-esteem and self-worth. General behaviour and attitudes towards each other and work throughout the school has also been more positive, which in turn is working towards raising standards and promoting reciprocal friendship groups and pupil resilience.

The school also continued to deliver a version of the shape coding programme to pupils on the SEND register by a trained TA. These sessions have continued to promote access to language, reading and writing development for the pupils. The TA attends termly briefings with other practitioners and the Educational Psychology Service to share good practice, share ideas and discuss possible future ways to develop the shape coding programme into individual settings.

Aspects of this programme is also integrated into the delivery of literacy and language development for other pupils within the cohort / class. This programme required the use of the rest of the funding allocation i.e. £600 to pay supply cover for moderation, training cover and the additional delivery opportunities. (Some of the costings come from the SEND budget).

The school has re-introduced the 'Schools Together' Programme support and allow children in the Early Years and Key Stage 1 and 2 to work with other children from small schools. These sessions are founded within Christianity and again have impacted children's confidence and self-esteem. It has also provided a forum for staff to meet with cluster schools in an informal way and sharing good practice for the development of Christianity and Spiritualism throughout the school. (CPD for a lead practitioner in this area has been accessed and cascaded to all staff). This area of development within the curriculum for RE remains within the School Improvement Plan.