



Bathford Church School Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium 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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	8/139
Proportion of disadvantaged pupils	5.75%
Proportion of disadvantaged pupils who have SEND	4/8 50% of PP Cohort
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Publish date	December 2024
Review date	December 2025
Statement authorised by	B Hayter – Headteacher C Hart– Vice Chair of Governors
Pupil Premium lead	Jennifer Keenan
Governor lead	Charlotte Hart

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,423
Recovery premium funding allocation this academic year	£2000
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	£12,423

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

Key principles of our strategy echo those of our school vision with a specific focus on children identified as disadvantaged:

We aim to help our children to grow by equipping them with the knowledge, skills and values they need both to make sense of the world and to become caring, responsible global citizens.

Key objectives linked to our vision:

- Teachers have high expectations, responding and adapting their teaching as necessary for children identified as disadvantaged, using **quality first teaching** strategies.
- **Cognitive and Metacognitive Strategies:** Teachers manage cognitive load in order to enable children to transfer new learning to long-term memory. Teachers activate prior knowledge, teach small steps and provide opportunities for children to plan, monitor and evaluate their own learning. Children are aware of their learning and know where to focus their efforts so that they make good progress.
- A rigorous and sequential approach to reading and spelling develops pupil knowledge and confidence. It ensures that pupil premium children gain the depth of knowledge needed to apply learning to varied contexts and access all learning opportunities across the curriculum with which they are presented.
- Children identified as disadvantaged have consistently positive attitudes to their education. Where children find it difficult to emotionally regulate, demonstrate resilience or lack confidence in their ability, appropriate intervention is provided. This has a positive impact on pupils' attitudes to learning, attendance and academic progress.

Challenges

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

Challenge	Detail of challenge
1	Assessment, observations and pupil voice indicates reduced confidence and resilience in learning which is reflected in attainment data. Therefore, support is required to increase independence skills. TAs tend to be deployed to work directly with children with SEND (including 50% of children identified as pp) and so children are at risk of separation from the teacher and reduced responsibility – this includes for intervention and adaptation.
2	Some children identified as Pupil Premium are not meeting age related expectations for RWM (37.5% of PP not yet on track to meet ARE), which is impacting their ability to access their year group curriculum. (This group also includes pupils with SEND). Attainment is lower for the identified children in reading and writing, with less progress being made for these children in writing. Therefore the phonics and spelling support that has been implemented should continue to be embedded with additional writing support provided to promote progress.

3	5/8 children have access/ed support for SEMH, including as part of a SEN. Children can need support to emotionally regulate and require teaching of specific strategies. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social, emotional and mental health issues for some pupils, notably due to special educational needs. These challenges particularly affect disadvantaged pupils, including their attainment.
4	There are opportunities to develop improved information sharing resources on the school website and engage parents in the learning journey of their child so that they can best support targeted areas.

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.

Challenge	Intended outcome	Success criteria
1.	<p>High quality teaching - Professional development to support the implementation of evidence-based approaches</p> <p>SDP - Strategic Goal 4 Pupil Independence</p> <p>Throughout the school community, there is a shared understanding of the roles, responsibilities and contributions of school staff such that teachers spend a proportionate amount of time with all pupils, including those identified as pupil premium, and teaching assistants have best impact for the children.</p>	<p>Expected Impact:</p> <ul style="list-style-type: none"> There is a consistent expectation of self-scaffolding by the children and independence is promoted across all year groups by all members of staff. Teachers spend a proportionate amount of time with all pupils. Tasks are consistently adapted to meet children's needs and children are supported by direct teacher instruction most of the time. There is a shared understanding of roles, responsibilities and contributions by teachers, TAs, children and parents. Policies and practices will be supportive of pupil independence and this approach will be visible in the classroom. Children and their families will recognise how support is provided and strive to best support growing pupil independence.
2	<p>Targeted interventions to support language development, literacy and numeracy</p> <p>Children are engaged and motivated to learn. They make sustained good progress towards their targets in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> Assessment identifies pupil premium children who are not meeting their potential. (Pupil voice activities, book scrutinies and planning evidence, moderation), they are identified on the class data page and this is cross referenced with the class provision map to provide specific targets and support. There is a clear understanding of the link between interventions and classroom practices by staff and children which will promote positive attitudes and outcomes.

		<ul style="list-style-type: none"> Additional support is targeted, supporting small steps of progress through a personalised approach. Where progress is not evident following reviews, there are appropriate evidence-based interventions agreed and these are implemented.
3	<p>Wider Strategies</p> <p>SDP - Strategic Goal 3 Excellent Mental Health</p> <p>Highest Area of Need Focus:</p> <p>Children make good progress relating to their emotional wellbeing (SEMH) and have a clear sense of belonging which is founded on their individual talents and successes.</p>	<ul style="list-style-type: none"> Staff, parents and children understand and are able to discuss mental health. Staff, parents and children understand and how they can support the wellbeing of themselves and others. Staff, parents and children are provided with information and resources on emotional regulation and coping with stress and anxiety. Children are supported to build positive relationships and make positive choices, demonstrating high levels of self-control and of respect for others. Children are able to identify their 'character strengths' and skills, celebrating these with the school community and engaging in the range of extra curricular opportunities that support these interests and sense of belonging.
4	<p>Wider Strategies:</p> <p>Families feel confident to support their children on their learning journey and know where to access the supporting information.</p>	<ul style="list-style-type: none"> Families engage positively with school support and take an active role in the learning journey. The school website and social media includes information based on parent feedback. This will show increased use or routes of support and strategies. The school will have developed more personalised information sharing in relation to strategies being used to support pupils (this could be a handout to explain a teaching method being shared, or an opportunity to view some of the intervention sessions).

Activity in this academic year 2024-2025

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Self scaffolding promoted:</p> <p>Promote pupil autonomy over learning and provide least amount of help first.</p> <p>-Tas to engage in full day of training provided by MBUTA with a focus on the scaffolding framework.</p> <p>- Teachers to engage in 1 ½ hour training session about scaffolding framework and effective TA deployment.</p> <p>- Pupils to engage in metacognition and wellbeing programme 'My Happy Mind' to better understand neuroscience to support self-regulation and growth. Use MyHappyMind journals as a tool to reflect at the end of the week or after a unit of work, when well established in classes through the scheme's sessions.</p> <p>With staff, develop child's version of scaffolding framework based on EEF MBUTA research and training. Introduce this tool to all children during assembly times and continue to use it as a focus alongside MyHappyMind assemblies. Ensure these are clearly displayed in the classrooms and easily available for reference and use with children by the adults in the classroom. Share this resource with parents.</p> <p>Intervention links to class practices:</p>	<p>EEF evidence :</p> <div> <p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £</p> </div> <p>Making Best Use of Teaching Assistants EEF</p>	<p>1,2,3,4</p>

<p>Leaders ensure evidence-based TA-led interventions are used and all members of staff know about available/existing practices.</p> <p>SENDCo to audit interventions used</p> <p>Provide updated information relating to best practice eg. Sensory circuits</p> <p>SALT training sessions are timetabled as part of service to best meet needs of team.</p> <p>Explicit teaching of strategies to support transfer of knowledge eg. Mind palace, note taking, mnemonics.</p> <p>Proportionate time with all children:</p> <p>Leaders provide the conditions for effective TA deployment, reducing the extent of TA movement across the school and carefully planning where skills can be used elsewhere in the school for consistency of application and ease of planning for all staff.</p> <p>Audit of Section F in all EHCPs to ensure where best impact can be had through whole class or group approach, this opportunity is utilised.</p> <p>Teaching teams will engage in group supervision with our school EP to develop approaches to best support children.</p> <p>Roles and responsibilities understood:</p> <p>Role and responsibility embedded through shared language amongst all stakeholders including parents eg 'child will receive focused adult support' not 'one to one'. This will be supported by parent information videos through the 'MBUTA' online training platform parent module.</p>		
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Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Provision map and interventions in place from Term 1 Impact of interventions monitored and tracked Pupil progress meetings 3 times a year to discuss impact of interventions. Embed the use of the class data pages to inform provision mapping. 	<p>EEF evidence:</p> <div> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> <div> <p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div>	1,2
<ul style="list-style-type: none"> Using phonics assessments, select pupils to receive a targeted, phonic programme. Using reading assessments, select pupils to receive targeted reading intervention. This should include reading for pleasure which could be supported through the use of a therapy dog. Provide resources for this reading intervention and for children to take home. 	<p>EEF evidence :</p> <div> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div>	2,3,4

	<p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	
<ul style="list-style-type: none"> Pupils to engage in tutoring using bespoke preteaching and catch-up targeting. Following reviews, where good level of progress are not evident, supporting research based interventions are implemented such as multiplicative automaticity scheme and relevant staff training. TAs who deliver interventions/provision to review the provision maps prior to the data drop. When appropriate, the SENDCo and TAs will include suggested next steps and targets for teachers to consider. 	<p>EEF Evidence:</p> <p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	1, 2

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Implementation of My Happy Mind programme across whole school including resource sharing between school staff and families. Continued termly tracking of attendance – triangulate this with other knowledge of families Information in Newsletter to all families about the importance of attendance and how quickly small frequent lateness or absences mount up Work with families to increase engagement in extra curricular opportunities where appropriate, by effectively sharing information about access. Develop padlet of information sharing in line with SEND information sharing – this will be accessible for all families. 	<p>EEF evidence :</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	3, 4
<ul style="list-style-type: none"> Continue to map out our therapeutic and holistic interventions and support pathways and the criteria/thresholds needed for pupils and families to access this support. Use Inclusion Panel advice sessions for staff consultation focused on ways to end Thrive cases, ensuring a supportive move back into in-class support. Embed the use of Thrive strategies activities across all year groups to support emotional 	<p>EEF evidence:</p> <p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	1, 3, 4

<p>regulation. This will be achieved through the Thrive Awards.</p> <ul style="list-style-type: none"> Whole staff Thrive CPD refresh using Thrive website, ensures all staff understand more about the brain, right-time development and how to support children's mental health and wellbeing whole class, small group and 1:1. <p>https://youtu.be/WspJdih_ljk</p> <p>This includes how to support children experiencing stress and anxiety and how to help children to regulate.</p> <p>Thrive practitioners to attend CPD sessions that are closely linked to existing school needs to maintain practitioner status.</p> <p><u>Guest speaker: Assessing the mental health and wellbeing of pupils with SEND</u></p> <p><u>Guest speaker: Fuelling progress and hope</u></p> <p><u>Helping Primary School Children to Manage Anxiety</u></p> <ul style="list-style-type: none"> Continue voice of the child activities Continue to train new members of staff to ensure a calm, consistent and fair, trauma informed approach Through the PINS project and working with the BANES Parent Carer Forum, provide parent workshops on emotional regulation including how to manage meltdowns and outbursts and how to support children and their siblings with additional needs. 	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>Body of research from Thrive based on relational approach to relationships with children.</p>	
<ul style="list-style-type: none"> Continue to embed the Behaviour strategy and develop this in relation to OPAL. Staff CPD on Thrive. 	<p>Paul Dix 'When the adults change, everything changes'.</p> <p>Body of research from Thrive based on relational approach to relationships with children.</p>	<p>3, 4</p>

Total budgeted cost: £ 12,500

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

In 23/24 there was 1 child identified as disadvantaged in the Early Years – they achieved GLD.

Of the 1 child identified as disadvantaged in Year 1, 1 did not pass the phonics screening check – however this was required to be administered only one week after they had joined the school.

There were 2 children identified as disadvantaged in Year 2. One child met age related expectation in Reading, Writing and Mathematics and one did not complete a full academic year and did not reach ARE in RWM although they made progress during interventions from their start points.

Of the 2 children identified as disadvantaged in Year 6, 1 met ARE in mathematics.

- Maths progress has improved with 85.7% children having made good progress.
- Reading attainment has improved with 57% of children identified as disadvantaged having achieved age related expectation.

Challenge	Detail of challenge
1	Many children on the Pupil Premium register do not have a strong view of themselves as learners and their role in the school community. There are opportunities for children identified as Pupil Premium to take on more roles, responsibilities and engage in the school's extra curricular clubs which would support their wellbeing.
2	Several children identified as Pupil Premium are not meeting age related expectations for reading (57.14% of PP not yet on track to meet ARE), which is impacting their ability to access their year group curriculum. (This group also includes pupils with SEND).
3	Some pupils struggle in their confidence and resilience as mathematicians, which is reflected in attainment data (71.42% of PP not yet on track to meet ARE), therefore support is required to deepen their understanding of number.
4	There are opportunities to develop improved information sharing resources on the school website and engage parents in the learning journey of their child so that they can best support targeted areas.

Review of expenditure 2023 - 2024

1. Teaching

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Teachers explicitly teach children how their brains are wired for growth (growth mindset) using Class Dojo resources. Teacher have a more developed knowledge of metacognition and children understand better knowledge of strategies to help them know and remember more such a note taking, mind palace and the importance of healthy living and supporting our emotional regulation. This has been delivered to the whole school and teachers have received cpd about setting up environments to promote learning and independence. The school has used the expertise of an educational psychologist to develop resources and staff training. Ensure explicitly teaching using metalanguage 	<ul style="list-style-type: none"> Pupil voice and lesson monitoring showed initial signs of benefit with understanding, particularly children in KS2. Resources and input needs further adaptation for KS1 to be more impactful. Educational psychologist support for 2 chn which included specific recommendations for implementation; these strategies were used widely as part of whole class approach. Next step: Implement MyHappyMind programme to support chn across school. Increase in pupil progress data demonstrates impact of approach across the school. Maths 28.58% ARE Sept to 42.8% ARE July 	<p>£6000</p> <p>£1500</p>
<ul style="list-style-type: none"> CPD for teachers on metacognition using Walkthru (Metcognition and Self-regulation, Meta-cognitive talk), Third Space Learning, The Primary School Guide to Metacognition and EEF Metacognition and self-regulated learning guidance report. CPD to include what is metacognition, why is it important, the benefits of metacognition in the classroom and how to teach metacognition through: <ul style="list-style-type: none"> Activating prior knowledge Giving explicit strategy instruction (e.g. use visual representations, bar models) model Consider consistent strategies to support children to reflect on their learning. E.g. potential use of weekly learning journals with weekly questions. What was easiest for me to learn this week? Why? What was most challenging for me to learn this week? Why? What learning strategies have worked well? What will I try to improve on for next week? 	<ul style="list-style-type: none"> CPD delivered in relation to metacognition and self-regulation. Observations of positive relationships and behaviour management across the school reflects this from all staff and approach using small steps, displays, opportunities for recap etc. Lessons carefully planned and sequenced with purposeful links to topics. Use of programmes such as 'Mastering Number' promoting use of concrete and pictorial resources. Next step – Engage with teachers and TAs in scaffolded questioning development as part of 'Making Best Use of TAs' project. Chn encouraged to reflect on own learning however monitoring demonstrates that this has not yet been established as a consistent approach and will be achieved 2024-25 as part of MyHappyMind programme by using and developing journals. 	

<ul style="list-style-type: none"> • Continue to embed and monitor the effectiveness of the Little Wandle Phonic Scheme. • Colleagues to engage in intervention studies to allow the magic to spread and enhance consistency and use of most effective strategies. Teachers and Teaching assistants to sign up to be observed with focus on chosen aspect in relation to specific pupil needs e.g. small steps, modelling, scaffolding, checking for understanding, quizzing, guided practice, flexible grouping, explicit teaching of background knowledge/vocab etc • Work with staff and parents to develop strategy sharing. 	<ul style="list-style-type: none"> • Little Wandle Scheme well embedded and having positive impact for chn identified as needing additional phonics intervention. 6/10 chn made good or better progress 2023-24 2x chn did not attend for full year but some good phonics progress. • Sharing of best practice has been done through observation opportunities for TAs and video resources for teachers. More opportunity to ensure direct observation opportunities for specific mini goals which will be linked to the MBUTA training programme for TAs and Flourishing People goals. • Engaged in research and purchase of new programme to support strategy sharing with parents. Strategy sharing planned with addition of parent app on MyHappyMind. 	
<ul style="list-style-type: none"> • Use RFP pedagogy https://ourfp.org/reading-for-pleasure-pedagogy/ to develop children's RfP alongside and as complementary to reading instruction e.g: • Develop social reading environments • Daily read aloud from wide range of genres • Informal book talk e.g. book blanket, book rivers, book blether • Daily Independent reading time 	<ul style="list-style-type: none"> • Environments established in classes alongside development of school spaces to be increasingly inclusive and engaging in their set up. • Additional reading support implemented to ensure higher number of 1-1 reading sessions. • Subject leader promoting informal book talk opportunities and reciprocal reading strategies. They have also developed the school library as a hub of the social reading environment. 	

<ul style="list-style-type: none"> Continue to engage with the Trust pupil premium leads in line with EEF training. Staff meetings (3 across the year) to disseminate training 	<ul style="list-style-type: none"> Same training/meetings not available this academic year. Bathford engaged in training provided by the Trust based on EEF Making Best Use of Teaching Assistants – 4x sessions for SLT member, CPD provided to teachers and TAs and additional training day attended by all TA team. EEF structuring linked well to previous PP training and had whole school impact. 	
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Provision map and interventions in place from Term 1 Impact of interventions monitored and tracked Pupil progress meetings 3 times a year to discuss impact of interventions. 	<p>The provision maps have helped to identify pupils and trends to best deploy teaching teams. The provision maps have been refined to include SMART targets and are now cross referenced with One Page Profiles for children identified on the SEN register.</p> <p>Next step – implementation of class data page to inform teacher led identification on provision maps.</p>	£6000

<ul style="list-style-type: none"> • Using phonics assessments, select pupils to receive a targeted, phonic programme. • Deliver a series of parent support phonics/mathematics sessions to enable parent and child to learn together. • Using reading assessments, select pupils to receive targeted reading intervention. This should include reading for pleasure which could be supported through the use of a therapy dog. • Provide resources for this reading intervention and for children to take home. • Deliver a series of parent support reading sessions to enable parent and child to learn together. 	<p>Children have made good progress following the embedding of the phonics programme. Data demonstrates progress to their year groups and for children who have completed the intervention where progress is unlikely to be significantly impacted, an alternative approach has been adopted by utilising Nessy online reading and spelling which continues to target any gaps and address year group expectations. For children where Little Wandle intervention is still appropriate but progress is less than expected for the scheme, the team are implementing a bespoke version that captures in the moment opportunities and better meets the SEMH needs of identified pupils.</p> <p>Nest steps – monitor impact of use of Nessy on</p>	
<p>Pupils to engage in maths tutoring with Third Space Learning where appropriate.</p>	<p>Teachers have adopted the 'I do, we do, you do' approach. Where the progress of pupils in KS2 maths has not been consistent (Spring Term), additional support was put in place. Going forward we will continue to use a tutor-based approach but as one of a range of strategies to support learning. This tutor-based approach will continue to be 1:1 in some cases, but in other cases it will be paired or small group tutorials in order to increase value for money.</p> <p>In conjunction with this approach we will also continue to focus on quality first teaching.</p>	
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> • Termly tracking of attendance – triangulate this with other knowledge of families • Information in Newsletter to all families about the importance of attendance and how quickly small frequent lateness or absences mount up <p>Work with external agencies involved to support families to improve attendance and transition to school.</p>	<p>Pupil attendance across the school has been improved and remains above the national average and Trust average. The headteacher has worked with the Trust to develop the attendance strategy and there has been positive feedback from the Trust and the Local Authority regarding the approaches taken to support pupil attendance.</p> <p>Next steps – continue to use strategies such as letters and personal approach to improve</p>	£2,350

<ul style="list-style-type: none"> • Map out our therapeutic and holistic interventions and support pathways and the criteria/thresholds needed for pupils and families to access this support. • Embed the use of Thrive strategies activities across all year groups to support emotional regulation. This will be achieved through the Thrive Awards. • Continue voice of the child activities • Work with teachers to ensure a calm, consistent and fair, trauma informed approach • Set up parent workshops on emotional regulation including how to manage meltdowns and outbursts and how to support siblings with additional needs. 	<p>We will continue with this approach next year and promote opportunities directly to families to include external club providers as the offer by the school developed during 2022-23.</p> <p>We will promote engagement with the PINS project following our successful application to engage in the support. Initial parent feedback and that from the BANES parent carer forum has been positive. As a result, sessions working directly with families and to inform approaches taken by the SENDCo will be used such as training opportunities and updated profiling tools being trialled. The teaching team will access the menu of support to continue developing the environment to best meet the needs of our children.</p> <p>Next steps – the Deputy will develop a Padlet for parents with a focus on links to the pupil pre-</p>	
<ul style="list-style-type: none"> • Continue to embed the Behaviour strategy and develop this in relation to OPAL. • Gain parent and pupil voice through focus group three times a year to assess impact of the policy and approach. • Staff CPD on Thrive. 	<p>The school have engaged in the Trust supported Behaviour Bites training modules. In addition to the OPAL training that has been provided, this has had a positive impact on the approach to supporting behaviour and wellbeing both in classes and on the playground. The ongoing use of the CPOMS system ensures effective monitoring and will continue. The SENDCo/Deputy continues to work closely with the school staff team and FOBS team to support the delivery of OPAL provision.</p>	

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
Thrive	Thrive
Opal play	Opal