

Thornhill Primary School

Pupil Premium Strategy Statement 2024-2027



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview – 2026-2027

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2025-2026 2024-2025
Date this statement was published	26.09.24
Date on which it will be reviewed	End of each academic year
Statement authorised by	Samantha Overfield
Pupil premium lead	SOverfield
Governor / Trustee lead	Governing Body / Steph Meek

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110, 050
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	£110, 050

Part A: Pupil premium strategy plan

Statement of intent

- At Thornhill Primary School, our school motto 'A promise for the future' encompasses our relentless drive to ensure that all pupils in our school are able to reach their full potential academically, pastorally and socially.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary knowledge, skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Thornhill, we are determined to provide the quality teaching, support and guidance they need to help them overcome these barriers.
- This funding helps remove those barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium children are making less progress in reading
2	Lack of early communication and language skills, including limited range of vocabulary, linked to limited life experiences and availability of quality texts in the home.
3	Low attendance rates – Absence and persistent absence.
4	Social & emotional difficulties, including medical, mental health issues, ACES (Adverse Childhood Experiences)
5	Limited awareness of available opportunities for their futures including academic and career options

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 close the gap between PP children and other pupils across the school in reading	- To have a less of a disparity between the average scaled scores and reading ages in our yearly CEM assessments. - To identify and target specific groups of children to receive intervention (PP teacher / After school tutoring) and ensure they meet individual targets. - % of PP children achieving expected and higher standards in KS1 and KS2 assessments continues to improve. - All PP children to reach the expected standard in Early Years and KS1 phonics. - Continued phonics and reading CPD for all staff - To ensure highest levels of Quality First teaching for all staff ensuing PP children receive quality feedback and learning personalised to their needs. - To ensure lowest 20% of pupils are listened to read everyday. - To develop the love of reading for pupils by engaging them in a wealth of literary opportunities and access to a wide range of books.
To improve speech and language skills across EYFS and KS1.	- To increase percentage of PP reaching expected standards in EYFS and KS1. - PP children to make greater progress in CEM assessments and close the gap between the Non PP. - To read and listen to more stories throughout the day including 'Five a Day' in EYFS and a core set of book across KS1 / KS2. - To develop links with parents / carers in EYFS to support S&L. - To identify individual children who need further specific intervention and support by working with Speech & Language Therapist at the earliest opportunity. - To develop language work across the school and upskill staff through specific training and CPD - To provide access to a Speech & Language therapist in school

	- Language progression to be planned across all subjects
To improve the attendance of PP children across the school.	- To improve whole school attendance and to exceed the national average of 96%. - To develop and implement a robust attendance system across the school. - To work with PP families to raise awareness of attendance in the community and the impact of low attendance on the outcomes of children. - To raise awareness of good attendance in school so children are committed to their own attendance and can relate that to their own progress and achievements. - To provide enrichment opportunities in school to all children to engage and motivate - To ensure PP can access after school clubs and extracurricular activities. - To allow PP children the opportunities within Pupil Voice groups to give them important roles in school. - To work with external agencies to support good attendance. - Bespoke attendance training for all staff. - Dedicated attendance manager (s) to implement robust system of response to absence.
To develop the social and emotional needs of our PP children, with particular focus on increasing resilience, sustained concentration, self-regulation and self-motivation.	- To develop CPD of staff to support children with particular needs. - To draw upon a variety of strategies and support from external agencies when required. - To raise awareness of mental health throughout the school and school community. - To support identified pupils with specific SEMH needs and work with specialist external agencies - To ensure PP children attend all school visits, enrichment activities and that deprivation never impacts on their opportunity. - To develop the skills of meta-cognition, growth mind-set and self-regulation in our pupils to support good mental health and improve concentration.
To support pupil's aspirations and embed that within our curriculum.	- To ensure PP children have aspirations for and knowledge of career options through opportunities embedded into the curriculum.

	- To raise aspirations regarding future choices and careers through clear progression and opportunities in all subjects. - To develop partnerships with local secondary schools and the local community to use their expertise and equipment. - To continue to purchase high quality / up to date resources for all subjects so children have access to the best, particularly ICT. - To link to educational visits and enrichment activities. - To link to equality and diversity and develop knowledge of the wider world and wider opportunities to access to literature and experiences.
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Activity

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: £ 71, 430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued Phonics / Reading Refresher CPD for all staff</i>	EEF – Phonics - High impact for low cost based on extensive evidence (+5months) EEF – Reading Strategies - High impact for low cost based on extensive evidence (+5months)	1
<i>Additional teacher– focus on reading / S&L / Early Intervention / Inclusion</i>	EEF – Phonics - High impact for low cost based on extensive evidence (+5months) EEF – Reading Strategies - High impact for low cost based on extensive evidence (+5months) EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	1, 2
<i>EYFS / KS1 – All pupils to read with an adult by deployment of teachers</i>	EEF – Phonics - High impact for low cost based on extensive evidence (+5months)	1, 2

<i>/ TAs to support Guided reading.</i>	EEF – Reading Strategies - High impact for low cost based on extensive evidence (+5months)	
<i>Focus on continued PD throughout school on QFT – particularly supporting ECTS and ensuring quality feedback, individualised learning Continuation of Hugh Quality CPD</i>	QFT – EEF evidence indicates that great teaching is the most important lever to improve outcomes for pupils. Feedback – High impact for low cost based on extensive evidence Individualised instruction – Moderate impact for low cost based on limited evidence (+4Months)	1, 2
<i>S&L & Vocabulary training – EYFS specific S&L Therapist – 1 morning per week</i>	This contributes to QFT. EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	2
<i>Continued development of metacognition, growth mindset and self-regulation throughout the whole school</i>	EEF – high impact for low cost based on extensive evidence (+7months) Links to QFT – EEF evidence indicates that great teaching is the most important lever to improve outcomes for pupils.	All
<i>Mental Health Programmes ran in school – both whole class and bespoke groups as well as Parent Led CBT.</i>	This contributes to QFT. EEF – Social & Emotional Learning – moderate impact for low cost based on limited evidence (+4months)	4

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

Budgeted cost: £ 18,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>After school tuition - 7 groups per week with teachers Extra tuition weekly – Year 6 /Year 5</i>	EEF – Moderate impact for low cost based on moderate evidence (+4 months)	1, 2

<i>One to one tuition – reading – every morning – 4TAS</i>	EEF – Moderate impact for low cost based on moderate evidence (+4 months)	1, 2
<i>Speech & Language Therapist</i>	EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	2
<i>Emotional Well Being Programmes</i>	EEF – Social & Emotional Learning – moderate impact for low cost based on limited evidence (+4months)	4
<i>Treetops Programme</i>	This programme would support self-regulation. EEF – Metacognition & Self-regulation - high impact for low cost based on extensive evidence (+7months)	4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access for all children for school visits including Y6 residential</i>	Outdoor Adventure Learning - no current clear evidence from EEF – will need to monitor closely This area does support parental engagement though, as we are supporting parents financially and giving their children opportunities they would not ordinarily receive.	3, 4 , 5
<i>Enrichment activities in school including after school clubs / Golden Days / Special events</i>	EEF – Arts Participation – moderate impact for very low cost based on moderate evidence (+3months)	3, 4, 5
<i>Implementing metacognition / growth mindset strategies</i>	EEF – high impact for low cost based on extensive evidence (+7months)	All
<i>Careers Fayre / Partnerships with secondary school / ex pupils</i>	Aspirations Intervention – no current clear evidence from EEF – will need to monitor closely	5

<i>Engagement with parents</i>	EEF – Moderate impact for low cost based in extensive evidence (+4months)	3, 4, 5
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Total budgeted cost: £ 102,120

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2025-2026

To close the gap between PP children and other pupils across the school in reading

Leaders implemented a comprehensive programme of reading support, including additional teaching capacity in Year 6, daily reading interventions, booster groups, targeted phonics support, guided reading, library enrichment and parental engagement activities. These strategies ensured that disadvantaged pupils received enhanced support throughout the year.

The strongest evidence of impact can be seen in Year 6, where 50% of the cohort were eligible for Pupil Premium. Pupils were taught in smaller groups, received targeted comprehension support and daily 1:1 reading where required. Reading-age assessments show that all disadvantaged pupils made progress, with the majority achieving reading ages at or above their chronological age by the end of Year 6. Furthermore, all remaining pupils secured reading levels that will enable them to access the Key Stage 3 curriculum successfully.

School-wide provision ensured disadvantaged pupils had regular reading opportunities through adult-led reading sessions, weekly library access, reading enrichment activities, phonics intervention, story sacks, reading crates and booster programmes. Children below chronological reading age were heard read at least three times per week.

Outcomes continue to demonstrate the effectiveness of this approach. The school's Key Stage 2 reading attainment remains exceptionally strong and significantly above national averages, with disadvantaged pupils performing well when compared to national disadvantaged outcomes. The school's IDSR Summary identifies disadvantaged attainment in reading as a strength, with 79% of disadvantaged pupils achieving the expected standard compared with 62% nationally.

Successes

- All identified Pupil Premium pupils in Year 6 improved their reading age.
- Majority of Year 6 Pupil Premium pupils achieved reading ages above chronological age.
- Extensive intervention and enrichment programme implemented across all year groups.
- Disadvantaged pupils continue to achieve strongly compared to national disadvantaged pupils.
- Reading remains a significant strength of the school, reflected in sustained high attainment outcomes.

To improve speech and language skills across EYFS and KS1.

This target has been successfully achieved through a combination of early identification, specialist intervention and staff training. Throughout the year, pupils in EYFS and KS1 benefited from weekly input from a Speech and Language Therapist, targeted referrals, class-based coaching and the use of specialist programmes to support communication and language development. Staff received additional training, including ELKLAN approaches, enabling high-quality communication strategies to be embedded within daily classroom practice.

Early identification remained a key strength. New pupils entering EYFS were screened promptly, referrals were made where required and individual programmes were put in place. The school enhanced its provision through weekly therapist visits, Mable speech and language sessions and additional EYFS inclusion funding to support language development.

Evidence suggests that these strategies have contributed positively to improved outcomes across the Early Years. Good Level of Development increased from 64.3% in 2024-25 to 70% in 2025-26, exceeding the most recent national figure of 68.3%. Pupil Premium children achieved 75% GLD, demonstrating the impact of targeted early intervention and support.

The school's focus on communication and language is evident within classroom practice. Leaders report that Communication and Language continues to be a priority within EYFS, with staff using intensive interaction approaches and specialist advice to support pupils' language acquisition. Weekly support from Speech and Language therapists has strengthened both individual interventions and whole-class provision.

Improved phonics outcomes also provide evidence of stronger early communication and language foundations. Year 1 phonics outcomes rose significantly from 57% in 2025 to 83% in 2026, moving from below national to above national expectations. Leaders identify targeted speech, language and phonics interventions as key contributors to this rapid improvement.

Successes

- Weekly Speech and Language Therapist support provided for pupils and staff.
- Early identification and referral systems embedded across EYFS and KS1.
- EYFS staff trained in communication and language strategies, including ELKLAN approaches.
- GLD improved from 64.3% to 70% and exceeded the latest national figure.
- Phonics outcomes improved significantly from 57% to 83%, above national outcomes.
- Additional funding secured to strengthen speech and language provision in EYFS.

To improve the attendance of PP children across the school

This target has been substantially achieved. Attendance for disadvantaged pupils remained above national disadvantaged attendance rates and was supported through a robust programme of monitoring, intervention and enrichment. Leaders maintained attendance as a high-profile priority, implementing weekly monitoring, attendance meetings, home-school support, parental engagement, rewards and targeted interventions for pupils at risk of persistent absence.

Attendance for disadvantaged pupils improved significantly following the post-pandemic decline seen in 2023/24. Pupil Premium attendance increased from 91.52% in 2023/24 to 93.35% in 2024/25 and was sustained at 93.25% in 2025/26. Although attendance remains below the whole-school average, it is considerably stronger than national disadvantaged attendance, which is estimated to be around 89-90%.

The school invested heavily in attendance improvement through bespoke family support, attendance mentoring, daily monitoring, attendance meetings, enrichment activities, free extracurricular opportunities and targeted support from external agencies. Attendance procedures were strengthened further through the introduction of tiered attendance systems, "Winning Wednesdays", attendance rewards and enhanced communication with families.

Persistent absence among disadvantaged pupils also showed significant improvement compared to previous years. Rates reduced from 37.3% in 2023/24 to 23.9% in 2025/26, representing a substantial reduction. Although this remains the school's main attendance priority, outcomes are considerably better than national disadvantaged persistent absence figures.

Leaders accurately identified that remaining attendance concerns are concentrated amongst a relatively small number of disadvantaged pupils in Upper Key Stage 2 and have already implemented targeted transition and attendance support to address this.

Successes

- Pupil Premium attendance improved significantly from 91.52% (2023/24) to 93.25% (2025/26).
- Disadvantaged attendance remains above national disadvantaged attendance figures.
- Persistent absence reduced substantially from 37.3% to 23.9%.
- Dedicated attendance monitoring systems, attendance meetings and support packages implemented.
- Enrichment activities, clubs and wider opportunities used successfully to improve engagement with school.
- Whole-school attendance remained above national averages at 95.23%

To develop the social and emotional needs of our PP children, with particular focus on increasing resilience, sustained concentration, self-regulation and self-motivation.

This target has been successfully achieved through a wide range of universal and targeted interventions designed to support pupils' emotional wellbeing, resilience and readiness to learn. Leaders have invested significantly in pastoral support, mental health provision, inclusion practices and enrichment opportunities to ensure disadvantaged pupils receive the support they need to thrive both academically and personally.

Throughout the year, disadvantaged pupils accessed a comprehensive programme including Forest School sessions, extracurricular activities, pupil leadership groups, occupational therapy support, Emotional Resilience Nurse referrals, Piece of Mind interventions and parental support programmes. These opportunities have helped pupils develop confidence, independence, emotional regulation and positive relationships.

The school's highly inclusive approach has been recognised by external agencies through the Delivery Better Value Project and Local Authority reviews, which highlighted Thornhill as a highly inclusive school with strong provision for supporting pupils with additional emotional and behavioural needs. External feedback recognised the quality of classroom practice, the flexibility of support arrangements and the positive impact of staff training and intervention programmes.

Behaviour remains a significant strength of the school. Governors have been informed that behaviour is consistently praised by visitors and external organisations, with very low levels of serious incidents, no reported bullying incidents and no permanent exclusions. The school has maintained a nurturing environment which enables pupils to develop self-regulation, positive attitudes and resilience while remaining fully included within school life.

Pupil wellbeing has also been strengthened through participation in pupil leadership groups, community projects, cultural experiences, sporting opportunities and enrichment activities funded through Pupil Premium. These opportunities have helped to raise aspirations, develop character and improve confidence across all groups of pupils.

Successes

- Forest School, enrichment activities and extracurricular clubs accessed by disadvantaged pupils throughout the year.
- Mental health support provided through the Emotional Resilience Nurse, Piece of Mind Team and Occupational Therapy services.
- Pupil leadership groups developed confidence, responsibility and self-esteem.
- External reviews identified the school as highly inclusive with effective support for pupils' emotional and behavioural needs.
- Behaviour continues to be a strength, with pupils regularly praised by visitors and external agencies.
- Staff received ongoing training in behaviour, inclusion, SEND and emotional wellbeing to further strengthen provision.

2024-2025

To close the gap between PP children and other pupils across the school in reading

This target was successfully achieved, particularly in Key Stage 2, through a sustained focus on reading intervention, targeted staffing and reading enrichment. A full-time Pupil Premium teacher was deployed to support reading, booster groups operated throughout the year and children who did not read regularly at home received additional reading opportunities in school. Regular library sessions, reading enrichment activities, phonics support and parental engagement further strengthened reading provision for disadvantaged pupils.

The strongest evidence of impact can be seen within Year 6 outcomes. Pupil Premium pupils outperformed their non-Pupil Premium peers in reading, with **100% of disadvantaged pupils achieving the expected standard in reading**, compared with **95% of non-disadvantaged pupils**. This demonstrates that the gap in reading attainment was fully closed and, in this cohort, disadvantaged pupils achieved exceptionally well.

Whole-school reading outcomes remained a significant strength. Key Stage 2 reading attainment reached **97%**, substantially above the national figure of **75%**, whilst reading, writing and mathematics combined reached **93%**, compared with **62% nationally**. These outcomes reflect the effectiveness of the school's intervention programme and commitment to reading development across all year groups.

Whilst attainment gaps remained evident in Key Stage 1, where Pupil Premium pupils achieved 64% in reading compared with 71% for non-Pupil Premium pupils, leaders accurately identified early reading and phonics as an area for continued development. Extensive support was already in place through phonics interventions, daily reading and targeted booster groups to address these gaps.

Successes

- Full-time Pupil Premium teacher deployed to support reading attainment.
- Booster groups and targeted reading interventions established across all year groups.
- Daily reading support provided for pupils below chronological reading age.
- Extensive programme of reading enrichment, library visits and parental engagement implemented.
- **100% of Pupil Premium pupils achieved the expected standard in KS2 reading.**
- KS2 reading attainment of **97%**, significantly above national outcomes.

To improve speech and language skills across EYFS and KS1.

This target was successfully achieved through a strong focus on early identification, specialist intervention and enhanced classroom provision. Throughout the year, pupils in EYFS and KS1 benefited from weekly Speech and Language Therapy support, targeted referrals, Talking Partners interventions, enhanced TA support and the introduction of additional speech and language assessment tools. Leaders ensured that communication and language remained a key priority, particularly within EYFS.

The school implemented a range of targeted strategies including weekly Speech and Language Therapist visits, Mable speech and language programmes, ELKLAN training and resources, vocabulary-rich planning and specific interventions for pupils with identified communication needs. New pupils entering EYFS were screened promptly and referrals were made early to ensure support could be accessed without delay.

Further improvements were made through the introduction of the Teddy Talk Test assessment tool, which enabled staff to identify language difficulties more precisely and implement targeted interventions. All EYFS staff also completed Makaton training to enhance communication support and improve access to learning for pupils with speech, language and communication needs.

The impact of this work is reflected in the strong Early Years outcomes achieved in 2024-25. Good Level of Development reached **64.3%**, and in the previous year had been **77%**, demonstrating secure foundations in communication and language for many pupils despite increasing levels of need. Leaders also secured funding for speech and language intervention programmes and continued to prioritise communication and language as an area of school improvement.

Successes

- Weekly Speech and Language Therapist support provided throughout the year.
- Early identification systems embedded within EYFS.
- Talking Partners interventions delivered in KS1. [\[](#)
- ELKLAN training and resources introduced to strengthen classroom practice.
- Teddy Talk Test assessment tool introduced to identify language needs more effectively.
- All EYFS staff completed Makaton training.
- Additional speech and language funding secured to support pupils with emerging needs.

To improve the attendance of PP children across the school

This target was successfully achieved. Attendance for disadvantaged pupils improved significantly during 2024-25 as a result of rigorous monitoring, robust attendance procedures and extensive support for families. Leaders maintained attendance as a whole-school priority through daily monitoring, attendance meetings, home visits, parental communication, attendance rewards and close working with the Local Authority. There was a comprehensive strategy designed to improve attendance and reduce persistent absence for disadvantaged pupils.

The impact of these actions can be seen in the substantial improvement in attendance for Pupil Premium pupils. Attendance for Ever 6 pupils increased from **91.52% in 2023-24 to 93.38% in 2024-25**, representing a significant improvement. Persistent absence amongst disadvantaged pupils also reduced from **35% to 19%**, a substantial reduction that reflects the effectiveness of targeted interventions and bespoke family support.

Leaders successfully used enrichment activities and wider opportunities to increase engagement with school. Disadvantaged pupils were able to access extracurricular clubs, educational visits, residential experiences, sporting activities, Forest School sessions, discos, music provision and enrichment opportunities at little or no cost. These experiences supported attendance by strengthening pupils' sense of belonging and enjoyment of school.

Although attendance did not reach the aspirational target of 96%, the school secured clear improvements over previous years. Attendance remained above Durham averages and persistent absence reduced significantly. Leaders accurately identified attendance as an ongoing priority and implemented effective systems that continued to drive improvement throughout the year.

Successes

- Pupil Premium attendance increased from **91.52% to 93.38%**.
- Persistent absence for disadvantaged pupils reduced from **35% to 19%**. [
- Robust attendance systems, monitoring and parental engagement embedded across the school.
- Regular attendance meetings held with families and the Local Authority.
- Wide range of enrichment activities and extracurricular opportunities used to improve engagement and attendance.
- Whole-school attendance improved to 94.9% by Summer 2025

To develop the social and emotional needs of our PP children, with particular focus on increasing resilience, sustained concentration, self-regulation and self-motivation.

This target was successfully achieved through a comprehensive programme of pastoral support, inclusion strategies, enrichment opportunities and targeted interventions. Leaders prioritised pupils' social, emotional and mental health needs through a range of universal and bespoke provision, ensuring disadvantaged pupils were well supported to develop resilience, confidence, self-regulation and positive attitudes towards learning.

Throughout the year, pupils accessed a wide range of support including Treetops Occupational Therapy, Piece of Mind mental health interventions, Cognitive Behaviour Therapy referrals, Building Confidence programmes, Emotional Resilience Nurse support and Forest School sessions. These interventions provided targeted support for pupils experiencing emotional or behavioural difficulties whilst also strengthening the universal support available across the school.

Pupil leadership opportunities played a significant role in developing confidence, responsibility and self-esteem. Pupils participated in groups including School Council, Buddies, Peer Mentors, Digital Leaders, Eco-Council and Librarians. These opportunities enabled pupils to develop leadership skills, work collaboratively and contribute positively to school life.

The impact of this work is reflected in the school's strong behaviour culture. Behaviour continued to be recognised as a significant strength, with no reported bullying incidents, no incidents related to protected characteristics and only one suspension across the academic year. Visitors, external agencies and members of the public consistently praised pupils' behaviour, attitudes and conduct both in school and when representing the school externally.

Additional strategies including structured lunchtimes, classroom sensory diets, restorative approaches, pupil mentoring and wellbeing programmes helped pupils develop improved self-regulation, sustained concentration and positive relationships. Staff responded quickly to emerging needs and ensured pupils requiring additional support received appropriate intervention.

The school's extensive enrichment programme also contributed significantly to pupils' social and emotional development. Residential visits, camping experiences, sporting events, educational visits, arts projects, community initiatives and cultural opportunities helped build resilience, independence, teamwork and aspiration amongst disadvantaged pupils.

Successes

- Forest School sessions delivered across all year groups.
- Access to Treetops Occupational Therapy, Piece of Mind interventions and CBT referrals.
- Building Confidence and Decider Skills programmes delivered to targeted pupils.
- Pupil leadership groups developed confidence, responsibility and self-esteem.
- Behaviour remained a significant strength with no bullying incidents recorded and only one suspension.
- Sensory diets and structured support embedded across the school to promote self-regulation and concentration.

- Wide range of enrichment activities, visits and residential experiences provided to develop resilience and aspirations.

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