



Wembrook Primary School

Pupils Premium Strategy Statement

This statement details our school's use of pupil premium 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.

This Strategy Statement covers the end of Year Two (2022-2023) of a 3 year plan 2021-2024. All information is updated to reflect the school's data, as of October 2023. The Statement of Intent, the Challenges and the Intended Outcomes remain the same. Activities in this academic year are updated.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 630 +37 Nursery |
| Proportion (%) of pupil premium eligible pupils | 35% (220 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published/updated | 5 th December 2023 |
| Date on which it will be reviewed | 1st November 2024 |
| Statement authorised by | Governing Body (4 th December 2023) |
| Pupil premium lead | Simon Pearson (Headteacher) Sarah Chard (Assistant Headteacher) |
| Governor lead | John Barr |

Funding overview

| Detail | Amount |
|--|-----------|
| Pupil premium funding allocation this academic year | £343,205, |
| Recovery premium funding allocation this academic year | £31,900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

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| Total budget for this academic year | £375,105 |
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Part A: Pupil premium strategy plan

Statement of intent

Wembrook Primary school is larger than most primary schools. The number of pupils who come from minority ethnic groups is broadly in line with the national picture. The proportion of pupils who speak English as an additional language is also broadly in line with national data.

The school catchment area covers a wide area comprising of council, housing association and privately owned houses.

The Index of Multiple Deprivation informs us that 17% of our pupils live in the highest 10% most deprived SOA's nationally; with 60% of our pupils living in the top 30%, most deprived SOA's nationally (January 2023).

There are a significant minority of pupils at Wembrook, who do not necessarily grow up with the same life and school chances as other pupils. Wembrook Primary is passionate about using the designated PPG money to make a difference for these pupils. The school has adopted various different strategies to try and make all pupils have the education and experiences they deserve.

“Not everything that counts can be counted, and not everything that can be counted counts” Albert Einstein

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | A significant number of PPG children are weak in Cultural Capital. They lack experiences and overall knowledge. |
| 2 | Data suggest that PPG pupils joining the school at the beginning of their educational journey are not academically as developed as non PPG pupils. |
| 3 | Low attendance for some of the PPG children can be a continuing area of concern. |
| 4 | A number of PPG families require or benefit from external help through either supportive initiatives, such as Triple P Training and Adults in the Community work or more formal avenues such as Early Help or support from Social Care. |
| 5 | The spoken word for a significant number of PPG is underdeveloped and grammatically incorrect. |
| 6 | For some PPG pupils their emotional intelligence is significantly under developed |

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 |
|--|--|
| <p>1 Pupils are confident in their manner and attitude. They have a “can do” approach which is measurable in both their academic and personal traits.</p> | <p>By the end of Year Six</p> <ul style="list-style-type: none"> • 90% PPG pupils have experienced a Saturday Club. • 70% PPG pupils have been on a residential. <p>By the end of Year Four 90% of PPG pupils have attended at least one extra curriculum club.</p> <p>TEST KOW data is monitored and shows that PPG pupils data is similar to non PPG pupils.</p> <p>PPG pupils are pro-actively encouraged to partake in the bi-annual Wembrook’s Got Talent.</p> <p>100% of PPG pupils are actively involved in class assemblies.</p> |
| <p>2 By the time pupils leave Wembrook any learning gaps they may have had have been addressed and they are at age appropriate across the curriculum.</p> | <p>Data at the end of Reception shows that at least 80% of PPG pupils have made Good Level of Development.</p> <p>By the end of Key Stage One, 70% of PPG pupils are working at age expected in both English and Mathematics.</p> <p>By the end of Key Stage Two 80% of PPG pupils are deemed age appropriate through the Key Stage Two SAT tests.</p> |
| <p>3 All pupils are in school on a daily basis apart from when they are ill.</p> | <p>Attendance for the school is at 96%. Attendance for PPG pupils is at 96%.</p> <p>The school has a structure for all PPG absences to be monitored on a daily basis. Any concerns are followed up within 24 hours.</p> |
| <p>4 Relationships between families/community are good. Disenfranchised parents and parents who have had negative experiences of education support their children with all the aspects of primary school education.</p> | <p>School offers a range of parent workshops on a yearly basis. To include Story Sacks/Triple P/ Attendance/Curriculum.</p> <p>Family Support Learning mentor to log meetings with PPG parents.</p> |
| <p>5 All PPG children speak clearly. All PPG children speak grammatically correctly, which is transferred to their written work.</p> | <p>100% staff attend Word Aware Training (November 2021)</p> <p>100% PPG pupils who need Speech Therapist support receive it by the end of Key Stage One.</p> |
| <p>6 Pupils are happy and confident in their outlook. They can take part in games and are able to lose. They are able to cooperate with other pupils. Pupils are able to function and learn in school regardless of the challenges they meet outside of the building or at home.</p> | <p>At least 70% attendance at Riverside Café are PPG pupils.(Lunchtime Nurture)</p> <p>At least 70% attendance at Dragonfly Club are PPG pupils (Key Stage One Nurture)</p> |

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: £ 6,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD training through Gateway Alliance and Ed Assessment Team (Warks LA) £4,000 £2,000 releasing staff to attend | Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. (Education Endowment Foundation: June 2019) | 5 6 |

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

Budgeted cost: £ 337,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Seven teachers to deliver interventions in order to accelerate rates of progress: 1 Part-time teacher 0.6@ 100% of their teaching time. £31,000 1 Full-time teacher @ 100% of their teaching time. £57,000 1 Full-staff@ 80% of their teaching time. £64,000 1 Full-time teacher@80% of their teaching time. £36,000 1 Part-time teacher 0.8@ 100% of their teaching time. £46,000 1 Part-time teacher 0.8@ | Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (Education Endowment Foundation: 2021) | 1 2 5 6 |

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| <p>100% of their teaching time. £46,000</p> <p>1 Part-time teacher 0.4@ 75% of their teaching time. £17,500</p> <p>Totalling £297,500</p> | | |
| <p>The school has two additional teacher assistants, which has allowed more intervention work throughout the school to take place.</p> <p>£40,000</p> | <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.</p> <p>(Education Endowment Foundation: 2021)</p> | <p>1 2 5 6</p> |
| <p>Accelerated Reading Designated TA</p> <p>Significantly reduced for 23/24 due to staffing demands.</p> | <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p>(Education Endowment Foundation: 2021)</p> <p>Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.</p> <p>Clark (2011) in a large scale survey of over 18,000 young people found that those who re- ported enjoying reading very much were six times more likely than those who did not enjoy reading to read above the expected level for their age.</p> | <p>2</p> |

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

Budgeted cost: £126,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------------|
| <p>Two Family Support Worker</p> <p>Facilitate family support activities from external providers including adult community learning and workshops.</p> <p>£67,000</p> | <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. (Education Endowment Foundation: 2021)</p> | <p>1</p> <p>3</p> <p>4</p> <p>6</p> |
| <p>Speech Therapist</p> <p>£9000</p> | <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment (Education Endowment Foundation: 2021)</p> | <p>5</p> |
| <p>ACE intervention and advice</p> <p>23/24 Provision from the LA at no charge</p> <p>Fund for initiatives around competitions and rewards including Wemopoly and The Great Summer Attendance Competition.</p> <p>£4000</p> | <p>DfE research (2012) on improving attendance at school found that:</p> <p>Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</p> <p>73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C (DFE 2012)</p> <p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DFE School Attendance 2020)</p> | <p>3</p> |
| <p>Up to date and compulsory safeguarding training.</p> <p>CPOMS training and support</p> | <p>Schools are an important part of the wider system for safeguarding children in England and are in a position to identify concerns early and prevent them from escalating. Under the <i>Education Act 2002</i>, maintained schools have a duty to carry out</p> | <p>4</p> |

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| <p>for CPOMS package, to ensure consistent and effective processes are used in reporting concerns.</p> <p>£2000</p> | <p>their functions with a view to safeguarding and promoting the welfare of their pupils. (House of Commons Library 2020)</p> | |
| <p>To support PPG pupils with residential experiences by offering a discount.</p> <p>£5000</p> <p>To subsidise trips and transport for PPG pupils.</p> <p>£10,000</p> <p>To support the school minibus which allows PPG pupils opportunities outside of the school environment.</p> <p>£7,000</p> <p>To provide PPG pupils with free music tuition.</p> <p>£2000</p> <p>Total £24,000</p> | <p>Inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement. (Ofsted Framework 2019)</p> <p>Residential</p> <p>What makes a 'Brilliant Residential'? Learning Away's Second Interim Evaluation Report (2014)</p> <p>Residential provide the opportunity and experience of living with others. They also provide opportunities for group reinforcement and support, as well as the chance for participants to learn more about themselves and others that creates a 'virtuous circle' of behaviour.</p> <p>The sense of community was reinforced by participants facing common challenges and overcoming adversity together. They were learning how to work together as a team to solve problems and achieve the outcomes central to the residential experience. The residential context was seen as an environment where success could be celebrated and where students were less judgemental and more collaborative. It was felt that the sense of community developed on the residential and engagement in teamwork activities and challenges facilitated the development of these more positive attitudes.</p> <p>Music Tuition</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported Arts Participation - Education Endowment Foundation 2021</p> | 1 |
| <p>To provide Saturday experiences for PPG throughout the academic year.</p> <p>£3,000</p> | <p>There is an evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic</p> | 1 |

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|---|---|--------|
| | outcomes. (Education Endowment Foundation: 2021) | |
| <p>Nurture group, Dragonfly group, operates 2 afternoons a week.</p> <p>Pupils have the opportunity to develop socialisation and cooperation skills.</p> <p>£5,000</p> | <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>(Education Endowment Foundation: 2021)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 6 |
| <p>Riverside Café, nurture group at lunchtime. Operates 5 lunchtimes a week.</p> <p>Riverside Café. Pupils have the opportunity to develop socialisation and cooperation skills. In addition, they are not in a playground environment where incidents might happen.</p> <p>£8000</p> | <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>(Education Endowment Foundation: 2021)</p> | 6 |
| <p>Sycamore Counselling</p> <p>Counsellor works with children who may have experienced trauma in their lives which is presenting as a barrier to their learning.</p> <p>Counsellor attends one full day a week.</p> <p>£8000</p> | <p>University of Roehampton Study (2021) found that school-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care</p> <p>Social and Emotional Learning</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, <u>not all interventions are equally effective at raising attainment.</u></p> <p>(Education Endowment Foundation: 2021)</p> | 6 |
| <p>Beanstalk Charity.</p> <p>Meets and reads with LAC children throughout the week.</p> | <p>Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between</p> | 2 6 |

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| <p>£500</p> | <p>enjoyment and attainment indicating that pupils who read more are also better readers. Clark (2011)</p> <p>In a large scale survey of over 18,000 young people found that those who reported enjoying reading very much were six times more likely than those who did not enjoy reading to read above the expected level for their age. DfE Research evidence on reading for pleasure 2012</p> <p>One-to-one reading support – from all quarters - changes children’s lives: most dramatically the lives of those children who would otherwise be excluded from the benefits and pleasure that reading can bring.</p> <p>There is a wealth of research showing that when we read because we want to – not because we are being told to or feel we have to – it makes a significant difference to how successful we are in education, how good we feel and how well we do in life. Coram Beanstalk</p> | |
|-------------|--|--|

Total budgeted cost: £ 443,500

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 2022 to 2023 academic year.

The table below charts the progress of the intended outcomes against the success criteria at the end of Year Two.

The school was especially pleased with some of the SAT's data, which showed at both Key Stage One and especially Key Stage Two that the majority of PPG pupils were making appropriate progress.

It is worth highlighting that for the second year in a row Wembrook PPG pupils in Year Six statistically outperformed National data which includes all pupils.

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|---|--|
| <p>1 Pupils are confident in their manner and attitude. They have a “can do” approach which is measurable in both their academic and personal traits.</p> | <p>By the end of Year Six</p> <ul style="list-style-type: none"> • 90% PPG pupils have experienced a Saturday Club. • 70% PPG pupils have been on a residential. <p>By the end of Year Four 90% of PPG pupils have attended at least one extra curriculum club.</p> <p>TEST KOW data is monitored and shows that PPG pupils data is similar to non PPG pupils.</p> <p>PPG pupils are pro-actively encouraged to partake in the bi-annual Wembrook's Got Talent.</p> <p>100% of PPG pupils are actively involved in class assemblies.</p> |
| <p>Year Two Review</p> <p>Saturday Clubs</p> <p>Six clubs ran over the year with pupils from Year 1 – Year 6. 69 PPG children attended over the course of the year. The clubs included a golf club at the local golf range, Christmas crafts, Glass making, Spring Crafts, a 3 day course in sailing where 14 pupils passed the Level One sailing qualification and a Summer Picnic Club.</p> | |

Data for 2022/2023 shows that by the end of Year Four 83% (29/35) of PPG children have attended at least one extra curricular club. Overall 91% (32/35) attended a Saturday club and/or after school clubs either in Year 3 and 4).

Data for 2022/2023 shows that 66% (23/35) of pupils have experienced a Saturday Club during their time at Wembrook (either in Year 3 and 4).

School helps to subsidise residential trips each year using the PPG funding and PPG children are encouraged to attend. During the residential, the children experienced many different activities and trips which helped them to become more independent, responsible and resilient when faced with tricky situations and challenges.

53 children went to Manor Adventure. 19 (36%) of them were PPG.

63 children went to Paris. 26 (41%) of them were PPG.

The residential trips were subsidised by £3,800

The first Wembrook's Got Talent competition in four years took place in March 2023. It is estimated that over 320 pupils took part, with PPG pupils being well represented.

The Grand Final involved 17 acts. Of the 22 pupils participating, 11 of the pupils (50%) were PPG.

100% of PPG pupils were involved with their class assemblies.

2 By the time pupils leave Wembrook any learning gaps they may have had have been addressed and they are at age appropriate across the curriculum.

Data at the end of Reception shows that at least 80% of PPG pupils have made appropriate progress.

By the end of Key Stage One, 70% of PPG pupils are working at age expected in both English and Mathematics.

By the end of Key Stage Two 80% of PPG pupils are deemed age appropriate through the Key Stage Two SAT tests.

Year Two Review

| Year Two | 2023EX | 2023GD | National EX | PPG | EX |
|----------|--------|--------|-------------|-----------|-----|
| Reading | 77% | 17% | 68% | 42 pupils | 71% |
| Writing | 71% | 6% | 60% | | 64% |
| Maths | 80% | 16% | 70% | | 76% |
| Science | 86% | - | 79% | | 83% |
| R.W,M | 70% | 1% | | | 62% |
| | | | | | |

At the end of Key Stage One, PPG pupils outperformed all pupils at a National level.

| Year Six | 2023Ex | GD | Wark EX | National EX | PPG | EX | Warks EX | National Ex |
|----------|--------|----|---------|-------------|-----|----|----------|-------------|
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|---|-----|-----|-----|-----------------------|--------------|--|-----|---------------|--|
| Read- ing | 81% | 36% | 73% | 73% | 34 pupils | 74% | 58% | 60% | |
| Writing | 89% | 18% | 73% | 72% | | 76% | 57% | 58% | |
| Maths | 94% | 36% | 72% | 73% | | 88% | 52% | 59% | |
| Science | 93% | | 81% | Not availa- ble | | 85% | 65% | Not available | |
| GPS | 87% | 53% | 73% | 72% | | 76% | 56% | 59% | |
| R. W,M | 76% | 12% | 60% | 60% | | 65% | 40% | 44% | |
| <p>At the end of Key Stage Two not only did PPG pupils outperform PPG pupils at a Warwickshire level but they also outperformed all pupils at a National level.</p> | | | | | | | | | |
| <p>3 All pupils are in school on a daily basis apart from when they are ill.</p> | | | | | | <p>Attendance for the school is at 96%. Attendance for PPG pupils is at 96%. The school has a structure for all PPG absences to be monitored on a daily basis. Any concerns are followed up within 24 hours.</p> | | | |
| <p>Year Two Review The overall school attendance for 2022-2023 was 93.3%. 91.6% was the attendance for children in receipt of pupil premium. Monitoring of all pupils attendance happens daily. When a child does not arrive at school and we have not heard reasons from parents that family is contacted on that day. Children with very poor attendance are highlighted and further actions are established for these families. This will include phone calls home as well as home visits if necessary. In addition to this, we have yearly whole school attendance incentives to promote attendance.</p> | | | | | | | | | |
| <p>4 Relationships between families/community are good. Disenfranchised parents and parents who have had negative experiences of education support their children with all the aspects of primary school education.</p> | | | | | | <p>School offers a range of parent workshops on a yearly basis. To include Story Sacks/Triple P/ Attendance/Curriculum. Family Support Learning Mentor to log meetings with PPG parents.</p> | | | |

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| <p>Year Two Review</p> <p>As a school we try hard to have a strong bond with families and parents through a number of different initiatives as well as on an ad hoc basis. There have opportunities for Home visits, Parenting courses, adult learning courses, Tea and Tissues for Reception parents at the start of the term, meetings led by year groups e.g. Reception Phonics, Residential trip meetings, Phonic meetings etc.</p> <p>We also have an open door policy where parents can talk to staff, face to face or by phone, in the morning or after school if there are any concerns. Parents are also invited to attend events like Easter Bingo and the Summer Fayre. They are encouraged to support their children in extra curricular clubs and tournaments e.g. Football and Netball.</p> <p>In 2022-2023 we set up and ran 5 family learning courses. In total 111 pupils were involved. The courses included Book Making, Food Explorers, Phonics, Winter Crafts and Lost Words. The families that engaged included both mothers and fathers from a mix of cultural backgrounds. Of the 111 pupils 38% were on PPG.</p> <p>We undertook Early Help meetings to support parents. Last year there were 15 families supported by the Early Help process. Families are also supported outside of the Early Help process if help and support is required. 66% of the children involved in the Early Help process were PPG pupils.</p> <p>Over the last year, the Family Support Learning Mentors had direct contact with 107 PPG parents through various means e.g. telephone calls, face to face meetings, home visits, clubs and activities, Early Help meetings, Social Service meetings.</p> | |
| <p>5 All PPG children speak clearly. All PPG children speak grammatically correctly, which is transferred to their written work.</p> | <p>100% staff attend Word Aware Training (November 2021) 100% PPG pupils who need Speech Therapist support receive it by the end of Key Stage One.</p> |
| <p>Year One Review</p> <p>All staff including TA's attended 'Word Aware' training and staff plan this in to their weekly English lessons to help develop the vocabulary of all children. The children are encouraged to use the vocabulary within the curriculum.</p> <p>Welcomm Screening – All children are screened in Nursery and Reception to help identify and meet their needs. We also have a SNA/TA3 who does Speech therapy with children in KS1 and she also works with children in KS2 who still require support.</p> <p>School employ a private speech therapist as well as using a speech therapist from the NHS who support staff, children and parents following assessments. All the PPG children that require speech therapy receive it either through outside agencies or through school provision. children in KS1 have speech therapy and of them are PPG. 100% of the PPG children that need speech therapy receive this support.</p> | |
| <p>6 Pupils are happy and confident in their outlook. They can take part in games and are able to lose. They are able to cooperate with other pupils. Pupils are able to function and learn in school regardless of the challenges they meet outside of the building or at home.</p> | <p>At least 70% attendance at Riverside Café are PPG pupils.(Lunchtime Nurture) At least 70% attendance at Dragonfly Club are PPG pupils (Key Stage One Nurture)</p> |

Year Two Review

2022-2023 – 68% (15/22) of pupils attended Riverside Café.

2022-2023 – 52% (15/29) of pupils attended Dragonfly Nurture group.

We provide Sycamore Counselling to children that are experiencing social and emotional difficulties. 75% (9/12) of PPG accessed counselling during the year.

Riverside Café and Dragonfly Nurture give children opportunities to cooperate and collaborate with other pupils through talk, playing games and practical activities. The staff help to raise the children's self-esteem and encourage all children to engage in the activities so that they are part of the group. Lots of progress is made and can be evident in the children's new found confidence and their willingness to join in with games and activities. Staff use the Boxall Profile to record and assess their progress from the beginning to the end of their attendance.

Positive Impact – 20 (30) PPG children attended these weekly sessions. This is a sports based intervention focusing on developing an understanding of children's individual characters, their characters within a team and developing leadership and responsibility.