



# Hartford Infant and Preschool

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (for the **2025 to 2026** academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	Hartford Infant and Preschool
Number of pupils in school [including preschool]	145 [inc. Preschool]
Proportion (%) of pupil premium eligible pupils	14.5% [15.2% inc. EYPP in Preschool]
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 [review] 2024-2025 [review] 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rae Lee
Pupil premium lead	Heather Wiltshire
Governor / Trustee lead	Sian Fortt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,000

# Part A: Pupil premium strategy plan

## Statement of Intent

At Hartford Infant and Preschool, we provide **inclusive** and **aspirational** opportunities for all children, regardless of their socio-economic background so that every child has an **equal chance to succeed as a lifelong learner**. Alongside parents, all staff and governors will support children in a **nurturing** and **affectionate** environment. This encourages children to be **confident** and **curious individuals** who can **communicate** effectively and meet their full potential academically, emotionally, and socially. **We promote an 'I can' attitude where the sky is the limit!**

## Challenges

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

Challenge number	Detail of challenge
1	Hartford Infant and Preschool is <b>above the national average for the proportion of SEN with EHCPs</b> . <b>Hartford Infant and Preschool:</b> 4.1% <b>National average:</b> 3.5%
2	The school's cohort is in <b>IDACI Band 4/D</b> which makes us eligible for the <b>National School Breakfast Programme [NSBP]</b> .
3	Hartford Infant and Preschool is <b>above the national average for pupils with EAL</b> . <b>Hartford Infant and Preschool:</b> 24.8%
4	Attendance is lower than national. <b>Hartford Infant and Preschool:</b> 93.1% <b>National:</b> 94.3%
5	<b>Persistent absence</b> is higher than national [percentage of KS1 pupils who miss 10% or more sessions] <b>Hartford Infant and Preschool:</b> 23.7% <b>National:</b> 14.6%

## 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
<ul style="list-style-type: none"> <li>Support the <b>quality of teaching</b> through <b>CPD</b>.</li> <li>Establish <b>strong teachers of reading</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Employees are highly effective in their roles and well prepared to deliver the best possible education, experience and outcomes for all pupils with a focus on reading.</li> <li>Staff are motivated, competent and have high self-esteem. This supports the retention of staff at Hartford Infant and Preschool.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to develop our <b>curriculum</b> and staff understanding of play to support learning behaviours in school through an introduction to OPAL.</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes for all pupils from their individual starting points.</li> </ul>
<ul style="list-style-type: none"> <li>Through <b>rigorous assessment</b> identify children most at risk of under achievement and deliver regular, <b>bespoke interventions</b> and tutoring over a sustained period to support gaps within learning.</li> </ul>	<ul style="list-style-type: none"> <li>Narrow the gap between identified pupils and their peers to meet age related expectations with a particular focus on EYFS and phonics/reading.</li> </ul>
<ul style="list-style-type: none"> <li>Raise <b>outcomes</b> to be higher than previous years and ensure academic progress is good or better for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently monitor progress of all children and ensure interventions are in place to improve progress.</li> </ul>
<ul style="list-style-type: none"> <li>Improve <b>attendance</b> of all children with a particular focus on PP children.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Matters initiative across the school.</li> <li>Consistent approach to supporting attendance where pupils fall below 96%.</li> </ul>

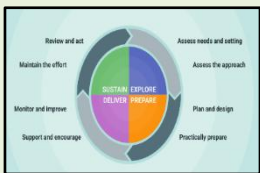

## Activity in this academic year

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:


- £7,500 for Pupil Premium Leader
- £10,000 for CPD and cover

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD:</b></p> <p>Colourful Semantics</p> <p>Accessible Classrooms [STT]</p> <p>Supporting Early Language Development [English Hub]</p> <p>Transforming your School's Reading Culture [English Hub]</p> <p>OPAL Playwork Training <a href="#">Home - Outdoor Play and Learning</a></p> <p>Strengthening Adult Interactions [Early Excellence]</p> <p>NELI [EYFS]</p> <p>Reading Fluency Project: A Synopsis for KS1 - 2025/2026</p>	<p><a href="#">SLC: Provision and Intervention</a></p> <p><b>EEF – A School's Guide to Implementation</b> <a href="#">A School's Guide to Implementation   EEF</a></p>   <p>The Open University: <a href="#">Reading for Pleasure - Reading for Pleasure</a></p> <p><a href="#">Maximising Learning in Key Stage One &amp; Continuous Provision</a></p> <p>(NELI) programme is associated with lasting improvements in children's language and reading skills <a href="#">The Nuffield Early Language Intervention (NELI) programme is associated with lasting improvements in children's language and reading skills - Hulme - 2025 - Journal of Child Psychology and Psychiatry - Wiley Online Library</a></p> <p><a href="#">Reading Fluency Project: A Synopsis for KS1 &amp; 2</a></p>	1, 2, 3
<p><b>Curriculum:</b></p> <p>Continue to develop continuous provision in Year 1</p> <p>Continue OPAL journey and design a curriculum for play at lunchtimes</p>	<p><a href="#">Play-based learning   EEF</a></p> <p><a href="#">Continuous Provision in KS1 - just until Christmas?</a></p> <p><a href="#">Maximising Learning in Key Stage One &amp; Continuous Provision</a></p>	1, 2, 3

## Targeted academic support (for example, tutoring and interventions)

### Budgeted cost:

- **£12360** for School Led tutoring [from Autumn 2] – reading fluency, phonics
- **£6000** for support staff to deliver bespoke interventions [ERT, Cambugs etc.]
- **£600** Bug Club subscription
- **£200** Numbots subscription

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Assessment:</u></b></p> <p>In Reception and Year 1 continue to carry out phonics assessments fortnightly. Respond to these with three times weekly tutoring. In Year 2 continue to carry out <b>half termly</b> phonics assessments for those children working at the expected standard. Input this data onto Insight and respond with twice weekly tutoring.</p> <p>Use YARC reading fluency assessments for some children in Year 2 working towards/below the expected standard.</p> <p>In Year 2 carry out <b>termly</b> reading fluency assessments for all children from Spring 1.</p> <p>Continue to monitor and review interventions on Edukey inc. Pupil Premium champions.</p> <p>Termly year group data days to standardise and moderate within a year group, including SLT.</p> <p>Explore PiXL in Year 2</p>	<p><b>The EEF moving forwards, making a difference.</b> Targeted academic support p.18</p> <p><a href="#">EEF blog: Reading Fluency Practice in the Primary Classroom   EEF</a>  <a href="#">Why focus on reading fluency?   EEF</a></p>  <p>The diagram illustrates the components of reading fluency. On the left, three boxes represent 'Accuracy (Reading words correctly)', 'Automaticity (Reading words automatically)', and 'Prosody (Reading with appropriate stress and intonation)'. Arrows from each box point towards a central circle labeled 'Fluency'. Each box also contains a list of sub-points: Accuracy includes 'Involves accurate decoding and word recognition' and 'Enables automaticity and fluency to develop'; Automaticity includes 'Requires reading accuracy', 'Enables an appropriate reading speed', and 'Feels effortless'; Prosody includes 'Requires reading accuracy and comprehension', 'Aids in understanding of meaning, meaning, smoothness and pace', and 'Sounds pleasing and engaged'.</p>	1, 2, 4, 5
<p><b><u>Interventions:</u></b></p> <p>1:1 and/or small group tutoring for Reception phonics to prevent chdn falling behind [using above assessments] with Class Teacher</p> <p>1:5 small group tutoring for Y1 children not on track to pass phonics screening.</p> <p>1:5 small group tutoring for Y2 children not working at age related expectation for reading fluency.</p> <p>In KS1 establish small group phonic interventions for disadvantaged pupils falling behind age related expectations e.g. ERT, Cambugs</p> <p>Pupil premium champions to offer bespoke support e.g. 1:1 reading.</p> <p>NELI in EYFS</p> <p>Accelerated reader for GDS readers in Y2.</p>	<p><b>The EEF moving forwards, making a difference.</b> Targeted academic support p.19</p> <p>See further evidence in “teaching” section.</p>	1, 2, 4, 5

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

Budgeted cost:

- **£9000** for "The Nest" lead TA 3 afternoons a week
- **£750 ELSA**
- **£6500** for play therapist one afternoon a week
- **£6000** for trips, extra curricular club and breakfast club subsidiary
- **£1000** for milk subsidiary
- **£10,000** payback for UFSM

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>ELSA and well-being support:</u></b> Group support and 1:1 SDQ as main tracking tool Play therapist deliver 1:1 sessions once a week.	<b>EEF Social &amp; Emotional Learning: A guidance document</b>	1, 2, 3, 4, 5
<b><u>Extra-curricular activities:</u></b> Two sports clubs per term offered to Pupil Premium children, and subsidies for school trips. New clubs introduced for 2025-26: <ul style="list-style-type: none"> <li>• Cheerleading Club</li> <li>• Computer Club</li> <li>• Musical Theatre Club</li> <li>• Street Dance</li> <li>• Free Breakfast Club [8.15am]</li> <li>• Cricket Club</li> </ul>	<a href="#">Free breakfast clubs: guidance for schools and trusts for phase 1 of the national rollout from April 2026 - GOV.UK</a>	1, 2, 3, 4, 5
<b><u>Attendance and lateness:</u></b> <ul style="list-style-type: none"> <li>• Weekly Attendance Meeting [Attendance Officer &amp; SENDCo &amp; HIPS pastoral]</li> <li>• Scrutiny of data - supports decision making</li> <li>• Liaise with EWO – Attendance comparisons, attendance contract meetings, legal advice for notice to improve, FPNs etc.</li> <li>• Attend Attendance Meeting with CAM Trust - impact meeting minutes with a focus on the pillars [Culture, Data-Driven Decision Making, Early Identification and Targeted Support, Inclusive and Supportive School Environments, Training and professional development &amp; Multi-Agency Collaboration]</li> <li>• Letters sent to parents, sometimes with an invite for a meeting e.g. 'Attendance Contract Meeting' – inc a focus on early help &amp; follow up review meeting with parents</li> <li>• Attendance printout to all parents - half termly</li> <li>• Parent Consultations - attendance on agenda</li> <li>• Clubs – 8.00am and after school, focus on PP and PA chn</li> <li>• Exciting events in school e.g. Authors, poets, scientists</li> <li>• Curriculum offer- inc Sparky Start and outcome dates e.g Art Exhibition</li> <li>• Attendance Officer calls parents and shares class timetable &amp; low attendance at Y6 Booster groups</li> <li>• Attendance Matters- weekly focus on improved attendance with rewards linked to Friday assembly – inc most improved class attendance.</li> <li>• FOMO Christmas Event</li> </ul>	<b>The EEF moving forwards, making a difference.</b> Targeted academic support p.22  <a href="#">How to encourage good attendance from the very start   EEF</a>  <a href="#">EEF blog: Taking a tailored approach to improving attendance   EEF</a>  <a href="#">Attendance-REA-report.pdf</a>	4, 5



### **Persistent Absence:**

- **Weely Attendance Meeting** [Attendance Officer & SENDCo & HIPS pastoral], discussion and next steps in place
- **Comparison spread sheets** to track improvements and inform decisions
- **Correspondence with parents** - poster from LA
- School issue **FPNs** – [need to ensure trust wide consistency EB/OB]
- **Targeted Support** - from Inclusive Education – work with parents/child
- Liaise with **LA and Trust EWOs** - Attendance Officer meets termly with LA Attendance improvement Officer
- Attendance Officer engages with **LA Cluster meetings** on attendance – new legislation etc

4, 5

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome																								
Support the <b>quality of teaching</b> through <b>CPD, mentoring and coaching</b> e.g. to develop UQT. Establish <b>strong middle leaders</b> and other individual needs.	<p>This year, a member of staff has received ELSA training. This has been used to support PP children in the ‘Nest’ with personal, social and emotional needs. Reception teachers took part in online training for Drawing Club to support literacy skills in reception. Year 1 teachers and teaching assistants took part in Early Excellence – Rethinking the Environment training to support continuous provision and the adult role. CPD received outside of school has been disseminated to the rest of the teaching team via PLMs where necessary. (Evidence: CPD overview on sharepoint).</p> <p>High quality, confident teaching has been observed through learning walks and subject monitoring (Evidence: Subject leader drop in forms).</p>																								
Develop our <b>curriculum</b> and staff understanding of play to support learning behaviours in school through an introduction to OPAL.	Hartford Infant and Preschool are 11 months into their OPAL (Outdoor Play and Learning) journey [beginning in January 2025]. All staff have taken part in OPAL training to enhance opportunities for play at lunchtimes. A range of play resources have been gathered/made and gradually introduced e.g. a mud kitchen and a large sandpit have been created. Play leaders have been assigned to facilitate play and maintain the resources. Weekly OPAL meetings for play leaders take place and weekly play assemblies are used for the children to support the development of OPAL and give children autonomy over their play. All play team members and the working group have had RAPID risk CPD. OPAL has also been incorporated into one of our “Sparky Start” days in the second half of the Autumn term, grandparents [and parents/carers] were invited in to school to play for the afternoon – linking to our whole school enquiry about toys.																								
Through <b>rigorous assessment</b> identify children most at risk of under achievement and deliver regular, <b>bespoke interventions</b> and tutoring over a sustained period to support gaps within learning.	<p>Children were identified for interventions using key teacher and statutory assessments (Baseline, Phonics Screening Check). Interventions were regularly monitored, updated and reviewed on Edukey. (Evidence: Edukey provisions). Bi weekly phonics assessments focussing on grapheme/phoneme recognition and ability to blend words using these phonemes were completed in Reception and Year 1 to identify individual needs and interventions/tutoring were provided. Small group phonics interventions were provided in year 1 and 2. 1:1 reading, and writing and maths group interventions were provided in Reception.</p> <p>Pupil Premium Champions offered bespoke support for individual children including 1:1 reading. PP Champion targets were regularly reviewed and updated on Edukey (Evidence: Edukey provisions).</p> <p>Learning walks and monitoring show that PP Champions have a positive impact on children’s progress (Evidence: progress data, learning walk forms)</p> <p>Attainment gap between PP and non PP not narrowed despite bespoke interventions put into place (Evidence: Insight). However, most PP children made expected or above expected progress and a higher percentage of PP compared to non PP children made accelerated progress in RWM.</p> <table><tr><th></th><th>% making expected progress in Reading</th><th>% making accelerated progress in Reading</th></tr><tr><td>Reception</td><td>40% [17% <u>non PP</u> -23%]</td><td>60% [83% <u>non PP</u> +23%]</td></tr><tr><td>Year 1</td><td>78% [81% <u>non PP</u> +3%]</td><td>0% [12% <u>non PP</u> +12%]</td></tr><tr><td>Year 2</td><td>38% [71% <u>non PP</u> +33%]</td><td>54% [29% <u>non PP</u> 25%]</td></tr><tr><th></th><th>% making expected progress in Writing</th><th>% making accelerated progress in Writing</th></tr><tr><td>Reception</td><td>60% [17% <u>non PP</u> -43%]</td><td>40% [78% <u>non PP</u> +38%]</td></tr><tr><td>Year 1</td><td>89% [83% <u>non PP</u> -6%]</td><td>0% [7% <u>non PP</u> +38%]</td></tr><tr><td>Year 2</td><td>46% [82% <u>non PP</u> +36%]</td><td>46% [8% <u>non PP</u> 38%]</td></tr></table>		% making expected progress in Reading	% making accelerated progress in Reading	Reception	40% [17% <u>non PP</u> -23%]	60% [83% <u>non PP</u> +23%]	Year 1	78% [81% <u>non PP</u> +3%]	0% [12% <u>non PP</u> +12%]	Year 2	38% [71% <u>non PP</u> +33%]	54% [29% <u>non PP</u> 25%]		% making expected progress in Writing	% making accelerated progress in Writing	Reception	60% [17% <u>non PP</u> -43%]	40% [78% <u>non PP</u> +38%]	Year 1	89% [83% <u>non PP</u> -6%]	0% [7% <u>non PP</u> +38%]	Year 2	46% [82% <u>non PP</u> +36%]	46% [8% <u>non PP</u> 38%]
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Raise <b>outcomes</b> to be higher than previous years and ensure academic progress is good or better for all pupils	<p>Progress across the school shows a higher percentage of PP children making above expected progress in RWM than the previous year.</p> <div><p>Progress Overview for Pupils (from 2024-2025) in Years R–2, who are disadvantaged – 2024-2025 Autumn 2 to 2024-2025 Summer 2 Main Assessment</p><p>Legend <span>Below Expected</span> <span>Expected Progress (0)</span> <span>Above Expected</span> <span>Insufficient Data</span></p><p><b>Reading</b> 29 pupils - Average: +0.1 3% 59% 31% 7%</p><p><b>Writing</b> 29 pupils - Average: +0.1 69% 24% 7%</p><p><b>Maths</b> 29 pupils - Average: +0.1 3% 76% 14% 7%</p><p>Progress Overview for Pupils in class RM5, RM6, RM1, RM2, RM3 or RM4, who are disadvantaged – 2023-2024 Autumn 2 to 2023-2024 Summer 2 Main Assessment</p><p>Legend <span>Below Expected</span> <span>Expected Progress (0)</span> <span>Above Expected</span> <span>Insufficient Data</span></p><p><b>Reading</b> 45 pupils - Average: +0.1 4% 82% 7% 7%</p><p><b>Writing</b> 45 pupils - Average: +0.1 7% 78% 9% 7%</p><p><b>Maths</b> 45 pupils - Average: +0.1 4% 80% 9% 7%</p></div> <p>Outcomes for summer 2025 compared to Summer 2024:</p> <table><tr><td>2025</td><td>2024</td></tr><tr><td><table><tr><th colspan="2">Reading [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>45%</td></tr><tr><td>Reception</td><td>40%</td></tr><tr><td>Year 1</td><td>44%</td></tr><tr><td>Year 2</td><td>54%</td></tr></table></td><td><table><tr><th colspan="2">Reading [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>40%</td></tr><tr><td>Reception</td><td>36%</td></tr><tr><td>Year 1</td><td>33%</td></tr><tr><td>Year 2</td><td>47%</td></tr></table></td></tr><tr><td><table><tr><th colspan="2">Writing [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>38%</td></tr><tr><td>Reception</td><td>60%</td></tr><tr><td>Year 1</td><td>33%</td></tr><tr><td>Year 2</td><td>38%</td></tr></table></td><td><table><tr><th colspan="2">Writing [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>33%</td></tr><tr><td>Reception</td><td>36%</td></tr><tr><td>Year 1</td><td>33%</td></tr><tr><td>Year 2</td><td>32%</td></tr></table></td></tr><tr><td><table><tr><th colspan="2">Maths [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>41%</td></tr><tr><td>Reception</td><td>80%</td></tr><tr><td>Year 1</td><td>33%</td></tr><tr><td>Year 2</td><td>38%</td></tr></table></td><td><table><tr><th colspan="2">Maths [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>40%</td></tr><tr><td>Reception</td><td>45%</td></tr><tr><td>Year 1</td><td>40%</td></tr><tr><td>Year 2</td><td>37%</td></tr></table></td></tr></table>	2025	2024	<table><tr><th colspan="2">Reading [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>45%</td></tr><tr><td>Reception</td><td>40%</td></tr><tr><td>Year 1</td><td>44%</td></tr><tr><td>Year 2</td><td>54%</td></tr></table>	Reading [working at ARE+]			Pupil Premium	Whole school	45%	Reception	40%	Year 1	44%	Year 2	54%	<table><tr><th colspan="2">Reading [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>40%</td></tr><tr><td>Reception</td><td>36%</td></tr><tr><td>Year 1</td><td>33%</td></tr><tr><td>Year 2</td><td>47%</td></tr></table>	Reading [working at ARE+]			Pupil Premium	Whole school	40%	Reception	36%	Year 1	33%	Year 2	47%	<table><tr><th colspan="2">Writing [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>38%</td></tr><tr><td>Reception</td><td>60%</td></tr><tr><td>Year 1</td><td>33%</td></tr><tr><td>Year 2</td><td>38%</td></tr></table>	Writing [working at ARE+]			Pupil Premium	Whole school	38%	Reception	60%	Year 1	33%	Year 2	38%	<table><tr><th colspan="2">Writing [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>33%</td></tr><tr><td>Reception</td><td>36%</td></tr><tr><td>Year 1</td><td>33%</td></tr><tr><td>Year 2</td><td>32%</td></tr></table>	Writing [working at ARE+]			Pupil Premium	Whole school	33%	Reception	36%	Year 1	33%	Year 2	32%	<table><tr><th colspan="2">Maths [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>41%</td></tr><tr><td>Reception</td><td>80%</td></tr><tr><td>Year 1</td><td>33%</td></tr><tr><td>Year 2</td><td>38%</td></tr></table>	Maths [working at ARE+]			Pupil Premium	Whole school	41%	Reception	80%	Year 1	33%	Year 2	38%	<table><tr><th colspan="2">Maths [working at ARE+]</th></tr><tr><th></th><th>Pupil Premium</th></tr><tr><td>Whole school</td><td>40%</td></tr><tr><td>Reception</td><td>45%</td></tr><tr><td>Year 1</td><td>40%</td></tr><tr><td>Year 2</td><td>37%</td></tr></table>	Maths [working at ARE+]			Pupil Premium	Whole school	40%	Reception	45%	Year 1	40%	Year 2	37%
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Improve <b>attendance</b> of all children with a particular focus on PP children.	<p>Attendance has been a whole school focus with initiatives such as ‘Bee on Time’ and ‘Attendance Matters’ being introduced to increase attendance across the school. Pupil Premium children have been closely monitored and supported on an individual basis. Free breakfast club has been offered to improve attendance and lateness. Individual families have had attendance letters, as well as support from the Family Inclusion Worker, CAM Trust Attendance Initiative, school SENCo and EWO.</p> <p>(Evidence Scholarpack – Attendance reports)</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
Reading Fluency Project [HfL] - informed <b>reading</b> intervention designed to support struggling readers to make swift progress towards reaching age-related expectations.	Herts for Learning
ERT [Expanded Rehearsal Technique]	Cambs Learn Together