



Hartford Junior School

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 Junior School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	30.5% (68 children as of Dec 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 [Review] 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rae Lee
Pupil premium lead	Victoria Hollison
Governor / Trustee lead	Sian Fortt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,200
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
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	£ 108,200

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Hartford Junior School, our vision is to create an **aspirational** and **inclusive** educational experience, which not only focuses on **academic success** but also **nurtures** the overall well-being of **every** child. Working **collaboratively** with parents and governors, we aim to provide an environment where our children feel **safe, valued** and **happy**, one which **fosters self-esteem** and supports them to form and maintain **positive relationships** and **communicate effectively**. We aim to empower everyone to reach their **full potential**, regardless of their socio-economic background, so that every child is equipped to become **active** and **contributing members of society**, prepared to make a **meaningful impact** on the world around them.

Challenges

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

Challenge number	Detail of challenge
1	Hartford Junior School is above national average for FSM uptake . Hartford Junior School: 30.5% [Insight Dec 25] National average: 24.7%
2	Hartford Junior School is significantly above the national average for the proportion of SEN with EHCPs . Hartford Junior School: 5.9% [7.4% among our disadvantaged pupils] [Insight Dec 2025] National average: 3.5%
3	The school's cohort is in IDACI Band 4/D which makes us eligible for the National School Breakfast Programme [NSBP] .
4	Attendance for disadvantaged pupils is lower than national. Hartford Junior School: 92% National: 95%

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">Support the quality of teaching through CPD, mentoring and coaching.Establish strong middle leaders and other individual needs, e.g. Curriculum Leads	<ul style="list-style-type: none">Employees are highly effective in their roles and well prepared to deliver the best possible education, experience and outcomes for all pupils.Staff are motivated, competent and have high self-esteem. This supports the retention of staff at Hartford Junior School.

<ul style="list-style-type: none"> Continue to develop our curriculum and staff understanding of play to support learning behaviours in school through an introduction to OPAL. Continue to develop our curriculum to incorporate 'Sparky Starts' and 'Final Outcomes'. 	<ul style="list-style-type: none"> Improved outcomes for all pupils from their individual starting points. Children are curious learners who can make links in their learning
<ul style="list-style-type: none"> Through rigorous assessment identify children most at risk of under achievement and deliver regular, bespoke interventions and tutoring over a sustained period to support gaps within learning. 	<ul style="list-style-type: none"> Narrow the gap between identified pupils and their peers to meet age related expectations.
<ul style="list-style-type: none"> Raise outcomes to be higher than previous years and ensure academic progress is good or better for all pupils. 	<ul style="list-style-type: none"> Ensure the most vulnerable pupils can access the curriculum and be successful in all that they achieve. Consistently monitor progress of all children and ensure interventions are in place to improve progress.
<ul style="list-style-type: none"> Improve attendance of all children with a particular focus on PP children. 	<ul style="list-style-type: none"> Attendance Matters initiative across the school. Consistent approach to supporting attendance where pupils fall below 96%.

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.




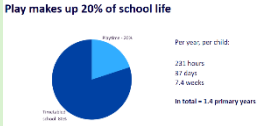
Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

- £17,500 for Pupil Premium Leader
- £12,000 for CPD and cover
- £8,000 Curriculum resources

TOTAL: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>CPD:</u> CPD for teaching staff via PLMs and team collaborative planning.</p> <p>Training of teachers and teaching assistants in the use of colourful semantics to support writing.</p> <p>Accessible Classrooms [STT]</p> <p>Supporting Early Language Development [English Hub]</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23 p. 7 & 11</p> <p>(PDF) Colourful semantics: A clinical investigation</p>	1,2,3

<p>OPAL Play Work Training Home - Outdoor Play and Learning</p> <p>Reading Fluency Project</p> <p>Newly appointed Maths Lead to work closely alongside Maths Hub and attend training to support CPD and disseminate key information and feedback amongst staff.</p> <p>Subject Leads work closely with Hartford Infant and Preschool Leads, other schools within the Trust and the Strategic Leads within CAM Trust.</p>	<p>EEF – A School's Guide to Implementation A School's Guide to Implementation EEF</p>    <p>The Open University: Reading for Pleasure - Reading for Pleasure</p>	
<p>Curriculum:</p> <p>Continue to develop the History and Geography curriculum to ensure it is ambitious, balanced and meets the needs of all learners. Continue to develop 'Sparky starts' to build enthusiasm and support children to make links and connections.</p> <p>Continue to update and adapt our English curriculum to improve independent writing ensuring children are accessing tools to support their independence (modelled writing, WAGOLS, keywords).</p> <p>Continue to embed 'Mastering number' and 'Going for Gold' sessions to support children's mathematical recall and key number knowledge. Maths lead to facilitate training and mentoring to support teaching staff, ECT teacher and support staff. Staff to receive coaching from specialist maths teacher and maths hub.</p> <p>Regular opportunities through staff INSET and PLMs to review the curriculum, allowing time for teachers to assess and adapt teaching for the needs of the PP children.</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</p> <p>High quality teaching Improving literacy and maths outcomes p.12</p> 	1,2,4

Targeted academic support (for example, tutoring and interventions)

Budgeted cost:

£11,000 for School Led tutoring – reading fluency, phonics, maths

£2,000 for Pupil Premium Champion Support

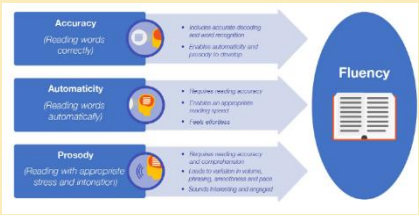
£10,000 for support staff to deliver bespoke interventions [ERT, YARK Reading fluency CPD etc.]

£500 TT Rockstar subscription

£1,000 Intervention resources

Total : £24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment:	The EEF moving forwards, making a difference. A planning guide for	1, 2, 4

<p>Carry out termly reading, writing and maths assessments in Years 3, 4 and 5. More frequent reading, writing and maths assessments in Year 6 to include SATs practice with supporting adults in place.</p> <p>Use of PIXL across year groups and question level analysis – diagnostic testing to support closing gaps.</p> <p>Across all year groups, continue to carry out termly YARC reading fluency assessments and respond to these by creating bespoke reading interventions and fluency intervention. Continue to use the YARC assessments to establish next steps for learners.</p> <p>Across all year groups, continue to carry out half terming STAR Reader assessments on AR reader to identify reading ages and AR levels.</p> <p>Monitor and review interventions on Edukey inc. Pupil Premium champions. Create Pupil Premium One Page Profiles on Edukey to support interventions and track support for children. Ensure One Page Profiles are updated and reflect each individual learner.</p> <p>Termly year group data days to standardise and moderate within a year group, including SLT.</p>	<p>schools 2022-23. Targeted academic support p.18</p> <p>EEF blog: Reading Fluency Practice in the Primary Classroom EEF Why focus on reading fluency? EEF</p>  <p>The diagram illustrates the components of reading fluency. On the left, three boxes represent the components: 'Accuracy (Reading words correctly)', 'Automaticity (Reading words automatically)', and 'Prosody (Reading with appropriate stress and intonation)'. Arrows from these boxes point towards a central circle labeled 'Fluency'. Each component box has associated bullet points: Accuracy includes 'Includes accurate decoding and comprehension' and 'Enables automaticity and provides to fluency'; Automaticity includes 'Requires reading economy' and 'Includes an appropriate reading speed'; Prosody includes 'Requires reading economy and comprehension' and 'Enables to understand meaning, pleasure, and purpose of text'. The 'Fluency' circle contains an icon of an open book.</p>	
<p>Interventions:</p> <p>1:1 and/or small group tutoring in LKS2 to support children who did not meet the Phonics Screening Check in KS1.</p> <p>Small group tutoring for children not working at age related expectation for reading fluency.</p> <p>Small group pre tutoring to support vocabulary and methods in mathematics.</p> <p>Establish small group interventions for disadvantaged pupils falling behind age related expectations e.g. ERT, Write Away Together, pre tutoring groups.</p> <p>Pupil Premium Champions to offer bespoke support, e.g., 1:1 reading.</p> <p>Targeted catch up tutoring for children, starting with children on the cusp of ARE in Year 6/ identified through rigorous assessment, before being rolled out to Year 5 students in Summer term.</p>	<p>The EEF moving forwards, making a difference. Targeted academic support p.19</p>	<p>1, 2, 4</p>


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

Budgeted cost:

- **ELSA £950**
- **£6563** for play therapist
- **£21,908** for Family and Inclusion Worker
- **£8000** for trips and club subsidiary and breakfast club subsidiary
- **£1000** for fruit subsidiary
- **£1000** for attendance monitoring and interventions
- **£2,000** for Sensory Circuits
- **£4,000** for SEMH intervention

TOTAL: £43,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>ELSA support:</u> Group support 1:1 SDQ as main tracking tool</p>	<p>EEF Social & Emotional Learning: A guidance document</p>	<p>1, 2, 3, 4</p>
<p><u>Extra-curricular activities:</u> Two sports club per term offered to Pupil Premium children, and subsidies for school trips and residential. New clubs introduced for 2025-26:</p> <ul style="list-style-type: none"> • Cheerleading Club • Computer Club • Musical Theatre Club • Street Dance • Free Breakfast Club [8.15am] • Cricket Club • Girls Football club <p>Monitor PP take up of clubs.</p>	<p>Free breakfast clubs: guidance for schools and trusts for phase 1 of the national rollout from April 2026 - GOV.UK</p>	<p>1, 2, 3, 4</p>
<p><u>Well-being support:</u> Play therapist to deliver 1:1 sessions</p> <p>Family and inclusion worker to continue to implement nurture and bespoke interventions to target social, emotional and mental well-being of disadvantaged children. E.g. weekly Artscapers (Spring/ Summer term)</p> <p>Drawing and talking intervention supported by the Family and inclusion worker.</p> <p>Calm Club at the end of the day supported by the Family and inclusion worker to support with end of day transition.</p> <p>Daily lunch club facilitated by the Family and Inclusion Worker to support children in the lunch hall (support friendships, eating, anxieties).</p> <p>Pupil Premium Champions to carry out regular well-being checks with children and monitor accordingly.</p> <p>Sensory Circuits to support children to prepare for the day's learning.</p>	<p>EEF Social & Emotional Learning: A guidance document</p>	<p>1, 2, 3, 4</p>
<p><u>Attendance and lateness:</u></p> <ul style="list-style-type: none"> • Weely Attendance Meeting [Attendance Officer & SENDCO] • Liaise with EWO – Attendance comparisons, attendance contract meetings, legal advice for notice to improve, FPNs etc. 	<p>The EEF moving forwards, making a difference. Targeted academic support p.22</p> <p>How to encourage good attendance from the very start EEF</p>	<p>4</p>

<ul style="list-style-type: none"> 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 & Multi-Agency Collaboration] Letters sent to parents , sometimes with an invite for a meeting e.g. 'Attendance Contract Meeting' – inc a focus on early help & follow up review meeting with parents Parent Consultations - attendance on agenda and attendance shared Clubs – 8.00am and after school, focus on PP Posters regarding attendance and lateness displayed across school and attendance highlighted in weekly newsletter to support parents understanding of the importance of attendance. Continue to promote attendance with children during weekly celebration assemblies, class with best attendance celebrated weekly. "Attendance matters" stamp initiative for children. Author events Curriculum offer- inc Sparky Dates e.g Art Exhibition - Attendance Officer calls parents and shares class timetable & low attendance at Y6 Booster groups FOMO Christmas Event 	<p>EEF blog: Taking a tailored approach to improving attendance EEF</p> <p>Attendance-REA-report.pdf</p>	
<p><u>Parental Engagement</u></p> <p>Engage parents of pupil premium children to attend workshops e.g. through coffee mornings, newsletter.</p> <p>Use of social media for communication [Facebook] and online platforms [Seesaw].</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools</p> <p>Targeted academic support p.22</p>	<p>1, 2, 3, 4</p>

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
<p>Support the quality of teaching through CPD, mentoring and coaching.</p> <p>Establish strong middle leaders and other individual needs,</p>	<p>Staff have had a range of CPD opportunities, including Oracy, reading fluency, Maths Hub, the introduction of colourful semantics, phonics, mathematics, specialist teacher support, moderations, local network meetings linked to subjects, The National Disadvantaged Conference and writing CPD. CPD received outside of school has been disseminated to the rest of the teaching team via PLMs where necessary. (Evidence: CPD overview on HJS Sharepoint).</p> <p>Regular subject lead meetings were facilitated with curriculum lead to discuss action plans and targets. Pertinent information was then shared with wider staff.</p> <p>Teachers and maths lead have continued to work closely alongside Maths Hub to support mathematics curriculum and planning. Support and coaching in place for ECT teacher, provided by Maths Hub and maths lead.</p>

e.g Curriculum Leads	<p>Parent/carer workshops were facilitated within reading and maths, led by Maths lead and English Lead/Assistant Head, (multiplication check, mastering number, reading recharged). Key vocabulary and language shared to parents. Parent/carers were invited into the classroom to observe teachers in action. Parent/carer voice demonstrated that they found the sessions useful and enjoyed spending time within the classrooms.</p> <p>High quality, confident teaching has been observed through termly learning walks and subject monitoring (Evidence: Subject leader drop in forms, feedback).</p>																																													
<p>Develop our curriculum and staff understanding of play to support learning behaviours in school through an introduction to OPAL.</p> <p>Develop our curriculum to incorporate 'Sparky Starts' and 'Final Outcomes'.</p>	<p>OPAL has been introduced at lunchtimes with the support of outside OPAL support. Play leaders have been established and zones created and resourced. Resources have been introduced gradually to children to support effective use. OPAL training has been provided for both teachers and lunchtime staff. Pupil voice collected is incredibly positive regarding OPAL and observations show that children are keen to explore the different opportunities provided. OPAL has had a positive impact on behaviours at lunchtime [evidence: HJS behaviour policy, outside observations].</p> <p>Children have been involved in a range of 'Sparky Start' activities, e.g. LKS2 Greek food tasting linked to their history and geography curriculum, UKS2 thinking soldier visit, and we have also had several visitors in school to lead assemblies and workshops to support cultural capital, such as Kimba the poet and dance workshops. Art lead planned and facilitated an art gallery to display art final outcomes for the term. Parent/carers were invited to visit the art gallery with their children and feedback from parents/carers was positive. Sketch books and final pieces were displayed alongside information about each artist each year group explored.</p> <p>Children have been involved in a range of cross curricular and themed days. This includes, empathy day, Religious Education days and healthy week where children had the opportunity to learn football skills with a football coach, visited the Olympic Gym and took part in a range of cross curricular activities linked to healthy week.</p>																																													
<p>Through rigorous assessment, identify children most at risk of under achievement and deliver regular, bespoke interventions and tutoring over a sustained period to support gaps within learning.</p>	<p>Children were identified for interventions using key teacher assessment and statutory assessments (NFER assessments, RtP, Reading Fluency, Accelerated Reader, Phonics). Ensured interventions were established using SMART targets and interventions were regularly monitored and reviewed (evidence on Edukey). Ready to Progress assessments were continued to be used and supported by Maths Lead and continue to be embedded across the school. These were used at the beginning of maths topics to identify any misconceptions or areas needed to target for support (whole class or bespoke intervention). Pre teaching and interventions provided where possible across year groups. Reading interventions were provided across the school based on Reading Fluency analysis, STAR reader and NFER data.</p> <p>Regular tutoring led by teachers and maths lead was facilitated throughout the academic year in mathematics. Assessments were carefully analysed to support coverage and content of tutoring sessions. Intervention included looking at a range of arithmetic and reasoning style questions.</p> <p>Pupil Premium Champions were established in Autumn term in order to offer bespoke and targeted support for individual children, (such as 1:1 reading and pre tutoring). PP Champion targets were regularly reviewed and updated on Edukey (Evidence: Edukey provisions). Learning walks, staff and pupil voice and monitoring show that PP Champions have a positive impact on children's progress (Evidence: progress data)</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 in Reading and maths and all PP children made expected or above expected progress in writing.</p> <p>Progress data taken from Insight:</p> <div><div><div>Reading</div><div>Average: +0.2</div><div><div></div><div>68%</div><div>30%</div></div></div><div><div>Writing</div><div>Average: +0.1</div><div><div></div><div>62%</div><div>38%</div></div></div><div><div>Maths</div><div>Average: +0.0</div><div><div></div><div>8%</div><div>72%</div><div>21%</div></div></div></div> <table><tr><th></th><th>% making expected progress in Reading</th><th>% making accelerated progress in Reading</th></tr><tr><td>Year 3</td><td>79% [83% non_PP +4%]</td><td>21% [14% non_PP -7%]</td></tr><tr><td>Year 4</td><td>68% [69% non_PP -1%]</td><td>26% [25% non_PP +1%]</td></tr><tr><td>Year 5</td><td>53% [79% non_PP -26%]</td><td>47% [21% non_PP +26%]</td></tr><tr><td>Year 6</td><td>67% [80% non_PP -13%]</td><td>33% [17% non_PP +16%]</td></tr><tr><th></th><th>% making expected progress in Writing</th><th>% making accelerated progress in Writing</th></tr><tr><td>Year 3</td><td>68% [86% non_PP +18%]</td><td>32% [14% non_PP -18%]</td></tr><tr><td>Year 4</td><td>68% [72% non_PP -4%]</td><td>32% [19% non_PP +13%]</td></tr><tr><td>Year 5</td><td>47% [69% non_PP -22%]</td><td>53% [26% non_PP +27%]</td></tr><tr><td>Year 6</td><td>47% [66% non_PP -19%]</td><td>53% [34% non_PP +19%]</td></tr><tr><th></th><th>% making expected progress in Maths</th><th>% making accelerated progress in Maths</th></tr><tr><td>Year 3</td><td>79% [92% non_PP +13%]</td><td>21% [8% non_PP -13%]</td></tr><tr><td>Year 4</td><td>79% [91% non_PP -12%]</td><td>5% [9% non_PP -4%]</td></tr><tr><td>Year 5</td><td>53% [59% non_PP -6%]</td><td>40% [41% non_PP -1%]</td></tr><tr><td>Year 6</td><td>87% [80% non_PP +7%]</td><td>7% [14% non_PP -7%]</td></tr></table>		% making expected progress in Reading	% making accelerated progress in Reading	Year 3	79% [83% non_PP +4%]	21% [14% non_PP -7%]	Year 4	68% [69% non_PP -1%]	26% [25% non_PP +1%]	Year 5	53% [79% non_PP -26%]	47% [21% non_PP +26%]	Year 6	67% [80% non_PP -13%]	33% [17% non_PP +16%]		% making expected progress in Writing	% making accelerated progress in Writing	Year 3	68% [86% non_PP +18%]	32% [14% non_PP -18%]	Year 4	68% [72% non_PP -4%]	32% [19% non_PP +13%]	Year 5	47% [69% non_PP -22%]	53% [26% non_PP +27%]	Year 6	47% [66% non_PP -19%]	53% [34% non_PP +19%]		% making expected progress in Maths	% making accelerated progress in Maths	Year 3	79% [92% non_PP +13%]	21% [8% non_PP -13%]	Year 4	79% [91% non_PP -12%]	5% [9% non_PP -4%]	Year 5	53% [59% non_PP -6%]	40% [41% non_PP -1%]	Year 6	87% [80% non_PP +7%]	7% [14% non_PP -7%]
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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
Specialist Knowledge in Maths for Subject Leaders	Cambridge Maths Hub
Reading Fluency Project [HfL] - informed reading 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