



Pupil premium strategy statement – Harnham Infant School

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 outcomes for disadvantaged pupils last academic year.

School overview – Year One of Three

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	28/214 13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Natasha Dorrington – Headteacher
Pupil premium lead	Laura Pike – Deputy Headteacher
Governor / Trustee lead	Beth Evans – Chair of Governors

Funding overview (1.9.25 – 31.8.2026)

Detail	Amount
Pupil premium funding allocation this academic year	£42,420 – pupil premium £5,260 – pupil premium+ £4,900 – service
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,580

Part A: Pupil premium strategy plan

Statement of intent

Harnham Infant School is an average-sized school, with 214 children on roll, currently organised into 9 classes. There are three EYFS classes, three Year 1 classes and three Year 2 classes. The number of pupils eligible for the Pupil Premium Grant is lower than average but we are seeing an increasing number of families who are not eligible for Pupil Premium but who are experiencing similar challenges to those who are. There is a particularly high percentage of children who experience multiple disadvantage, that is, those with SEND, children with a social worker or who are also young carers, which is reflective of the picture across Wiltshire. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly in all areas of the curriculum, as well as in their personal, social and emotional development. The focus of our pupil premium strategy is to support disadvantaged learners to achieve that goal. All stakeholders (senior leaders, subject leaders, teaching staff, wider school staff and governors) are highly ambitious and committed to ensuring the best possible educational provision for all attainment and ability levels and we work hard to address any challenges that are present for both individual learners and in response to collective needs too.

We endeavour to use our Pupil Premium Grant to maximum effect, using the three-tiered approach to document support and strategies in place. Using up to date local and national research and feedback, as well as robust diagnostic assessments specific to our school cohort and data (including staff, governor and parental surveys) this strategy statement is based on initiatives that will make a difference to the lives of children who experience disadvantage. We strive to ensure all children have access to inclusive, high-quality teaching in the classroom, alongside any carefully monitored targeted interventions for their specific academic and social needs. In addition, our school is passionate that every child should have access to wider opportunities that promote a secure sense of well-being, a high level of ambition and every opportunity to be part of a community where they can realise their potential and continue to 'enjoy, explore and learn.'

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality Attendance data for our disadvantaged learners is not in line with the rest of the school. A large proportion of the disadvantaged learners have attendance rates

	<p>that are less than 95% (some persistently absent) and below the school's target of 97%.</p> <p>Barriers to school attendance are linked to levels of engagement, lack of confidence and lack of importance placed on education. In addition, many children are late to school so have a more disrupted start to their day and miss potential core learning time, which in turn would have impact on attainment data.</p>
2	<p>Oracy, Vocabulary and Communication</p> <p>A significant number of our disadvantaged learners are showing poor skills in oracy and use of vocabulary. This is evident in the number of them needing additional support from speech and language therapy as well as targeted vocabulary and language development work in the classroom and through interventions.</p>
3	<p>Attainment in Reading, Writing and Maths</p> <p>Very few of our disadvantaged learners are reaching the expected level of development in reading, writing and maths, with many working below or significantly below.</p>
4	<p>Engagement and Access to the Curriculum</p> <p>Through observations in class and feedback from staff surveys suggest that many of our disadvantaged learners struggle to access the curriculum independently when not working with the teacher / teaching assistant. This means they often select the easiest option, placing a ceiling on their learning and having a further negative impact on their progress and attainment.</p>
5	<p>Self-regulation, low levels of resilience, self-esteem and emotional needs</p> <p>Many of our disadvantaged children struggle with self-regulation and are unable to show resilience when faced with a challenge, whether this is through classroom learning or social interaction too. This can lead to low self-esteem as well as an opportunity to 'opt-out' or select a non-challenging option, as well as presenting with some emotional needs.</p>
6	<p>Wider opportunities and community involvement</p> <p>Through monitoring opportunities, we have noticed that many of our disadvantaged children are not taking an active part in the wider life of the school e.g. clubs and enrichment. In addition, it can be hard to engage families in supporting children's learning and opportunities too.</p>

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>Challenge 1</p> <p>Improved attendance and punctuality rates for our disadvantaged learners.</p> <p><i>See also Wiltshire Council Affordable Schools Handbook – Securing Positive Partnerships</i></p>	<p>Disadvantaged learners will have attendance rates that are in line with the rest of the school (no gap) and all above national average.</p> <p>Children will be on time to school and ready to learn.</p> <p>Monitoring of attendance registers will see reduction of late marks in the registers.</p> <p>Higher rate of attendance will be sustained over time.</p>

<p>Challenge 2 Levels of Oracy, Vocabulary and Speech and Language Development will improve</p> <p><i>See also Wiltshire Council Affordable Schools Handbook – Resourcing the School Day</i></p>	<p>Children will make progress with their Speech and Language targets, be returned and signed off from targeted Speech and Language support.</p> <p>Specifically planned opportunities to enhance vocabulary through topic or book work will increase children's understanding and knowledge of words and use in their speaking and listening skills when learning together.</p> <p>Embedding stem sentences / language structures will equip children to be able to communicate effectively in full sentences.</p> <p>Evidence of developing oracy and vocabulary will be seen in children's work (book looks, recordings on Seesaw, observations) resulting in positive impact on attainment data.</p> <p>Children in EYFS receiving support through the NELI programme will show 'no concerns' in their language screening results at the end of the programme.</p>
<p>Challenge 3 Improve and sustain over time the attainment levels in Reading, Writing and Maths for all pupils but especially those disadvantaged.</p> <p><i>See also Wiltshire Council Affordable Schools Handbook – Resourcing the School Day</i></p>	<p>100% of teaching will be good or outstanding. Summative and formative assessments will triangulate consistency when looking at data, book work, observations, child voice and coaching.</p> <p>The number of disadvantaged learners achieving GLD, or EXP standard will increase and be inline with non-disadvantaged peers, showing increased level of progress from their starting points.</p> <p>For children with SEND, individual attainment and progress measures will be reflected in their progress towards targets on their support plan or EHCP, monitored closely through Insight Learning Plans and through pupil progress meetings.</p> <p>Termly monitoring of impact of interventions will show mostly marked as effective, as well as some very effective.</p>
<p>Challenge 4 All children, but especially those vulnerable to underachievement will be engaged in their learning, be open to stretch and challenge and develop their independence skills, sustained over time.</p> <p><i>See also Wiltshire Council Affordable Schools Handbook – Resourcing the School Day</i></p>	<p>100% of children will show high levels of engagement in the curriculum, developing independent choice of how they can challenge themselves and achieve their goals. This will be shown through recorded book work, child voice, observations and monitoring of Seesaw.</p> <p>The number of disadvantaged learners achieving GLD, or EXP standard will increase and be inline with non-disadvantaged peers, showing increased level of progress from their starting points.</p> <p>For children with SEND, individual attainment and progress measures will be reflected in their progress towards targets on their support plan or EHCP, monitored closely through Insight Learning Plans and through pupil progress meetings.</p>
<p>Challenge 5 All children, but especially those vulnerable to underachievement will develop their sense of self-regulation and resilience when</p>	<p>100% of children will be able to explain the importance of having a Growth Mindset and discuss strategies they use when faced with a challenge.</p> <p>Child voice, recorded work and observations will demonstrate accelerated progress.</p>

<p>faced with a challenge, sustained over time.</p> <p><i>See also Wiltshire Council Affordable Schools Handbook – Healthy Bodies, Healthy Mind, Enrichment Opportunities.</i></p>	<p>Children who need targeted intervention (ELSA and Thrive) to develop their emotional resilience will show improvement and translate their emotional regulation to classroom, playground and family environments too. Children will be signed off from this level of support.</p>
<p>Challenge 6</p> <p>All children, but especially those vulnerable to underachievement, will be able to maximise opportunities for learning and take a full and active part in the wider life of the school.</p> <p><i>See also Wiltshire Council Affordable Schools Handbook – Healthy Bodies, Healthy Mind, Enrichment Opportunities, Securing Positive Partnerships.</i></p>	<p>100% of Disadvantaged Children in year 1 and 2 will take part in an enrichment club at least 1 term per school year. This included lunchtime clubs so that barriers to attending after school are removed.</p> <p>Registers kept at school events, such as Stay and... as well as attendance at parents evenings, will show increase over time for families of disadvantaged learners.</p> <p>Feedback from parents will show that there have been opportunities for positive dialogue and communication with families e.g. personalised emails, video messages, providing resources and personalised invitations to school events. This will mean that no child misses out on any opportunities.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff linked to Continuous Provision and play-based learning – Drawing Club, Curious Quests, Play Projects, visiting other schools that offer Continuous Provision Curriculum	<p>https://www.canigoandplaynow.com/</p> <p>https://earlyexcellence.com/</p> <p>Individualised instruction +4 months</p> <p>Within class attainment grouping +2 months</p>	2,3,4,5
Purchasing resources for Continuous Provision and play-based learning set up in the classrooms.	<p>https://www.canigoandplaynow.com/</p> <p>https://earlyexcellence.com/</p>	2,3,4,5

School staff to participate in Coaching programme, observing each other and sharing best practice. This enables bespoke professional development for teaching staff.	Coaching supports teachers to become more engaged in the craft of teaching. Link with external coach. Collaborative learning (+5 months) Feedback (+6 months)	2,3,4
Taking part in the OPAL programme – Outdoor Play and Learning and purchasing resources needed for effective implementation of this.	https://outdoorplayandlearning.org.uk/ - see research and evidence page of website.	1,2,3,4,5,6
Release time / salary of Disadvantaged Learner Need to carry out support, mentoring, monitoring and evaluation as well as additional pupil progress meetings and completion of tracking documents – Disadvantaged Learner journals. Engagement in Wiltshire Council's Disadvantaged Learner Networks and Affordable Schools Strategy and follow up meetings.	Supporting and mentoring other colleagues to ensure Disadvantaged Learners remain a priority. Engaging with training provided by the LA ensures knowledge remains up to date and best practice can be shared across local schools.	1,2,3,4,5,6
Increased teaching support in classrooms – distribution of teaching assistants to support in continuous provision environments.	Collaborative learning (+5 months)	2,3,4,5
Reintroduction of Thrive Approach – as whole class daily and weekly timetabling to support 'right-time' development of learners. Subscribing to Thrive Online for detailed assessments and action planning tools.	Metacognition and Self-regulation +8 months Social and Emotional Learning +4 months	4,5
Subscription to Insight tracking software for monitoring attainment and provision for all learners.	All information recorded on one system that Teachers and TAs can access and SLT use to monitor individual and groups of children progress.	2,3,5

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

Budgeted cost: £14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Senior Mental Health Lead to offer bespoke Thrive interventions and support	Metacognition and Self-regulation +8 months	1,4,5,6

whole school development and culture of well-being in the classrooms	Social and Emotional Learning +4 months	
Distribution of Teaching Assistants to enable the provision of TA interventions in each year group.	Teaching Assistant Interventions +4 months Individualised instruction +4 months	2,3,4
Provision of a specific Teaching Assistant to run Speech and Language Interventions and work with the SENDCo / Speech Therapist to ensure the best possible provision for the children needing speech support.	Oral Language Interventions +6 months One to One tuition +5 months	2
Employ a teaching assistant to deliver the Nuffield Early Language Intervention (NELI) in EYFS.	Oral Language Interventions +6 months Teaching Assistant interventions +4 months	2
Use of Insight data software to record targeted interventions and outcomes of these.	Use of Insight software should streamline record keeping and support teacher workload and wellbeing.	2,3,5
CPD for teachers / TAs to support interventions e.g. precision teaching, WESForD, reading	One to One tuition +5 months Teaching Assistant interventions +4 months Small group tuition +4 months	3,4,5
Additional phonics / reading for the bottom 20% in every class.	Teaching Assistant interventions +4 months Phonics +5 months Reading comprehension strategies +7 months	3
Small group and 1:1 tuition – using a qualified teacher to fill gaps in children's learning / understanding or extend them further, ensuring challenge at all levels.	Small group tuition +4 months One to One tuition +5 months	2,3,4,5

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

Budgeted cost: £9,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering paid-for Breakfast Club provision to families who struggle with attendance and punctuality.	EEF have evaluated breakfast club provision as a cost-effective way of improving attainment, attendance and ensuring no children have to learn when they are hungry. See Wiltshire Council Affordable Schools – Healthy Bodies, Healthy Minds. Government	1, 5,6

	initiatives to increase Breakfast Club offer to families.	
Provision of school ELSA 4 afternoons per week to support children's social and emotional well-being and help develop self-regulation and resilience. Increasing school offer with a second trained ELSA specific to EYFS provision (PCLA child in year group)	Social and Emotional Learning (+4 months) Metacognition and Self regulation (+8 months)	4,5,6
Provision of Parents Support Advisor / Inclusion Lead / Attendance Lead to work closely with families and support with issues relating to attendance, mental health, behaviour, parenting and engagement in school.	Parental engagement (+4 months) See Wiltshire Council Affordable Schools – Securing Positive Partnership.	5,6
Taking part in the OPAL programme – Outdoor Play and Learning and purchasing resources needed for effective implementation of this. OPAL in place for lunchtimes so that children return to class happier and more regulated.	https://outdoorplayandlearning.org.uk/ - see research and evidence page of website.	1,2,3,4,5,6
SMHL and Inclusion Lead to run a series of workshops to support parents – e.g. Supporting School Drop-offs, Picky Eating, Managing Big Emotions, Supporting Neurodiverse Children etc. Signposting to further services if needed too. Personal invites sent to parents to encourage attendance.	Parental engagement (+4 months) Behaviour strategies (+4 months) Social and Emotional Learning (+4 months) Metacognition and Self regulation (+8 months)	5,6
Paying for children to attend extra-curricular clubs and activities, such as trips and visits so that no children miss out and experience a greater sense of belonging and have opportunities they might otherwise not have.	Extending school time (+3 months) This can also impact attendance since children need to be in school in order to attend an enrichment activity. See Wiltshire Council Affordable Schools Handbook – Enrichment and Opportunities.	5,6
Participation in wider community events that are relevant e.g. Into Film Festival, local PCLA or CLA events, PTA events such as 'Elfridges' and group of children visiting residents at local residential home.	A cost effective way of increasing emotional well-being and sense of belonging, identity and being part of a community.	6
Purchase of school uniform and specific equipment, such as recorders to take part in music lessons.	A cost effective way of increasing emotional well-being and sense of belonging. See Wiltshire Council Affordable Schools Handbook – Resourcing the School Day	1,2,3,4,5,6
Additional "top-up" food boxes and parcels to extend provision through	Children will not be hungry in the school holidays. Further opportunities	6

the holidays. Cereal bars and additional snacks available in the classrooms.	for link fostered between home and school. See Wiltshire Council Affordable Schools Handbook – Healthy Bodies, Healthy Minds	
Embedding principles of good practice set out in the DfE's guidance on <u>working together to improve school attendance.</u> This will involve CPD for all staff and their roles in supporting attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified e.g. purchasing ovens, baby milk etc.	All

Total budgeted cost: £47,680

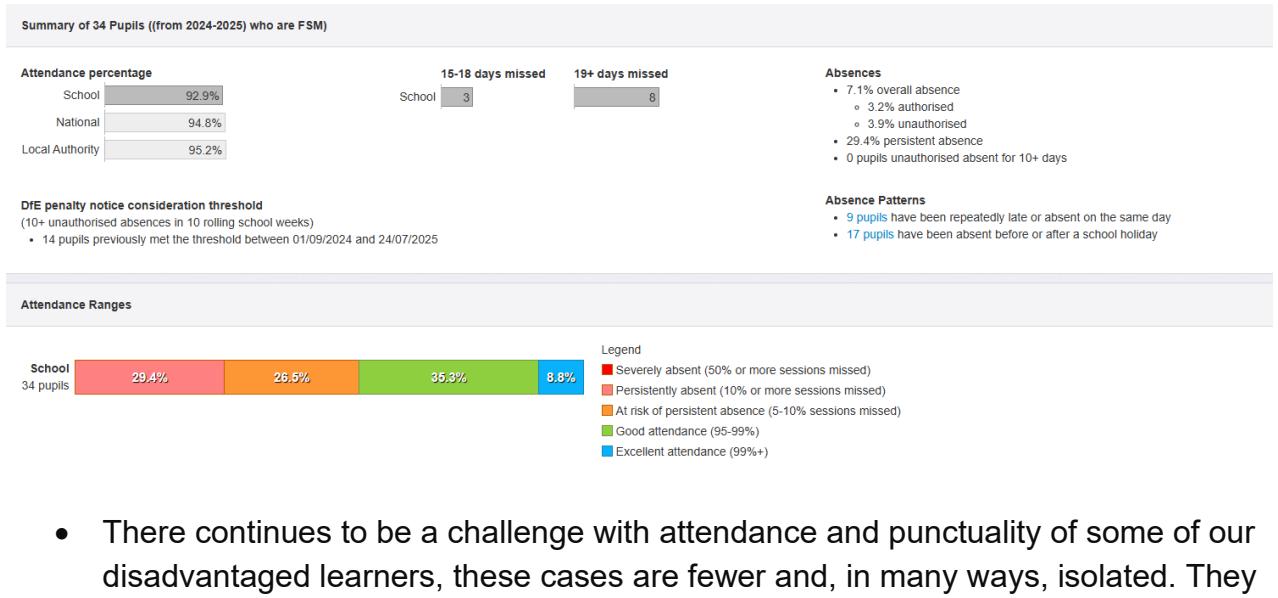
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact Statement for 2024/2025 – end of three year cycle

Challenge 1 – Attendance and Punctuality

- Attendance has become a clear focus for our school and also driven by the Local Authority of Wiltshire. Last academic year, the headteacher attended the Wiltshire Council course for leading attendance which increased the level of responsibility and focus across the school.
- Termly attendance report provided by headteacher to all school staff, plus a termly “watch” list for those children vulnerable or who are often or persistently absent.
- Where needed, the Headteacher has informed parents that no further episodes of illness absence will be authorised without medical evidence. This is in line with advice from the Education Welfare Officer.
- Admin hours have expanded to support with attendance – issuing reminders, text messages, emails, holiday forms, letters and penalty notice information.
- For some children, attendance and punctuality level raised through funding breakfast club to support parent mental health and anxiety. This has been extremely successful.
- Teachers and Teaching Assistants are very aware of children’s attendance and often challenge parents or ask children where they have been or ask admin team what absence has been reported.
- Attendance is tracked at every governing body meeting, with updates given on number of persistent absentees, amount of unauthorised absences, penalty notices, holidays and SAM/LAM meetings.
- Data below shows the overall attendance of our PPG children last academic year. It is worth noting that some of these families missed school for purposes of going on holiday in term time to save money.



do however, remain a priority for the next PPG Strategy Statement in line with school, local and national priorities too.

Challenge 2 – Levels of Oracy, Vocabulary and Speech and Language Support

- In the academic year 2024/25, our school was invited to take part in a Wiltshire Council project 'Cracking Communication' in order to enhance vocabulary and oracy in EYFS and Year 1. This involved regular CPD, attendance at meetings and reviews across the school. At the end of the project, the school received overwhelmingly positive feedback and the principles continue to be embedded in teacher's planning and provision.
- The HEEL (Continuous Provision) approach to learning in our classrooms continues to ensure that children are given meaningful opportunities to discuss learning throughout the day in every classroom, working collaboratively and explaining learning to others. (See Seesaw for evidence)
- We have noticed an increase in children coming to school in EYFS needing, or already receiving, support from the Speech and Language Therapy Service. These children are supported in the classroom or with a specific TA in Key Stage One. Targets are sent back regularly and reviewed and new ones set where needed. In the academic year 2024/25, 15 children received SALT intervention, and 2 of these were signed off through the year. Only 1 year 2 child still needed SALT input when transitioning to junior provision. However, the increase in need means that this area remains a challenge requiring further involvement in the future strategy statements.
- In EYFS, 7 children completed the Nuffield Early Language Intervention. 4 of them had 'No concerns' following assessment at the end of the programme. The other 3 children have addition SEND or English as Additional Language concerns.

Challenge 3 – Improved attainment data in Reading, Writing and Maths through high quality teaching and carefully chosen school-based interventions where needed.

- Inclusive, high-quality teaching remains a huge focus in our school. Peer coaching, supported by an external coach is a strategy that continues to raise the standard of teaching across the school, with positive reports to the senior leadership team about impact.
- Following successful visit from Ofsted in November 2024, the curriculum was sharpened to allow streamlined focus on key learning across the school and in every subject area. (See Ofsted report)
- Provision maps and individual learning plans for children who need them are monitored weekly by teaching staff and termly by the Inclusion Lead for impact. This information is shared with SLT and governors to ensure that we can see that maximum impact in cost effective ways.

- Overview of data for each year group is included below. As we can see, overall attainment across the school for our disadvantaged learners remains a target for improvement. However, the progress that they have made on the whole is expected or better.

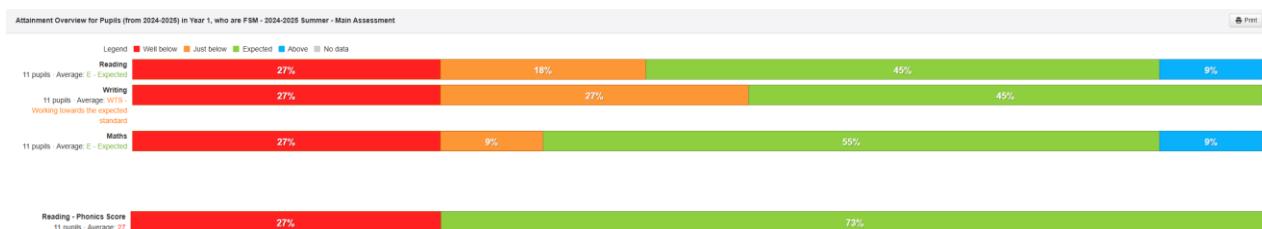
EYFS Attainment – GLD



EYFS Progress data – GLD



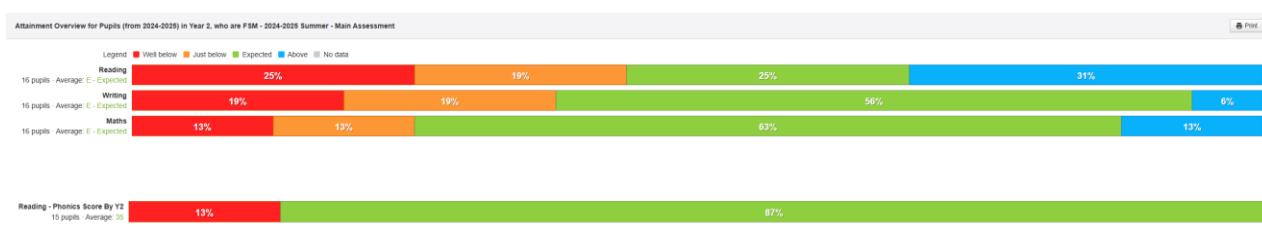
Year 1 Attainment



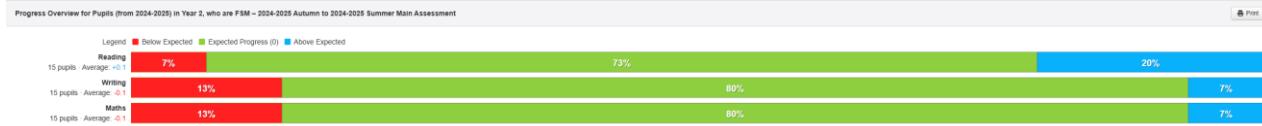
Year 1 Progress



Year 2 Attainment



Year 2 Progress



- Raising attainment of disadvantaged learners and closing the gap with their non-disadvantaged peers remains a focus of improvement for the next strategy statement for 2025-2028.

Challenge 4 – Developing sense of self-regulation and resilience when faced with a challenge

- Development of whole school culture through our school values as well as a focus on Growth Mindset in every classroom and through whole school assemblies means that children are using vocabulary linked to 'I can' and 'I will' as well as being able to describe what is meant by resilience, challenge and perseverance. These are also seen through the certificates given out in celebration assemblies.
- Targeted interventions by the school ELSA and the use of Murphy, our school dog, to support children's emotional development have also been successful as highlighted through parental feedback and teacher reflections on Insight when marking the intervention as effective or highly effective. There are some samples of individual evidence of impact through emails and cards that children and parents have sent to school as a result of the support that they have been able to access.
- Relax Kids bespoke intervention reports demonstrated measurable progress for the children who took part in it – see impact reports.
- This challenge remains a focus for the next strategy statement. This is because we have noticed that a more whole-school approach to children's overall mental health and wellbeing is needed so that teachers have immediate tools at their ready before seeking additional targeted support. This will be picked up in the 2025/26 year.

Challenge 5 – Increased levels of engagement from parents will encourage children to enhance their learning at home and at wider enrichment opportunities

- There has been a continued focus through 2024/25 to ensure effective communication with families, especially those who may be considered harder to reach. For example, personal emails or video messages have been recorded and sent out to help information be more easily accessed.
- We have seen an increase in parental awareness of the pupil premium grant and regular updates are sent by the inclusion lead through the newsletter to ensure that every family who is eligible is able to receive the support. Parents are now actively contacting the school to ask if their child's pupil premium money can be used to support the cost of trips and uniform too.
- Inclusion leader monitors take-up of clubs and opportunities by the disadvantaged children and shares this information with the senior leadership team, staff and governors, so that we can discuss ways to ensure that no child misses out.
- All staff are aware of families that are harder to reach and so use strategies such as catching them on the gate or on the playground to share news and updates rather than relying on them reading an email or checking blogs for information.
- Continued employment of the school Parent Support Advisor also means that individual parents continue to be supported with their challenges, such as welfare,

debts, housing or supporting children with behaviour at home. Individual support is also offered through the Inclusion Lead too.

- The PTA have also started to be more aware of children in receipt of PPG and offer spaces at school discos, involvement in the summer fair or taking part in Christmas events for free so that they do not miss out. In addition, a New2You uniform shop continues to be utilised well by families.
- Parent survey in July 2025 demonstrate that 100% of parents say their child is happy at school and is making progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Nuffield Early Language Intervention (NELI)	https://www.teachneli.org/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Funding £4,900 (14 children)

The funding was spent on:

- ❖ ELSA time to run a club for the service children called the 'Little Heroes'. They meet fortnightly, have lunch together and share stories, complete activities, share the military bear adventures and develop sense of community together.
- ❖ Inviting service parents in to spend time with their children, having breakfast together and enjoying being part of a special community within the school. This was completed during the Month of the Military Child.
- ❖ For children whose parents were deployed or working away, additional pastoral sessions provided by the school ELSA, along with additional check-ins from key staff members e.g. putting a gem in the jar to count down each sleep until they return home again.
- ❖ Books and resources to support children.
- ❖ Parents of children coming in to support school topics such as Remembrance or talking in assemblies about their job roles in order to inform and inspire children.

- ❖ Inclusion Leader keeping parents informed about what we were doing to support the Little Heroes in school.

The impact of that spending on service pupil premium eligible pupils

- ❖ Running the Little Heroes club helps children to know that they are not alone and that there are others in the same position that they are, who experience the same feelings when parents are deployed etc. Many of our service children are settled so are less affected by mobility but more by a parent working away from home or being deployed.
- ❖ Children enjoy coming to Little Heroes club – they feel special to be there. Children's quotes are reflected on a display board in our school. They feel a high sense of belonging and therefore the impact on their self-esteem and emotional wellbeing is really positive.
- ❖ Children benefit from a calm and comfortable space to adjust and discuss their feelings.
- ❖ Parents have been incredibly complimentary about the provision for service children at our school and identify it as a real strength.

Further information (optional)

Our school sits at the heart of a community on the outskirts of Salisbury. This strategy statement has been informed by the specific needs of the children and their families across our school. In addition, we have experienced an increase in mobility and families moving to the area or moving their child's school who are also eligible for the additional funding. This means there is additional emotional time and investment needed in supporting the children to settle and welcoming families to the community and supporting them to get involved in the life of the school.

The Governing Body, along with the Senior Leadership Team are involved in the strategic overview of this strategy. Furthermore, it is monitored regularly by to ensure full accountability, using data and self-evaluation to challenge the proposals and outcomes.

Further information about any aspect of this strategy is available from the school upon request.