



Pupil Premium Strategy Report

2025 - 2028

URN: 120068 DfE no: 856 2343

Overview					
Academic Year	2025/26	Pupil Premium Funding	£95,445	Planned expenditure	£95,630
Total number of pupils	426	Number of pupils eligible for PP	63	Annual impact report – July 2026	

END OF YEAR DATA 2024 – 2025

Current disadvantaged on track for ARE (teacher assessment) compared to previous Key Stages

Disadvantaged – READING ARE						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GLD	91% (11/12) Cohort size 57	67% (4/6) Cohort size 53	85% (6/7) Cohort Size 50	57% (4/7) Cohort Size 43		25% (1/4) Cohort Size 48
Previous KS PP	91% (11/12) Cohort size 57	67% (4/6) Cohort size 53	85% (6/7) Cohort Size 50	30% (3/10) Cohort Size 55	44% (4/9) Cohort Size 59	33% (1/3) Cohort Size 48
Current	44% (4/9) Cohort size 54	64% (9/14) Cohort size 57	58% (7/12) Cohort size 55	53% (9/17) Cohort size 60	75 % (9/12) Cohort size 61	50 % (6/12) Cohort size 66
National All	75%	75%	75%	75%	75%	75%

Disadvantaged – WRITING ARE						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GLD	91% (11/12) Cohort size 57	50% (3/6) Cohort size 53	85% (6/7) Cohort Size 50	57% (4/7) Cohort Size 43		25% (1/4) Cohort Size 48
Previous KS	91% (11/12) Cohort size 57	50 % (3/6) Cohort size 53	85% (6/7) Cohort Size 50	40% (4/10) Cohort Size 55	46% (5/9) Cohort Size 59	33% (1/3) Cohort Size 48
Current	44% (4/9) Cohort size 54	57%(8/14) Cohort Size 57	50% (6/12) Cohort Size 55	47% (8/17) Cohort Size 60	58% (7/12) Cohort Size 61	50 % (6/12) Cohort size 66
National All	72%	72%	72%	72%	72%	72%

Disadvantaged – MATHS ARE						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GLD	91% (11/12) Cohort size 57	67% (4/6) Cohort size 53	100% (7/7) Cohort Size 50	71% (5/7) Cohort Size 43		25% (1/4) Cohort Size 48
Previous KS	91% (11/12) Cohort size 57	67% (4/6) Cohort size 53	100% (7/7) Cohort Size 50	40% (4/10) Cohort Size 55	66% (6/9) Cohort Size 59	33% (1/3) Cohort Size 48
Current	54% (4/9) Cohort Size 54	57% (8/14) Cohort Size 57	50% (6/12) Cohort Size 55	47% (8/17) Cohort Size 60	67% (8/12) Cohort Size 61	50 % (6/12) Cohort size 66
National All	74%	74%	74%	74%	74%	74%

Disadvantaged compared to 'national all' and year group cohort

READING ARE						
	Year 1 (9/54)	Year 2 (14/57)	Year 3 (12/55)	Year 4 (17/60)	Year 5 (12/61)	Year 6 (12/66)
Year Group	69%	65%	62%	77%	75%	74%
Disadvantaged	44%	64%	58%	53%	75%	50%
National	75%	75%	75%	75%	75%	75%

WRITING ARE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year Group	59%	59%	60%	63%	57%	74%
Disadvantaged	44%	57%	50%	47%	58%	50%
National	72%	72%	72%	72%	72%	72%

MATHS ARE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year Group	65%	61%	69%	70%	70%	66%
Disadvantaged	44%	57%	50%	47%	66%	50%
National	74%	74%	74%	74%	74%	74%

Current disadvantaged on track for GD (teacher assessment) compared to previous Key Stages

Disadvantaged – READING GD						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Previous KS PP				33% (3/9) Cohort Size 59	33% (1/3) Cohort Size 48	0% (0/8) Cohort Size 47
Current	11% (1/9) Cohort Size 54	14% (2/14) Cohort Size 57	8% (1/12) Cohort Size 55	12% (2/17) Cohort Size 60	17% (2/12) Cohort Size 60	8% (2/12) Cohort Size 66
National All	28%	28%	28%	28%	28%	28%

Disadvantaged – WRITING GD						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Previous KS				22% (2/9) Cohort Size 59	33% (1/3) Cohort Size 48	0% (0/8) Cohort Size 47
Current	7% (3/9) Cohort Size 54	7% (1/14) Cohort Size 57	0% (0/12) Cohort Size 55	6% (1/17) Cohort Size 60	17% (2/12) Cohort Size 61	0% (0/12) Cohort Size 66
National All	13%	13%	13%	13%	13%	13%

Disadvantaged – MATHS GD						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Previous KS				22% (2/9) Cohort Size 59	0% (0/3) Cohort Size 48	0% (0/8) Cohort Size 47
Current	0% (0/9) Cohort Size 54	14% (2/14) Cohort Size 57	8% (1/12) Cohort Size 55	24% (4/17) Cohort Size 60	17% (2/12) Cohort Size 61	8% (2/12) Cohort Size 66
National All	23%	23%	23%	23%	23%	23%

Disadvantaged compared to 'national all' and GD and year group cohort

READING ARE						
	Year 1 (9/54)	Year 2 (14/57)	Year 3 (12/55)	Year 4 (17/60)	Year 5 (13/61)	Year 6 (12/66)
Year Group	13%	18%	26%	28%	23%	17%
Disadvantaged	11%	14%	8%	12%	17%	8%
National	28%	28%	28%	28%	28%	28%

WRITING ARE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year Group	5%	15%	12%	8%	5%	9%
Disadvantaged	0%	0%	0%	6%	17%	0%
National	13%	13%	13%	13%	13%	13%

MATHS ARE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year Group	15%	19%	20%	28%	14%	17%
Disadvantaged	0%	14%	8%	24%	17%	8%
National	24%	24%	24%	24%	24%	24%

Challenges		
<ul style="list-style-type: none"> • Aspiration/Attainment: Children from our disadvantaged families at Linden often have culturally low expectations that impact on their aspirations and hopes for lifelong learning. 		
<ul style="list-style-type: none"> • Language: Disadvantaged children at Linden often do not come from language rich environments resulting in those children encountering far fewer words and having a narrower range of vocabulary when compared to their advantaged peers. 		
<ul style="list-style-type: none"> • Cultural Capital: Disadvantaged children at Linden are not always able to access a wider variety of learning experiences resulting from impoverished socio-economic circumstances and diminished cultural capital. 		
<ul style="list-style-type: none"> • Pastoral: Social, Emotional, Mental Health and wellbeing/welfare needs are affecting more of our pupils and families from disadvantaged backgrounds 		
Strategy Aims		Success Criteria
Priority 1	Diminish the differences in attainment and boost progress of disadvantaged pupils providing the knowledge and skills needed for future learning and employment.	The percentage of disadvantaged children achieving ARE or beyond is in line or above the percentage of all pupils or others nationally. More disadvantaged children feel inspired and empowered to fulfil their true potential.
Priority 2	Pupils are able to comprehend, articulate and apply a range of vocabulary.	Pupils read widely and with fluency appropriate to their age or true potential when compared to all pupils or others nationally (Achieving ARE or beyond).
Priority 3	The cultural capital of disadvantaged children is enhanced so that they gain experiences that they may not have otherwise experienced. Children understand how to develop their physical and emotional well-being so that they are valued citizens with broad horizons.	Pupils eligible for Pupil Premium are able to access and apply extended learning opportunities that support accelerated academic progress. When attending clubs, their social welfare is secured and their experiences widened. More children who are eligible for Pupil Premium attend after school provision and all are given the opportunity to attend trips.

Priority 4	Pupils are ready to engage with learning as a result of support and pastoral interventions to meet the social, emotional and mental health needs of our & parent’s pupils.	Children arrive at school every day and on time, ready to learn and nourished with a good attitude to learning. Children are safeguarded effectively and families who require ‘Early Help’ have easy access to this. Fewer incidents of behaviour inside and outside of school that stem from external out of school influences.
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Quality of Education for all

Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure																												
Priority 1 - Diminish the difference in writing attainment for Disadvantaged Pupils.	Year 1 (2025-26)	Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Rationale: <table border="1" style="width: 100%; text-align: center; font-size: small;"> <thead> <tr> <th></th> <th colspan="6">WRITING ARE</th> </tr> <tr> <th>Year Group</th> <th>51%</th> <th>51%</th> <th>65%</th> <th>63%</th> <th>51%</th> <th>51%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>44%</td> <td>57%</td> <td>50%</td> <td>47%</td> <td>58%</td> <td>50%</td> </tr> <tr> <td>National</td> <td>72%</td> <td>72%</td> <td>72%</td> <td>72%</td> <td>72%</td> <td>72%</td> </tr> </tbody> </table>		WRITING ARE						Year Group	51%	51%	65%	63%	51%	51%	Disadvantaged	44%	57%	50%	47%	58%	50%	National	72%	72%	72%	72%	72%	72%	See School Improvement Plan <ul style="list-style-type: none"> To ensure accurate writing assessment. To coach teachers who need support on subject knowledge and teaching of writing (for teachers who moved to different year groups or are new to the school.) To measure the effectiveness of grammar retrieval To monitor the effectiveness of teaching daily spelling and non-negotiables eg: spelling, being marked in writing. To check the effectiveness of accurate and neat handwriting To adapt teaching practice to support early writing. 	LIMITED	£1125 5 x release days for subject leaders
				WRITING ARE																													
Year Group	51%	51%	65%	63%	51%	51%																											
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MODERATE	Is expenditure due to change? Increase Decrease Remain the same																																
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	Year 2 (2026-27)		See School Improvement Plan	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same																											
	Year 3 (2027-28)		See School Improvement Plan	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same																											
Priority 2 – Diminish the difference in reading attainment for Disadvantaged Pupils.	Year 1 Reading	Evidence: Reading – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Rationale:	See School Improvement Plan <ul style="list-style-type: none"> To ensure all teachers are experts in teaching reading. To ensure that all pupils are making expected progress and are attaining at a level that is to appropriate to them. To engage parents so they are fully equipped to support their child in learning reading at home. To continue to establish the Little Wandle phonics scheme which provides a consistent and rigorous approach To create a strong reading culture within the school and build on reading for pleasure. 	LIMITED MODERATE SIGNIFICANT	£675 3 x release days for subject leaders Is expenditure due to change? Increase Decrease Remain the same																											
	Year 2	<table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Year Group</td> <td>(954)</td> <td>(1457)</td> <td>(1719)</td> <td>(1716)</td> <td>(1216)</td> <td>(1216)</td> </tr> <tr> <td>Disadvantaged</td> <td>64%</td> <td>64%</td> <td>58%</td> <td>53%</td> <td>75%</td> <td>50%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>36%</td> <td>36%</td> <td>42%</td> <td>47%</td> <td>25%</td> <td>50%</td> </tr> </tbody> </table>		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year Group	(954)	(1457)	(1719)	(1716)	(1216)	(1216)	Disadvantaged	64%	64%	58%	53%	75%	50%	Non-disadvantaged	36%	36%	42%	47%	25%	50%	See School Improvement Plan	LIMITED
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	Reading			MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
	Year 3 Reading		See School Improvement plan	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
Priority 3 – Diminish the difference in mathematics attainment for Disadvantaged Pupils.	Year 1 Mathematics	Evidence: Maths – https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Maths Mastery – https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	See school improvement plan <ul style="list-style-type: none">To ensure the teaching of maths is built upon.To ensure all children are making expected progress and attaining at a level appropriate to themTo ensure that teachers are highly effective in teaching mathematics	LIMITED MODERATE SIGNIFICANT	£675 3 x release days for subject leaders Is expenditure due to change? Increase Decrease Remain the same
	Year 2 Mathematics	Rationale:	See School Improvement Plan	LIMITED MODERATE SIGNIFICANT	

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								To continue to embed oracy strategies to improve children’s ability to articulate, expand their vocabulary and clarify thinking before writing through: <ul style="list-style-type: none"> Assemblies Whole school oracy challenges/ Wow sessions Cross curricular opportunities Bank of oracy activities provided to staff to supplement and enrich lessons 						MODERATE	Is expenditure due to change? Increase Decrease Remain the same																																																																																																
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	Year 1	Evidence:						LIMITED	£15000																																																																																																						

Priority 5 - Diminish the difference in the cultural capital for Disadvantaged Pupils.	Enrichment	Enrichment – https://educationendowmentfoundation.org.uk/school-themes/enrichment/ Rationale:	Enrichment A series of enrichment activities are plotted across the year which include: <ul style="list-style-type: none"> Pupils taking part in National projects such as Take one Picture and Young voices. Pupils being given the opportunity to experience local events such as the science fair at Leicester University. Visits to a wide variety of arts/STEM learning experiences. A wide variety of experiences being brought into school. 	MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same																																																																																																																
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Total budgeted cost £18150

Targeted support

Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure																												
Priority 1 - Diminish the difference in writing attainment for Disadvantaged Pupils. (Years 1-6)	Year 1 Guided Writing Intervention	Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	Guided Writing <ul style="list-style-type: none"> Disadvantaged pupils grouped by the class teacher based on their writing needs. Timetable created to facilitate these groups. Areas for pupils' development highlighted. Pupils taught for six weeks in regard to their areas of development. Pupils complete a 'Hot Write' as a final assessment. 	LIMITED MODERATE SIGNIFICANT	£3938 KM £2153 SS Is expenditure due to change? Increase Decrease Remain the same																												
	Year 2 Guided Writing Intervention	Rationale: <table border="1"> <thead> <tr> <th></th> <th colspan="6">WRITING ABE</th> </tr> </thead> <tbody> <tr> <td>Year Group</td> <td>21%</td> <td>21%</td> <td>60%</td> <td>61%</td> <td>27%</td> <td>24%</td> </tr> <tr> <td>Disadvantaged</td> <td>14%</td> <td>17%</td> <td>59%</td> <td>61%</td> <td>26%</td> <td>22%</td> </tr> <tr> <td>National</td> <td>22%</td> <td>22%</td> <td>72%</td> <td>72%</td> <td>29%</td> <td>22%</td> </tr> </tbody> </table>		WRITING ABE						Year Group	21%	21%	60%	61%	27%	24%	Disadvantaged	14%	17%	59%	61%	26%	22%	National	22%	22%	72%	72%	29%	22%	Guided Writing	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
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Year 3 Guided Writing Intervention			Guided Writing	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same																												
Priority 2 - Diminish the difference in reading attainment for Disadvantaged Pupils. (Years 4, 5 and 6)	Year 1 Little Wandle Catch Up Programme Reading Recovery Better Read Write	Evidence: What-Works-for-Literacy-Difficulties-6th-Edition-2020 https://www.theschoolpsychologyservice.com/what-works/readingrecovery/ What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition p.31 https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf	Little Wandle Catch/Keep Up Programme <ul style="list-style-type: none"> Pupils that are new to the school or who are not making expected progress are assessed and integrated into the programme. Pupils catch up and make age related expectations in phonics. BRP/Reading Recovery <ul style="list-style-type: none"> Pupils are benchmarked within the first two weeks and then grouped according to academic need. Pupils receive reading support. Pupils are benchmarked to ascertain the impact in regard to reading level. Literacy Gold <ul style="list-style-type: none"> Adults are trained to deliver Literacy Gold Programme. 	LIMITED MODERATE SIGNIFICANT	£3938 KM £2153 SS £4201 RB £3378 JK Is expenditure due to change? Increase Decrease Remain the same																												

Partnership Literacy Gold	<p>Rationale:</p> <table border="1" data-bbox="369 92 866 148"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="6">READING AGE</th> </tr> <tr> <th>Year 1 (6/54)</th> <th>Year 2 (16/57)</th> <th>Year 3 (12/55)</th> <th>Year 4 (17/60)</th> <th>Year 5 (20/61)</th> <th>Year 6 (12/66)</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>61%</td> <td>65%</td> <td>58%</td> <td>51%</td> <td>75%</td> <td>50%</td> </tr> <tr> <td>National</td> <td>55%</td> <td>73%</td> <td>78%</td> <td>78%</td> <td>78%</td> <td>78%</td> </tr> </tbody> </table>	Year Group	READING AGE						Year 1 (6/54)	Year 2 (16/57)	Year 3 (12/55)	Year 4 (17/60)	Year 5 (20/61)	Year 6 (12/66)	Disadvantaged	61%	65%	58%	51%	75%	50%	National	55%	73%	78%	78%	78%	78%	<ul style="list-style-type: none"> Pupils who are struggling with reading and phonics and not making progress identified. Run Literacy Gold so pupils make age and stage related expectations in reading. 		
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	<p>Year 3</p> <p>Little Wandle Catch Up Programme</p> <p>Reading Recovery</p> <p>Better Read Write Partnership</p> <p>Literacy Gold</p>		<p><u>Little Wandle Catch/Keep Up Programme</u></p> <ul style="list-style-type: none"> • Pupils that are new to the school or who are not making expected progress are assessed and integrated into the programme. • Pupils catch up and make age related expectations in phonics. <p><u>BRP/Reading Recovery</u></p> <ul style="list-style-type: none"> • Pupils are benchmarked within the first two weeks and then grouped according to academic need. • Pupils receive reading support. • Pupils are benchmarked to ascertain the impact in regard to reading level. 	<p>LIMITED</p> <p>MODERATE</p> <p>SIGNIFICANT</p>	<p>Is expenditure due to change?</p> <p>Increase</p> <p>Decrease</p> <p>Remain the same</p>
Priority 4 -	Year 1	<p>Evidence:</p> <p>One to one tuition:</p>	<p><u>White Rose Intervention Programme</u></p> <ul style="list-style-type: none"> • Pupils identified for the programme during pupil progress meetings 	LIMITED	<p>£3938 KM</p> <p>£2153 SS</p>

Diminish the difference in mathematics attainment for Disadvantaged Pupils. (Years 1 – 6)		https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ Rationale:	<ul style="list-style-type: none"> Pupils initially assessed to identify gaps in learning Trained teacher delivers intervention for identified number of weeks Pupils complete final assessments then continue or return to quality first teaching 	MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same																											
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Total budgeted cost £13670																																

Other Approaches

Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure
Priority 1 - Ensure Disadvantaged pupils are ready for learning.	Year 1	Evidence:	<u>Breakfast Club</u> Breakfast club operates from 7.45am to 8.45am. <ul style="list-style-type: none"> • Pupils receive cereal, toast and fruit along with a drink. • Learning mentors are available to support with any emotional requirements. • RT/ SA will take pupils for a morning wake up activity. • Pupils are given the option to construct and craft. 	LIMITED	£1524 SP/RT
	Breakfast Club	https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/National_School_Breakfast_Programme_Explore_Report.pdf		MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
	Year 2	Rationale: Pupils are nourished and ready to learn.		<u>Breakfast Club</u> Breakfast club operates from 7.30am to 8.45am. <ul style="list-style-type: none"> • Pupils receive cereal, toast and fruit along with a drink. • Learning mentors are available to support with any emotional requirements. • X 2 adults SA /RT will take pupils for a morning wake up activity. • Pupils are given the option to construct and craft. 	LIMITED
	Breakfast Club		MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same	
	Year 3		<u>Breakfast Club</u> Breakfast club operates from 7.20am to 8.45am. <ul style="list-style-type: none"> • Pupils receive cereal, toast and fruit along with a drink. • Learning mentors are available to support with any emotional requirements. • X 2 adults SA /RT will take pupils for a morning wake up activity. • Pupils are given the option to construct and craft. 	LIMITED	
	Breakfast Club			MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
Priority 2 - Ensure Disadvantaged pupils are attending in order to learn.	Year 1	Evidence:	<u>Attendance Officer</u> The attendance officer supports pupil attendance by: <ul style="list-style-type: none"> • Encouraging prompt attendance. • Tackling poor attendance. • Tackling late attendance. • Support parents with strategies for attendance. • Referring parents to the appropriate service e.g. family support. • Referring repeat poor attenders to the Educational Welfare Officer (EWO). • Liaising with teachers in regards to individual pupil attendance. 	LIMITED	£3845 A/K
	Attendance Officer	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/		MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
	Year 2	Rationale: Gaps in learning are limited due to regular attendance.	<u>Attendance Officer</u> The attendance officer supports pupil attendance by: <ul style="list-style-type: none"> • Encouraging prompt attendance. • Tackling poor attendance. 	LIMITED	
	Attendance Officer				

			<ul style="list-style-type: none"> Tackling late attendance. Support parents with strategies for attendance. Referring parents to the appropriate service e.g. family support. Referring repeat poor attenders to the Educational Welfare Officer (EWO). Liaising with teachers in regards to individual pupil attendance. 	MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same			
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Priority 3 – Ensure the mental health and wellbeing of disadvantaged pupils (Year R – 6)	Year 1	Evidence:	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> Mentoring support from key adults in the year group Pupils identified and attend Forest School Intervention to support SEMH needs Meet and greet approaches in place for identified pupils Providing a calm and safe environment for pupils Targeted support and further referral 	LIMITED MODERATE SIGNIFICANT	£4441 AK £7681 RL £39347 LSA's Is expenditure due to change? Increase Decrease Remain the same			
	Mental Health and Wellbeing Support	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges						
	Forest School	Rationale:						
	Year 2	Pupils need support in understanding what good mental health is and how to support their own wellbeing.				<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> Mentoring support from key adults in the year group Pupils identified and attend Forest School Intervention to support SEMH needs Meet and greet approaches in place for identified pupils Providing a calm and safe environment for pupils Targeted support and further referral 	LIMITED MODERATE SIGNIFICANT	 Is expenditure due to change? Increase Decrease Remain the same
	Mental Health and Wellbeing Support							
	Forest School							
Year 3		<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> Mentoring support from key adults in the year group Pupils identified and attend Forest School Intervention to support SEMH needs Meet and greet approaches in place for identified pupils Providing a calm and safe environment for pupils Targeted support and further referral 	LIMITED MODERATE SIGNIFICANT	 Is expenditure due to change? Increase Decrease Remain the same				
Mental Health and Wellbeing Support								
Forest School								
Priority 4 –	Year 1	Evidence:	Emotional Literacy Support Assistant	LIMITED	£6972 SS			

	ELSA SEMH Group	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges Rationale:	<ul style="list-style-type: none"> Identify pupils who struggle with emotional Literacy A referral to be completed by school ELSA to Plan and deliver individualised programmes of support for children to develop their emotional literacy. Pupils have strategies to regulate their emotions. 	MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
	Year 2 ELSA SEMH Group	Increased number of pupils requiring SEMH support	<p><u>Emotional Literacy Support Assistant</u></p> <ul style="list-style-type: none"> Identify pupils who struggle with emotional Literacy A referral to be completed by school ELSA to Plan and deliver individualised programmes of support for children to develop their emotional literacy. Pupils have strategies to regulate their emotions. <p><u>SEMh (Social Emotional Mental Health)</u></p> <ul style="list-style-type: none"> Adult trained to run small group SEMH intervention Identify pupils who have SEMH needs across the school Plan and deliver programmes of support to small groups of children to develop resilience skills Monitor and evaluate progress 	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
	Year 3 ELSA SEMH Group		<p><u>Emotional Literacy Support Assistant</u></p> <ul style="list-style-type: none"> Identify pupils who struggle with emotional Literacy A referral to be completed by school ELSA to Plan and deliver individualised programmes of support for children to develop their emotional literacy. Pupils have strategies to regulate their emotions. <p><u>SEMh (Social Emotional Mental Health)</u></p> <ul style="list-style-type: none"> Adult trained to run small group SEMH intervention Identify pupils who have SEMH needs across the school Plan and deliver programmes of support to small groups of children to develop resilience skills Monitor and evaluate progress 	LIMITED MODERATE SIGNIFICANT	Is expenditure due to change? Increase Decrease Remain the same
Total budgeted cost £63810					