

Pupil Premium strategy statement - Grange Primary School

This statement details our school's use of Pupil Premium (and recovery 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	Grange Primary School
Number of pupils in school (incl nursery)	430
Proportion (%) of Pupil Premium eligible pupils	30.23% (last year 27.3%)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by Headteacher	Daniel Kerbel
Pupil Premium lead	Katalin Asmoucha
Governor / Trustee lead	Michael Dimitriadis

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£191,062
Recovery premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£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	£191,062

Part A: Pupil Premium strategy plan

Statement of intent

Grange Primary School is a fully inclusive mainstream primary school that admits pupils from 3 years old up to 11 years. The school also has a special educational unit (ARMS) which provides additional specialist facilities onsite for pupils with MLD/SLD/ASD that have an EHC plan.

A high proportion of children attending Grange Primary School live in the highest quintile of deprivation. Even more of our children live in the top two highest quintiles of deprivation, over double compared with other Harrow Primary Schools.

Our belief is - and research evidence shows (e.g. from The Sutton Trust, John Hattie, Michael Barber, EEF) - that the quality of teaching and learning is the most important factor in the achievement of all pupils. Furthermore, research evidence shows that good attendance is also imperative to improve attainment. This is particularly true for pupils from areas with a high deprivation indicator. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. In order to improve attendance, whilst we sensitively consider some of the reasons for absence, we are working together with our LA to put targeted support in place and remove barriers to attendance and re-engage pupils.

Our aim is to use Pupil Premium funding:

- to help us achieve and sustain positive outcomes for our disadvantaged pupils
- to narrow the gap between pupils based on their individual needs and extend the learning of Pupil Premium pupils so that they are among the highest achievers in our school.
- to increase the progress, attainment and enjoyment of school life of our disadvantaged pupils, even if they are already performing above national expectations.
- to ensure that pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).
- to continue with our whole school approach to supporting children in developing character, acquiring and retaining knowledge, valuing learning for learning's sake and developing cultural capital.
- to increase attendance in general and particularly of our disadvantaged pupils

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and early identification of needs.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop their full potential, irrespective of need.

Our key priorities are:

- 1) To raise the attendance, attainment and progress of pupils eligible for Pupil

Premium funding so that:

- They have better attainment and progress than the national average for PP children
 - They have better attainment and progress than the national average for all children (both PP and non-PP)
 - They all make good or better progress
 - There is no difference within the school between the progress made by PP children and their non-PP classmates
 - Any gaps that exist between PP and non-PP children close over time
- 2) To address any inequalities in education of pupils eligible for Pupil Premium in order to:
- Enhance progress
 - Raise attainment
 - Increase enjoyment and participation in school life including extra-curricular activities

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We will also provide disadvantaged pupils with support to develop their independent life skills as well as social communication and language skills using targeted speech & language and communication support. We will also provide parental workshops on how to support their children's academic learning (reading, writing, maths), speech and language skills as well as mental wellbeing. Parents of pupils that are new to our school will have termly parent workshops to ease and support their children to settle and thrive in our school.

We will carry on using all opportunities for our disadvantaged pupils to participate in cross-curricular, out-of-school and after school activities such as Harrow's Winter Wonderland, a wide variety of team sports / tournaments, playing musical instruments, drama and gardening workshops.

We will continue to consider where additional support is required for vulnerable pupils (including those who have SEN, a social worker and young carers) whose education and wellbeing are impacted by adverse childhood, low attendance or poor educational history through tutoring, use of nurture groups and external therapies.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Furthermore, disadvantaged pupils are generally more likely to have communication and language difficulties than non-disadvantaged pupils in our school. This includes challenges around expressing their thoughts, communicating their needs, and presenting with social interaction difficulties. These are evident from Reception through to KS2. 25% of our disadvantaged pupils have (or had in the past) SLT involvement and / or have been identified with significant SLCN (10% of pupils in the whole school) and 85 % of our disadvantaged pupils are EAL.
2	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Years 1,2,4,6 (Based on Autumn 2025 data) Similarly, in writing there is a significant gap in Years 1-4 (Due to our Pupil Premium support, in 2024/25 our disadvantaged children achieved better in Year 5 and in Year 6 similarly to those that aren't PP) In maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Years 1 - 4 and 6 (Based on Autumn 2025 data)
3	Our attendance and punctuality data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. A higher proportion of disadvantaged pupils have been 'persistently absent' compared to their peers. During the last academic year 0.9% of PP children were 'severely absent' (below 50% attendance) and 17.6% were 'persistently absent' (below 90% attendance). Our PP children's overall attendance was 95% which is just slightly below the national (95.4%) and 57.4% of our PP children had good or excellent attendance. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.
4	Our assessments (including wellbeing checks), observations and discussions with pupils and families have identified social and emotional issues for many pupils which continues to affect their attainment due to distressed behaviour leading to unpreparedness to learn. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all areas. 48% of our Pupil Premium pupils have the 'Daily well-being check-in' provision (62) whilst only 35% (106) of the non-disadvantaged pupils have it. Moreover, a very high number of disadvantaged pupils had or carry on having 1 to 1 Play and Music Therapy as well as access to a wide range of therapeutic / nurture groups provided by external agencies.
5	Our assessments, observations and discussions with teachers, parents and pupils indicate that a high proportion of disadvantaged pupils (in our current cohort) have special educational needs including ASD, ADHD and specific learning difficulties such as Dyslexia or Dyscalculia which negatively affect their academic progress: 47% of our PP pupils have SEN (on SEN or Monitoring Register) and 15% of our PP pupils have EHCPs.

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
Improved communication and language skills (including social communication and vocabulary as well as English for EAL) among disadvantaged pupils	Assessments, observations and professional reports indicate significantly improved communication and oral language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Pupils with communication and language needs get access to speech and language therapy and EAL pupils' progress is frequently monitored and they get extra support in class.
Improved reading attainment among disadvantaged pupils in Years 1,2,4,6.	Reading outcomes in 2025/26 show that disadvantaged pupils are attaining in line with their peers and in line with national (for external tests such as KS2 SATs) Gaps in reading attainment narrow year on year
Improved writing attainment among disadvantaged pupils in Years 1 - 4	Writing outcomes in 2025/26 show that disadvantaged pupils are closing the gap with their peers and with the national average. Gaps in writing attainment narrow year on year
Improved maths attainment among disadvantaged pupils in Years 1-4 and 6	Maths outcomes in 2025/26 show that disadvantaged pupils are attaining in line with their peers and in line with national (for external tests such as MTC) Gaps in maths attainment narrow year on year
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance as demonstrated by: - the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. - the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 2% lower than their peers. School together with the LA take legal action if a child has poor attendance or repeated unauthorised absence.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: - qualitative data from provision reviews, student voice (including student council), student and parent surveys and teacher observations

	<ul style="list-style-type: none"> - a significant reduction in behaviour incidents (purple/orange/red on class charts) particularly in serious incidents that result in suspension - an increase in positive rewards on class charts - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To ensure early identification through in-house and external assessments and diagnosis (if appropriate) and to put in place early targeted support / provision	<p>Barriers to learning are identified early and appropriate provision in place to support learning:</p> <ul style="list-style-type: none"> - Additional needs concerns are frequently recorded (at least half-termly) - Referrals are made as soon as possible - External agencies become involved and provide support - All recommendations are followed through using in-class support and targeted interventions - Frequently reviewed provisions, Individual support plans and or EHCPs show good progress

Activity in this academic year These 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: £105287

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHTs coordinate and lead weekly professional learning sessions for all teachers and educators including training for staff to ensure QFT is embedded, early identification of SEN are well-understood, effective provisions are available and mapped, assessments are interpreted and administered correctly. £14679	One of the biggest ways to impact pupil achievement is through quality teaching within the classroom (The Sutton Trust, Hattie). Professional learning is key to ensuring teaching within the classroom is high quality and children achieve well as a result.	1, 2, 4, 5
DHT to develop, introduce, train staff, implement, coordinate	https://www.frontiersin.org/journals/public-health/articles/10.3389/fpubh.2022.877058/full	1, 2, 4, 5

and monitor new outdoor learning initiative £5872	<p>The Value of Outdoor Learning: Evidence from Research in the UK and Elsewhere by J Dillon, M Rickinson, K Teamy</p> <p>Cognitive and academic benefits</p> <ul style="list-style-type: none"> - Boosts problem-solving skills: Outdoor environments provide real-world challenges that encourage creative and practical problem-solving. - Improves concentration: Being outdoors and having room to move can lead to greater focus and better learning outcomes. - Enhances knowledge: Outdoor learning offers a direct, experiential way to learn about subjects like science and the environment. <p>Physical and mental health benefits</p> <ul style="list-style-type: none"> - Reduces stress and anxiety: Spending time in nature has a calming effect and can decrease stress and anger. - Improves physical health: It encourages physical activity, which can lead to improved physical health and provide benefits like vitamin D exposure and better sensory development. - Promotes emotional well-being: Outdoor learning can increase feelings of happiness and self-esteem through a sense of accomplishment and freedom. <p>Social and personal benefits</p> <ul style="list-style-type: none"> - Develops social skills: Children can communicate more freely and learn to work cooperatively with peers in an outdoor setting. - Builds confidence: Overcoming physical and mental challenges in a new environment helps build self-confidence and resilience. - Fosters independence: The less structured nature of outdoor learning allows for greater autonomy and decision-making. <p>Environmental benefits</p> <ul style="list-style-type: none"> - Increases appreciation for nature: Direct engagement with the natural world helps children develop a sense of connection to and respect for the environment. - Encourages environmental stewardship: This connection can lead to a lifelong understanding of the importance of sustainability and caring for the planet. 	
SLT close monitoring of Pupil Premium progress and attainment £53960	The Sutton Trust defines effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. SLT will monitor these outcomes closely to ensure gaps are being closed and progress is being made.	2, 5
Recruiting and retaining additional teacher(s) and HLTAs to support quality first teaching and learning across the school (PE teacher and	P.E is highly regarded in our school and ties in directly with the mental well being of our children. In line with this our additional teacher support is vital in ensuring that our children are provided with additional activities and support during their lessons to engage them fully within P.E lessons.	1, 2, 5

extra qualified teacher as well as HLTA £11857	This bespoke and supportive approach will result in the children not only flourishing in P.E but also across other areas of the curriculum.	
School Improvement Partners through Harrow School Improvement Partnership £4520	Senior Leaders are supported to lead through regular conversations with our SIPs. Subject leads focus their time and effort on developing their subject across the school.	1, 2, 5
Continued use of Insight and STAR Assessment systems to track pupil achievement Continued use of subscription of an innovative software system for tracking small steps of progress for pupils with special educational needs (iASEND) £3350	Assessment is key to ensure learning is constantly moving forward. Assessing prior learning is one of Rosenshine's Principles of Effective Instruction and is key to ensuring teachers know what the children have learnt and what they need to learn next. A robust assessment system is paramount in every school organisation. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. The iASEND pupil tracking system focuses on pupils' curriculum stage and not their age. Each stage of the National Curriculum has been carefully broken down into the small steps that pupils with SEND require. At each step of any particular part of their curriculum, the depth of learning is recorded, providing a valuable tool for planning and targeting the next steps to be tackled.	1, 2, 5
Training for 8 members of staff on approaches to ASD & communication skills for pupils with ASD / DLD (including using visual strategies, Makaton, positive handling, supporting children with pathological demand avoidance) Training for 7 staff on incorporating language and communication support into pupils' daily routine Training (Inset) for all members of staff on how to support pupils with additional needs in general with particular focus on ADHD/ASD in the mainstream classroom	Whilst the attainment and achievement of PP pupils is a collective responsibility, having a team of trained speech and language support staff will help further those pupils who are PP and SEND and will impact positively upon SEN pupils who are also PP. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The Education Endowment Foundation (EEF) shows that oral language interventions have a 'positive impact' on learning at a very low cost. Closing the Attainment Gap report highlighted the importance of the Early Years (our nursery) and closing the gap before children start school. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Makaton training is also provided to one member of staff to use with pupils with SLCN. The	1, 2, 5

<p>Training (Inset) for all members of staff on how to support EAL pupils' language development with focus on how to support multi-lingual children and make learning opportunities that are not dependent on the child's English ability.</p> <p>£1500</p>	<p>Communication Trust and OU Research shows that use of Makaton can develop and encourage speech.</p> <p>http://www.educationalneuroscience.org.uk/category/research/</p> <p>Research tells us that maintaining at least 2 languages is an advantage for later academic achievement. It's desirable for children who are potentially bilingual and multilingual to be supported in all the languages available to them.</p> <p>https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal</p>	
<p>Continued use of our immersive classroom to support high-quality teaching</p>	<p>Use of high quality technology (hardware and software) that support high-quality teaching of core subjects and the wider curriculum. In today's diverse and inclusive educational landscape, assistive technology has emerged as a powerful tool in fostering an inclusive classroom environment. By breaking down barriers and providing tailored support, assistive technology ensures that students with varying abilities and needs can actively participate and thrive alongside their peers. Effective use of assistive technology enables schools to create meaningful experiences by bringing the outside world into the classroom which can be empowering for all learners - particularly disadvantaged learners. Immersive classrooms realistically simulate real-world situations in a safe, engaging digital environment. Unlike the classroom, participants are not passive spectators. Instead, they practise and apply their skills as close to the real world as possible.</p> <p>https://pressbooks.pub/techcurr2023/chapter/inclusive-education-with-assistive-technology/</p>	<p>1, 2, 4, 5</p>
<p>HLTA (SEND path) training for 2 teaching assistants and Level 3 training (SEND path) for one new TA (emphasis on integrated SLT and OT provisions)</p> <p>£2000</p>	<p>In the dynamic landscape of education, the role of Higher-Level Teaching Assistants (HLTAs) stands out as a crucial component in fostering learning environments conducive to growth, creativity, and academic excellence. HLTAs play a multifaceted role, often serving as a bridge between educators and students and contributing significantly to the holistic development of learners. HLTAs are pivotal in implementing differentiated instruction strategies to meet students' individual learning needs. They work closely with class teachers to adapt lesson plans and materials to accommodate individual learning styles and abilities. The contributions of HLTAs extend far beyond the confines of the classroom, leaving a lasting impact on students' academic achievement and personal development.</p>	<p>1, 2, 5</p>

	By providing targeted support, fostering inclusive learning environments, and collaborating closely with teachers and other stakeholders, HLTAs help unlock the potential of every learner they encounter.	
Subject leaders release time: minimum 1 session per week on a rota £4788	Subject leaders play a key role in developing the curriculum and supporting the learning of all children. Their additional release time will enable them to meet with teachers to plan effectively, look at pupil books, hold pupil voice conversations and observe lessons. These approaches will positively impact the learning experiences for all of our children.	1, 2, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme (Success For All) to secure stronger phonics teaching for all pupils (including the subject leader release time 1 session / week)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Use of White Rose Primary Maths, Science Maths and Fluency Bee and Infinity Core and Mathletics We will also fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). £2761	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Improve the quality of social and emotional (SEL) learning via use of zones of regulation in all classrooms. SEL approaches will be embedded into routine educational practices and supported by professional	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

development and training for staff.		
Improve the quality of teaching and learning via using educational softwares /Technology:	<p>Technology is now a big part of classrooms and is doing great at replacing old teaching methods. Specialised educational softwares have a major benefit: it can keep students interested and motivated and they aid students in learning more efficiently. Another benefit of using educational softwares is that it is more accessible for all learners and it promotes active participation and involvement during the process of learning. Educational softwares aid teachers, students, and schools in many ways: specific softwares are developed specifically to assist learners to access a wide range of subjects. Technology allows students to study at their own speed and from any location in an engaging, fun way. All they require is a laptop, smartphone, or computer as well as an Internet connection.</p> <p>https://ischoolmaster.com/blog/educational-software</p>	1,2,5

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

Budgeted cost: £15228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Team to maintain EAL register for assessment, monitoring and early identification of SEN purposes</p> <p>Inclusion Team to support class teams to assess new joiners English proficiency and home language skills within 2 weeks upon arrival</p> <p>Phonics Lead to pilot a new 'Welcome Raisins' induction system by inviting the parents of all our new arrival pupils to a half-termly workshop</p>	<p>The 'School approaches to the education of EAL students' by the University of Cambridge project has started to identify potential links between language development, social integration and educational achievement. Their research suggests that the following elements are central to a holistic approach to EAL support in schools:</p> <ul style="list-style-type: none"> - The establishment of good practice across the school in relation to management, classroom pedagogic and learning strategies and whole school ethos. -The monitoring and evaluation of good practice and continuous assessment of the effectiveness of such practice. - A holistic approach to a school's provision of support for its EAL students involves four different aspects all of which, if in place, would assist in supporting the above goals: a Information (on family background, prior educational history and records, progress monitoring and comparison between EAL and nonEAL levels of achievement); b Coordination (in terms of EAL policy, planning, organisation and allocation of resources and budget, teacher training and professional development programmes); c Support (in all areas: social integration, achievement, monitoring, taking social disadvantage into account); and, d Communication (in school between management and teachers, between school and parents, teacher and pupils, specialist and general teachers). <p>https://www.educ.cam.ac.uk/research/programmes/eal/ead/Execsummary.pdf</p>	1, 2
<p>Three teaching assistants (supported by Speech and Language Therapy Services) to lead our daily in-house individualised speech and language and communication interventions for pupils that are identified as having SLCN (with or without SaLT</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>More targeted speech and language therapy supports pupils with speech, language and communication difficulty by breaking down the barriers that result from speech and communication impediments. The goals of SaL therapy include stimulating language development, modelling correct vocabulary and grammar, using repetition exercises to build language skills, improving pronunciation, strengthening the muscles used in speech, and learning to speak correctly.</p> <p>S&L therapy offers a number of benefits, including: improved self-esteem, increased independence,</p>	1, 2, 5

<p>assessments / targets) SENDCo to co-ordinate and monitor impact of interventions.</p> <p>£6690</p>	<p>improved ability to comprehend and express ideas, thoughts and feelings.</p> <p>Our educators:</p> <ul style="list-style-type: none"> - work closely with S&L therapists to carry over the work in order to achieve specific targets for pupils - work with pupils on a one-to-one basis - deliver group work and activities - record progress and update records - to prepare and use resources <p>The different types of intervention offered to children with SLCN are:</p> <ul style="list-style-type: none"> - pupils that 'struggle' (in SLCN terms they have mild to moderate speech, language or communication difficulties) - pupils that have SLCN associated with another type of SEN such as moderate learning difficulties or ASD related communication and interaction difficulties - pupils that have persistent speech, language or communication difficulties such as DLD <p>Our speech and language therapists support the programme at all levels, and provide training for staff.</p> <p>https://speechandlanguage.link/slc-in-school/intervention/</p> <p>https://speechandlanguage.link/wp-content/uploads/2024/04/337644-ICAN-Bercow-Report-WEB.pdf</p> <p>The role of the SENDCo will be to ensure that the provision will be fit for purpose and have an impact in narrowing the gaps.</p>	
<p>Investment in training and employing high quality TAs so every class has an additional adult (educator) in class to support learning and achievement in general as well as delivering a wide range of interventions including one-to-one, phonics / reading, sensory Circuits, Precision teaching and Y6 interventions to close gaps. Additionally, educators support Pupil Premium children in class for 1 session per week.</p>	<p>Educators (also known as teaching assistants) are adults who support teaching and learning in the classroom. Educators' duties can vary widely, but they are generally deployed in two ways; to support the teacher and groups of pupils in the general classroom learning, or to provide targeted interventions, which are often delivered out-of-class. Each week, an additional teacher or HLTA supports Pupil Premium children in class. The benefit of supporting children in class is that they are still able to experience and benefit from the teacher's teaching input. The additional adult can then provide scaffolds or challenge their learning to ensure children are working at their Zone of Proximal Development (Vygotsky, 1978)</p>	<p>1, 2, 5</p>

<p>NELI programme in Early Years to improve language and Early Literacy Skills.</p> <p>Nessy Learning Programme</p> <p>£710</p>	<p>NELI was developed by Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIESR) and Professors Maggie Snowling and Charles Hulme (University of Oxford). They understood that identifying children's language needs early and providing them with targeted language support could ensure they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills. They adapted approaches frequently used by speech and language therapists and developed NELI as a resource that could be used by schools for pupils in Reception class with weak oral language skills.</p> <p>https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</p> <p>Nessy Reading & Spelling and Nessy Numbers are an internet-based literacy & maths program that provides structured and personalised learning plans to support children between the ages of 6 and 11.</p>	<p>1,2</p>
<p>A range of wave 1 & 2 additional phonics sessions targeted at pupils with additional needs (including disadvantaged pupils) who require further phonics support coordinated by phonics lead.</p>	<p>Interventions including: KS2 Phonics Phoneme Family Intervention, KS2 Daily Phonics & Reading sessions, KS2 Alternative Phoneme Intervention. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 5</p>
<p>Wave 1- 2 reading interventions (Yellow and Red readers) targeted pupils with additional needs (including disadvantaged pupils) who require further reading / comprehension support coordinated by phonics lead.</p> <p>Phonics Lead also runs parent / child reading sessions to model parents how to support their children's reading at home. (Reception & KS1)</p> <p>Yellow Readers:</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>The Education Endowment Foundation Attainment Gap report (EEF 2018:16) found that targeted small group and one-to-one interventions have the potential for the largest immediate impact on improving pupils' attainment, and that when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. Our data shows that tangible benefits arise from the intervention in terms of pupil progress, improved engagement in reading and improvement in pupil behaviour.</p>	<p>1,2,5</p>

Red Readers: Phonics Lead cost:	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
A range of additional wave 2 maths interventions targeted at pupils with additional needs (including disadvantaged pupils) who require further numeracy support coordinated by Maths lead.	Mathematical achievement in the primary years is an important predictor of future academic achievement, access to employment opportunities and health outcomes. Research suggests that many children fail to perform to their full capabilities in mathematics. Evidence-based interventions provide additional instruction, support and resources to help students improve their understanding of maths topics. Our evidence based maths interventions taught in a small group setting.	2
X4 additional boosters after school hours for Y6 children £7828	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition +4 months impact <ul style="list-style-type: none"> - Reading booster group x2 - Maths (arithmetic) booster - Maths (reasoning) booster Groups of up to 10 children – groups identified based on mock SATs assessments per term. Baseline assessments in September inform Autumn term; mock assessments in December inform Spring term then tweaks are made to groups again following mock assessments in February.	1, 2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £75996

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour approaches: DHT focus on promoting positive behaviour and support for staff including whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and	DHT monitors behaviour across the school, identifies trends and initiates interventions to address issues. Also coordinates educator support of key pupils. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf	4

develop a love of learning. £14679		
Increasing attendance: The Radar team (including the attendance officer) to work closely with families and individual pupils to monitor, and challenge attendance of PP children. to reduce barriers and increase attendance. £7553	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>This involves training and release time for staff to develop and implement new procedures and supporting the attendance officer to improve attendance. The Education secretary introduces new minimum attendance expectations. All mainstream schools will receive an attendance baseline improvement expectation (ABIE), powered by AI, in a bid to restore pre-pandemic attendance levels. This is set out in the DfE's statutory attendance guidance (page 45).</p>	3
Inclusion Team to support pupil mental wellbeing, safeguarding and vulnerable families through regular dialogue and referrals to support. £6475	SENDCo, Deputy SENCo, Attendance Officer and Deputy DSL support all vulnerable families through conversations and in-school support. Working closely with educators to provide pastoral support to all Pupil Premium children. The Inclusion Team builds great relationships with vulnerable families to promote attendance and punctuality. Vulnerable and Pupil Premium children are in school more often and able to engage in lessons more often to support achievement. This includes being offered breakfast club and after school club free of charge.	4
Continue upgrading and fixing playground equipment: to finance maintenance of new zipwire, swing and other equipment (including school's wider outdoor spaces and the Peace Garden) £7500	<p>Having safe places to go and enjoy spending time having fun and engaging in activities was among the priorities highlighted by young people in wellbeing focus groups organised by the Office of National Statistics. Well-designed playgrounds are ideal spaces for children to learn and play and make new connections. This can be through including playground equipment for different types of play, so everyone can be included in games.</p> <p>Health and wellbeing benefits:</p> <ul style="list-style-type: none"> – physical activity, greater energy, disease prevention; – stress reduction, pleasure; – social connectedness and a sense of belonging, friendships; – emotion regulation, healthy stress response systems; 	3, 4

	<p>– reduction in onset of myopia, increased Vitamin D levels, healthy development of vestibular and proprioception systems.</p> <p>Cognitive and academic benefits:</p> <ul style="list-style-type: none"> – increased attention on return to classroom, especially for children with ADHD; – better classroom and on-task behaviour; – more concentration, less fidgeting. <p>Social and emotional benefits:</p> <ul style="list-style-type: none"> – better negotiation and problem-solving skills; – learning how to deal with conflicts, falling out and teasing; – learning how to compromise; – dealing with fear and risk; – building friendships. <p>Physical benefits:</p> <ul style="list-style-type: none"> – playtimes can contribute up to 40% of recommended daily moderate to vigorous physical activity (MVPA) for boys and 30% for girls; – children are often more active at playtimes than in PE lessons and structured activities; – children engage in a wider range of often unpredictable and non-routine movements, developing balance. <p>There's also evidence that being exposed to sunlight while outdoors helps to normalise sleep schedules and, often, heading into nature encourages us to be more physically active.</p> <p>https://www.handmadeplaces.co.uk/blog/articles/how-outdoor-play-supports-good-mental-health-in-children-.html#:~:text=It%20encourages%20us%20to%20be,happier%20and%20gives%20us%20energy.</p>	
Brilliant Club £2779	Pupil Premium children are given the opportunity to take part in extracurricular clubs that deepen their understanding of the world.	4
Subsidised uniform, breakfast club and enrichment opportunities to ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Employment of Engagement Lead to champion engagement of outside agencies, music lessons, cultural	<p>Vulnerable families have the option of asking for subsidised uniform to ensure pupils are dressed appropriately for school. Children are able to worry less about their clothing to focus on learning and other areas of school life.</p> <p>Pupil premium families are offered funding support to attend trips and enrichment opportunities including residential trips.</p> <p>https://learningoutsidetheclassroomblog.org/2018/05/08/disadvantaged-children-are-missing-out-on-life-changing-residential-experiences/</p> <p>EEF – Arts Education Review</p> <p>-Improving School behaviour Guidance Report</p> <p>Improving Behaviour in Schools: Evidence</p>	4

partnerships etc. Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. £7500	Review Published: December 2019 Authors: Darren Moore, Simon Benham Clarke, Ralph Kensington, Chris Boyle, Tamsin Ford, Rachel Hayes and Morwenna Rogers, Jacqueline Minton. Graduate School of Education, University of Exeter 2 University of Exeter Medical School	
Therapeutic interventions including play therapy, music therapy, nurture groups, mentoring, workshops and daily in-house art based social skills group £29510	The aim of therapeutic interventions is to decrease difficulties that significantly interfere with a child's normally functioning. As a result, children often show improved communication and understanding between the child and others. Children begin to develop self-observation skills, resulting in improved impulse control and more adaptive ways of coping with anxiety and frustration. This enables the child to focus more in classroom learning.	4
Mental Health Support Team (MHST) and Optivita Programme for Families based in school once day a week	Children and families supported via parent workshops, 1:1 parent support and workshops in class (brain buddies)	4
Weekly nurture groups ran by different organisations: MHST Harrow Young Carers Art for Wellbeing Watford FC and Brentford FC Community Sports Trust	Nurture groups are designed to address the social and emotional needs that can hamper pupils' learning. So, as well as providing academic teaching, the group is designed to help children develop vital social skills, to develop confidence and self-respect, and to take pride in behaving well and in achieving. When the nurture groups were working well, they made a considerable difference to the behaviour and the social skills of the pupils who attended them. Through intensive, well-structured teaching and support, pupils learnt to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions. https://assets.publishing.service.gov.uk/media/5a800636e5274a2e8ab4dbb5/Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf	1,2,3,4,5
A range of workshops: Music workshop Piano club Growing/Gardening workshop Shakespeare project	Music workshop: A 2-day workshop. Led by musicians highly experienced in working with children with additional needs, each group explores Mozart's opera The Magic Flute. These sessions are specifically tailored to build confidence, teamwork and communication skills as well as allowing children with additional needs to take part in activities centred around movement, imagination, singing, story-telling and listening in a safe, flexible, and relaxed space. Veg Growing/Gardening workshop: To plant and grow a variety of vegetables and fruits. To learn and understand the process of planting and	1,2,4

	growing them and the importance of healthy eating as well as environmental issues.	
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Total budgeted cost: £196511

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Leaders at Grange have adopted a curriculum which we call the Grange Destiny Curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. Our curriculum is continuously monitored and reviewed through the Extended Leaders forum. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of disadvantaged pupils and particularly pupils with additional needs, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

We work extensively with external agencies such as educational psychologists, speech and language therapists, ASD advisory Team etc and all of the recommendations and consequent provisions are clearly and carefully collated for easy reference and continuous review by the Grange staff team ensuring that the end point of learning is meaningful and worthwhile. Children with EHC plans have their Section F provision tracked by our inclusion team to ensure that they receive the provision required by their plan and that teachers and educators are supported to deliver that provision.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have used our evidence bases such as core subject data tracking to identify areas for specific focus in teaching and that has helped significantly in terms of outcomes seen in progress measures at the end of the 2024/25 academic year. We continue to identify areas that were not secured in previous years for individual children and globally for cohorts, our curriculum ensures 'catch up' and 'staying on track' to enable good progress for both disadvantaged and non-disadvantaged children in Grange.

Improved reading, writing and maths attainment among disadvantaged pupils in Year 6

The Key Stage 2 data for July 2025 shows a strong performance in all areas. All results (after disapplication) are in line with national averages and the majority are exceeding. The impact of the school wide focus on reading is evident with a significant increase on last year's attainment, which is even more significant for Pupil Premium children (a 21% increase from 2024).

Results for pupil premium children in reading and writing are particularly pleasing as they are higher than results for 'all' pupils and significantly above national averages. The results do highlight an area of concern which we are already aware of which is Pupil Premium maths attainment. This has already been added to our SDP for 2025-26.

As always, pupils who are with us longer term achieve even better. 27 of the 61 Year 6 children were with us in KS1. These children performed significantly above national averages in all areas.

We have a total of 11 pupils who are eligible for disapplication. One of these children achieved the expected standard in all areas and greater depth in reading and therefore will not be disapplied. Of the remaining 10 pupils, 5 achieved the expected standard in maths and 2 in SPAG. However, including them in the data significantly reduces the percentages in reading and writing so they will therefore be disapplied.

Improved reading, writing and maths attainment among disadvantaged pupils in certain year groups:

Our Autumn 2025 data also shows encouraging signs: in Year 5 (and Reception) there is a significant improvement in reading and maths attainment for disadvantaged pupils, consequently the attainment gap between disadvantaged and non-disadvantaged pupils was also narrowed significantly. In writing our disadvantaged children achieved better in Year 5 whilst in Year 6 they achieved similarly to those that aren't PP. There has been a huge improvement in GLD this year, with a 17% increase from 2024 outcomes.

Challenges with reading, writing and maths

Unfortunately, our current data in Autumn 2025 shows that there is still a significant gap in attainment in reading (years 1-2, 4 and 6); in writing (years 1-4) and in maths (years 1 - 4 and 6).

Our Phonics screening check data shows that our disadvantaged pupils performed significantly worse than in the previous years: in 2025 the pass rate was only 57% whilst in 2024 it was 79% and in 2023 72.2%. As a result, in 2025 the Pupil Premium gap increased from the previous 4% to 18% (all pupils: 75%, PP pupils: 57%).

Important to note that out of the 9 PP pupils that did not meet the threshold, 2 have EHCPs due to their complex SEN (MLD) and they are in our ARMS (Nebula) provision full time. An additional two pupils have SEND and 3 more pupils are new to English and only arrived late during the academic year. This leaves two children who will be noted as Cause for concern.

It should be noted that the high number of new joiners (new to English) throughout the year has an effect on our data. Moreover, particularly in Key Stage 1, a high percentage of disadvantaged pupils have some complex special educational needs (particularly with SLCN) which we identified as one of our key challenges to achievement among our disadvantaged pupils. PP pupils are generally more likely to have communication and language difficulties than their non-disadvantaged peers in our school. This includes underdeveloped oral language skills, vocabulary gaps, challenges around expressing their thoughts, communicating their needs and social interaction difficulties: 25% of our disadvantaged pupils have (or had in the past) speech and language therapy involvement and / or have been identified with significant SLCN (whilst only 10% of pupils in the whole school) and 85 % of our disadvantaged pupils are EAL. Moreover, our Phonics screening check results were affected by the following:

- the number of children with complex SEND from our ARMS (Nebula) Provision included in the test has increased

- the number of disapplications also increased: in 2023 and 2024 only 1 pupil has been disapplied whilst in 2025 3 pupils have been disapplied. Disapplied pupils count as not reaching threshold and a score of 0 is included in any calculations.
- the number of new arrivals in year 1 in 2025 increased from 13 (in 2024) to 16

All above challenges will be addressed in our current plan as one of our key challenges to achievement among our disadvantaged pupils. In order to ensure that this challenge continues to be a focus, we have slightly changed the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved. To further improve reading outcomes, especially for Pupil Premium children, we will continue implementing targeted reading interventions with personalised plans (Red and Yellow readers) and evidence-based programmes. We will also increase dedicated reading time (DEAR time) and provide focused booster sessions as well as provide ongoing professional development for teachers focusing on the latest literacy strategies and data-driven instruction to ensure teaching practices effectively address student needs. By addressing these areas during our current plan, we aim to enhance overall student performance and close the gap in reading achievement.

In 2025, our disadvantaged pupils performed in the multiplication tables check (MTC) similarly to other disadvantaged pupils in England (19.3). Nevertheless, their results were below the national average (21). This will have to be addressed during this academic year: our plan is to introduce year-grouply 'Red Reader'-style maths interventions in 2025–26 to address the decline in outcomes.

Improvements and challenges with attendance, behaviour and wellbeing:

We have drawn on school data, observations and provision reviews to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Despite the external pressures of high mobility and economic deprivation, we make sure that each day for each child at Grange is a day of safety, joy, learning, growing of their independence and growing of their power to contribute to the wider community. We engage with the constant challenge of ensuring the highest attendance rate possible. Many of our families face the challenge of not having extended family close by and the socioeconomic bracket of many of our parents making their housing vulnerable which results in uncertainty. The Grange team continuously works with our families and external agencies to rapidly improve attendance for all children: we follow up on a daily basis to target improvement in attendance for the most vulnerable which includes weekly attendance-monitoring in our Radar meetings, organising termly 'attendance clinic', supporting families to get transport in the ARMS Unit, creating personalised attendance plan when needed and sending 'thank you and well done' letters to those that improved.

Challenges with attendance among disadvantaged pupils throughout the whole school:

Attendance in general is a constant area of challenge for us and historically a higher proportion of disadvantaged pupils have been 'persistently absent' compared to their peers which is undoubtedly negatively impacting their progress and attainment.

In 2024/25 attendance support continued through the attendance officer and via our Radar system with more use of EPN system for persistent absence and continued a strong partnership with the LA welfare officer to work with families of highest concern. We also continued to offer breakfast club free of charge to parents struggling with attendance and punctuality.

Our data demonstrates that there has been some improvement in the attendance of disadvantaged pupils since 2022/23. During the last academic year 0.9% of PP children were 'severely absent' (below 50% attendance) and 17.6% were 'persistently absent' (below 90% attendance). Our PP children's overall attendance was 95% which is just slightly below the national (95.4%).

This academic year we don't have any PP pupils who are 'severely absent' (below 50% attendance) and the data of 'persistently absent' (below 90% attendance) also improved which is now 17.3%. Furthermore, 58.7% of our PP children have good or excellent attendance (in 2024/25 it was 57.4%)

There are some more encouraging signs regarding attendance this year: due to our targeted support, 20 of our disadvantaged pupils with below 90% attendance in 2024/25 improved or significantly improved their attendance by the end of the Autumn Term in 2025.

Behaviour among disadvantaged pupils throughout the whole school

Our data on behaviour demonstrated that there is a significant reduction in all behaviour incidents (purple/orange/red on class charts) including serious behaviour incidents resulting in suspensions and an increase in positive rewards on class charts. In the 2022/23 academic year we had 9 children who had suspensions and 6 were disadvantaged children whilst in 2023/24 we had 5 children who had suspensions of whom 4 were disadvantaged children. In 2024/25 we had 3 suspensions (2 out of 3 were PP). The year-on-year reduction in the number of pupils receiving exclusions is strong evidence of the impact of our restorative, inclusive approach and targeted interventions.

Promoting wellbeing among disadvantaged pupils throughout the whole school

Our qualitative data from student voice (including student council and pupils' conversations with us), student and parent surveys, teacher observations as well as provision reviews confirm that there is a clear improvement in pupils' overall wellbeing. Grange is a vibrant, happy and caring school where all children feel safe and enjoy learning. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. Disadvantaged children feel confident about themselves and engage and enjoy their learning. Moreover, there is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. One of our SDP targets for next year is to have more well-planned enrichment offer which will be tracked to ensure equity for all pupils.

In order to promote overall wellbeing by managing self-regulation, emotions and friendships, improving self-confidence as well as making learning fun for our most vulnerable pupils, we continue to provide a wide range of provisions during the day which includes both therapeutic interventions, mentoring, small nurture

groups, workshops and daily wellbeing check-ins. The selection of candidates continues to be based on a discussion in our Radar meetings. Last year a very high number of disadvantaged pupils had access to both Music and Play therapy as well as nurture groups run by external providers such as MHST, Brentford FC and Watford FC Community Sports Trust, Harrow Young Carers, Optivita Programme for Families, Harrow School, the Josh Hanson Trust, School Food Matters and Pianofunclub. We also have in-house initiatives such as weekly 'Headteacher's Hot Chocolate' which is a weekly recognition of pupil choices; 'Welcome Raisins' which is a welcome meeting for all new arrivals to meet the Headteacher and assemblies to promote 'Personal Best' and growth mindset language.

Some of our awards and achievements last year:

On track for Healthy Schools Gold Award (Accreditation expected Spring 2026)

Travel for Life Gold Accreditation

Two Year Six pupils won Gold in the Harrow 60m sprint

Second Year Six pupil won Gold in the Harrow shot put

Year 5 classes gave an incredible performance of 'Hamlet' at Harrow Arts Centre

Year 6 produced a spectacular end of year performance of 'The Jungle Book' which was very well attended by parents

Year 5 won the Primary Shakespeare Company Annie Williams Prize for the second year running

HT 500 Mile Run with £10,000 raised for the school

£1000 awarded to School Council as a result of their pitch for a Mobile Library at the 'Our World' competition at Orley Farm School

120 pupils graduated from the Children's University which culminated in a graduation ceremony at Harrow School

10 pupils and 3 members of staff took their Initial Grade violin exam. All passed with a number of merits and distinctions

Young Ambassadors for Peace attended Oxford retreat and led school-wide peace events including a multi-school peace walk. Two pupils performed a peace rap in Harrow Town Centre

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Our evaluation of the approaches delivered last academic year indicates that although we have made good progress in supporting and promoting high-quality teaching in Grange, this should remain one of our top priorities for pupil premium spending in the future. More accurate assessment has made it easier for teachers to narrow the gap as they can identify exactly what each pupil needs to work on. Continued focus by phase leads to ensure regular assessment information entered on Insight and used regularly to inform planning. STAR assessment tests continue to be a worthwhile investment for ease of tracking progress and detailed gap analysis information provided. Additional laptops purchased to help with time needed to complete assessments.

Continued focus needed on curriculum by subject leads to ensure clear progression of knowledge and skills is understood & utilised by all teachers in all subjects in order to plan for maximum progress.

More focus needed this year on disadvantaged pupils' progress with the MTC as well as on improving reading and writing attainments across the school.

We learned from our data that although focus on supporting language and communication development has been very beneficial and led to improved outcomes, especially in writing, this area clearly continues to be huge barriers for our pupils, particularly those who are disadvantaged. As a result, we have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year to make improvements in this area.

Externally provided programmes

Programme	Provider