

Ripponden J&I School

Pupil Premium Strategy Statement



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 | Ripponden J&I School |
| Number of pupils in school | 174 |
| Proportion (%) of pupil premium eligible pupils | 10% (18) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Jude Kenny Headteacher |
| Pupil premium lead | Lily Smith |
| Governor / Trustee lead | Sue Rosborough PP lead |

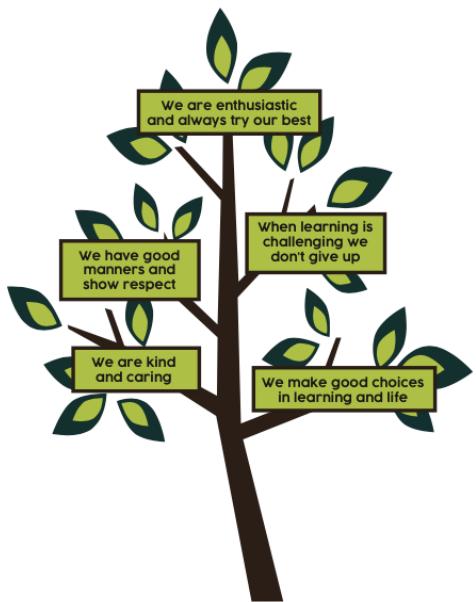
Funding overview

| Detail | Amount |
|---|---------------|
| Pupil premium funding allocation this academic year | 27,000 |
| 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 | 27,000 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

BRANCH OUT BASICS



At Ripponden J&I School, we live and breathe our Branch Out philosophies. These are values which we live by, through the curriculum and in our everyday lives. These values of kind and caring, showing respect, enthusiasm, resilience and making good choices, really underpin all that we do.

Irrespective of children's starting points, backgrounds, vulnerabilities and barriers to learning, we have high aspirations and ambitions for all of our pupils. We expect that our children will feel happy and safe in school and from these starting points, we believe that all children can succeed. Our dedicated and hardworking staff team work tirelessly to unlock any barriers to learning for pupils and aim to equip them with the necessary skills and values required to succeed.

We strongly believe that all learners should be able to reach their full potential within our well thought-out and planned broad and balanced curriculum. It is intended that when children leave our school, they will have had a rounded education, where they have the confidence and skills to make decisions, self- evaluate, make connections and become lifelong learners.

High quality teaching and learning is at the heart of our approach for all children on a daily basis. We pride ourselves on being inclusive and supporting children in whichever way they need. This may be academically, socially or pastorally. Academic support is targeted for those who need support with their learning behaviours, those who struggle academically and also those who are more able and therefore need stretch and challenge support. This support extends to all children, irrespective of their 'status' of Pupil Premium or SEND. We have a strong pastoral team who work with children on a variety of needs; both short term and on a longer basis on a plethora of needs.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>SEND:</p> <p>In the academic year 2023-2024 we found that 20% (3 pupils) of our pupil premium children were on the SEN register and had difficulties with SEMH as an additional need. This rose to 33% (4 pupils) of PP children in the academic year 24-25 with all of these children being in KS2 (years 3-6). This academic year this has stayed the same at 33%, (4 pupils) however, this takes into consideration a new starter in Reception this academic year with an EHCP.</p> <p>Although the rise in percentage is partly due to a change in numbers on the PP register, it is apparent that more disadvantaged children have external factors influencing their day to day life. This is not limited to, but includes anxiety, depression, trauma, separation and reduced life experiences.</p> <p>Teacher referrals through our Mental Health referral process for support remain moderate, but are increasing each year. 8% of pupils (2% of whom are disadvantaged) currently require additional support with social and emotional needs, with 1% whom are disadvantaged) receiving small group interventions.</p> |
| 2 | <p>Writing attainment:</p> <p>It has been identified that some children on our pupil premium register have lower language and oracy skills which is therefore impacting their comprehension and writing skills. In academic year 24-25, 38% of our 18 pupils whom are PP were working towards the expected standard for writing. This has risen to 44% this academic year (25-26)</p> <p>Closely correlating with this, we have found a link between the children on the pupil premium register who also struggle to access phonics due to other additional needs. This is also impacting some children's writing attainment and progress.</p> |
| 3 | <p>Extracurricular activities:</p> <p>Although extracurricular activities are tailored towards our pupil premium children, without a targeted approach from adults, the opportunities are not always taken advantage of. This means that children are not always experiencing opportunities that motivate new aspirations and ideas.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| To ensure support is in place for all children struggling with social and emotional mental health and wellbeing, particularly those who are disadvantaged. Teachers will report mental health concerns quickly and effectively, having positive outcomes by ensuring all children receive the support they need in a timely manner. | <p>Ripponden School has a designated and appropriately trained staff member responsible for prioritising the well-being of pupils and staff. We have a senior mental health lead in school who ensures protocol is followed to report mental health concerns to the right people internally and externally. In 2025, we appointed an Inclusion Support assistant who does pastoral check-ins weekly or more regularly if needed with our vulnerable children.</p> <p>We have a clear mental health policy in place that outlines our strategy to support all children, particularly those who are disadvantaged.</p> <p>Mental health remains a priority at child, parent, staff, and governor level with a named governor. The mental health lead, Lily Smith, and lead governor for mental health, meet half termly to discuss school priorities and specific children receiving support in school.</p> <p>Pupils feel that their well-being and mental health is well supported. They know how to seek support. Peer mentoring is in place for children to seek mental health advice from our eldest pupils who have been skilfully trained to support others.</p> <p>We have an MHST from Open Minds Calderdale working in our school alongside the senior mental health lead fortnightly, to allow further pastoral and mental health work for identified children. This includes direct work with parents and children on parent-led CBT, work on anxiety and self-esteem and class workshops.</p> <p>Pupil well-being and mental health is strong compared with local and national data. Evidenced by the annual Electronic Health Needs Assessment (Year 5/6 and compared to Calderdale)</p> <p>We support families struggling with children with mental health difficulties through safeguarding protocols such as the Early Help Pathway. Lily Smith, our SENDCO, Mental Health Lead and DSL, takes a lead on these pathways.</p> <p>This academic year, we are a part of the PINS project and therefore all staff will be trained on EBSA, Masking and Relationships and Social Skills in regard to SEN practice. In July, a parent survey was sent by the PINS project and the feedback from parents was very positive. 100% of parents said they feel very included or mostly included in our school community and 100% of parents agree the school is a welcoming place.</p> |
| Pupils, particularly those who are disadvantaged, will access specific writing and reading intervention to close the attainment gap. | <p>Teachers have weekly CPD sessions and conversations regarding subject attainment to ensure high quality teaching is being delivered to all children.</p> <p>Intervention takes place daily for those identified as working towards.</p> |

| | <p>Our chosen phonics programme, Little Wandle, support teachers to identify those who are falling behind to implement 'rapid catch up' intervention alongside the quality first teaching of systematic, synthetic phonics lessons.</p> <p>Last academic year, 2024-25, all staff at Ripponden are having training on oracy and language, and looking at how this can be improved and implemented better within all areas of the curriculum. This will enable our disadvantaged children with the skills to improve their speaking, oracy and vocabulary, and support closing the attainment gap.</p> | | | | | | |
|--|---|---------------------------------------|-------------------|---------------------------------------|-----|------|-----|
| <p>Children on the PP register, whom are also identified as SEND, will access phonics/reading lessons that are suited to their needs, in order to make accelerated progress.</p> | <p>This academic year, 2025-2026, ongoing research, observations and pupil and teacher voice analysis will take place to identify the barriers to reading and writing for our children who are identified as SEND and PP. This will then support an additional programme to enable them to make accelerated process, dependent on their barrier or learning need.</p> <p>Children with dyslexia and other reading and writing barriers will be quickly identified and appropriate provisions will be put in place following the new Dyslexia guidance put in place in September 2025.</p> <p>Staff who work closely with pupils with SEN will receive training to support pupils with their phonics and reading skills, and class teachers will plan bespoke English sessions for those pupils in Key Stage 2 that have significant barriers to reading and writing.</p> | | | | | | |
| <p>All pupil premium children attend an extra-curricular activity termly, whether that be in school time or after school. Specifically those who are disadvantaged in KS1.</p> | <p>Working with an external agency, RockSteady, who provide band and music lessons to children, we will now be offering 3-5 spaces for PP children to access free music sessions ever week.</p> <p>PP pupils are the highest priority for requesting places at an extra-curricular club where sessions are offered free of charge. Any fee-paying extra-curricular clubs have fees waived for PP children. The table below shows the percentage of our pupil premium who attended one club or more during the academic year:</p> <table border="1" data-bbox="435 1365 1389 1516"> <thead> <tr> <th data-bbox="435 1365 743 1432">23/24 (23 pupils)</th><th data-bbox="743 1365 1051 1432">24/25 (19 pupils)</th><th data-bbox="1051 1365 1389 1432">25/26 (18 pupils) Autumn Term Only</th></tr> </thead> <tbody> <tr> <td data-bbox="435 1432 743 1516">87%</td><td data-bbox="743 1432 1051 1516">100%</td><td data-bbox="1051 1432 1389 1516">72%</td></tr> </tbody> </table> <p>All trips and visit are either fully funded, or part funded for PP pupils so that attendance at these is not financially limiting for families.</p> <p>Over time, PP pupils have a wide range of experiences outside of the school day by attendance at clubs.</p> | 23/24 (23 pupils) | 24/25 (19 pupils) | 25/26 (18 pupils) Autumn Term Only | 87% | 100% | 72% |
| 23/24 (23 pupils) | 24/25 (19 pupils) | 25/26 (18 pupils) Autumn Term Only | | | | | |
| 87% | 100% | 72% | | | | | |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To ensure high quality training and CPD for all teaching and support staff</p> <p>CPD to focus around:</p> <ul style="list-style-type: none"> • Emotional Regulation • PINS Project- SEND Training • Widget Training • Colourful Semantics training <p>£3000</p> | <p>There is extensive evidence supporting the impact of high-quality teaching on progress of all children. The EEF Pupil Premium guide which focusses on Quality First Teaching with targeted support closely linked to classroom teaching.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Planned training (and subsequent release) 2023/24 includes –</p> <ul style="list-style-type: none"> • Dyslexia Training • Team-Teach and Behaviour Support Training • White Rose Maths/Science training and updates to the curriculum. • SEND across the curriculum training (with a focus on new approaches in science) • Mental Health in Schools training (Open Minds) | 1, 2 |
| <p>Offer CPD and release time for support staff and SENDCO to make use of all training and resource time on the PINS project.</p> <p>£2000</p> | <p>The PINS project (Partnership for Inclusion of Neurodiversity in Schools) is to improve the whole school experience for children with neurodiverse needs including those with, but not limited to (or suspected to have) Autism and/or ADHD.</p> <p><u>The key aims of the project are to:</u></p> <ul style="list-style-type: none"> - Help shape whole school SEND provision - Provide early interventions in school - Up-skill school staff - Help to strengthen partnerships between schools and parent carers. | |
| <p>The continued implementation and embedding of a DFE validated Phonics scheme to ensure a consistent approach within a carefully planned structure.</p> <p>£750 for subscription</p> | <p>Little Wandle is the chosen phonics scheme used throughout school and we follow each intervention to that offers additional support to close the attainment gap between disadvantaged and non-disadvantaged. This will continue to be a priority in 25/26.</p> | 1, 2 |
| <p>To introduce and begin to implement an Oracy framework (TBC) to support pupils with their</p> | <p>The EEF has released new guidance around Oracy and the importance of this being explicitly taught from an early age. Their findings were that, on</p> | 1, 2 |

| | | |
|---|---|---|
| <p>oracy skills in the classrooms.</p> <p>Delivered to staff in staff meetings times and twilights (£0)</p> <p>Headteacher/English Lead need time to observe and monitor in classrooms.</p> <p>£1500 release time for English lead and other staff if relevant.</p> | <p>average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress) and that the evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | |
| <p>CPD for Class Teachers to include SEMH strategies into their teaching.</p> <p>£0 as delivered in staff meeting time.</p> | <p>Since the 2020 Pandemic, Mental Health in schools is on the rise. We can see from our 2023/24 SEND register, that a large proportion of our children are on the register for SEMH. This has risen from 20% of our PP list, to 33% this academic year 2024/25.</p> <p>The DFE have promoted and published mental health resources for school in 2023 which we will be ensuring are implemented and embedding in our everyday teaching.</p> <p>Open Minds Calderdale offer CPD to staff which we will be taking up. In the years 2023/24 OpenMinds will deliver training in:</p> <ul style="list-style-type: none"> • Anxiety in Young People • Transition support | 1 |

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

Budgeted cost: £16,355

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>TAs are employed across the school day to offer targeted intervention across the school, based on a needs analysis. Also, working strategically across classrooms to offer intensive support within the classroom setting,</p> | <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group intervention to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.</p> | 1, 2 |

| | | |
|---|---|------|
| working alongside the classroom teacher £15,000 contribution to HLTA/TA costs from PP fund. | https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | |
| To work with Open Minds Calderdale and LINGO to implement strategies that are recommended by professionals to support children's mental health and well-being. LINGO- £725 | Evidence consistently shows that supporting speech and language and mental health needs early, particularly in the early years, is crucial for a good development and removing barriers to education later in their primary years. https://educationendowmentfoundation.org.uk/news/sound-foundations-supporting-the-early-years-sector-to-make-best-use-of-the-evidence | 1, 2 |
| To ensure Little Wandle interventions are completed by ISA twice weekly for children Years 2-4. ISA Costing for 30 min pw x 42 weeks = approx. £495 | Evidence from the EEF shows that structured, evidence-based intervention programmes support pupils to catch up to their peers. | 2 |

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

Budgeted cost: £4815

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Well-being is a high priority in school. The Peer Mentoring programme is being re-established, allowing children to have a peer to talk to when they need it. Our Inclusion Support Assistant also checks-in with our most vulnerable pupils twice weekly in pastoral time. Costings for training delivered by SENDCO: 45- | Anna Freud's publication around supporting pupils' mental health and well-being following the impact of the pandemic. https://www.annafreud.org/media/12070/coronavirus-wellbeing-final.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 1, 2 |

| | | |
|---|--|---|
| minute sessions x 5 weeks: £700 Costing for ISA- 1 hr pw x 39= £495 | https://www.annafreud.org/schools-and-colleges/peer-support/1-introduction-to-peer-support/ | |
| Access to free extracurricular clubs, trips, and visits for eligible pupils. Annual cost of £3000 towards PP clubs, trips and residential. | Gill Main, University of Leeds 2018 conducted a study into disadvantaged families and found that children within these families were: 6.7 times more likely to have pretended to their friends that they did not want to do something that cost money along with being 4.4 times more likely to miss out on social activities. Taking out the cost element of extra-curricular events, allows the children to have better access to a wider curriculum and opportunities. https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897 | 3 |
| Access to RockSteady band and music lessons for 3-5 pupil premium children who will have free music lessons every week for 1 hour. £1320 | We work with the company RockSteady to offer the children an opportunity to take up an instrument and join a band! RockSteady is an external agency that comes into school to deliver high quality, professional music lessons weekly to our children. We will use some of our PP funding to enable those who want to on our register, to have lessons for free. | 3 |

Total budgeted cost: £27,670

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

| Intended Outcomes: | Current review of outcomes in strategy plan 2024-2027 for the academic year 2025-2026- |
|---|--|
| To ensure support is in place for all children struggling with social and emotional mental health and wellbeing, particularly those who are disadvantaged. Teachers will report mental health concerns quickly and effectively, having positive outcomes by ensuring all children receive the support they need in a timely manner. | Last academic year (24-25), we saw an increase in pupil referrals for mental health. On average, these referrals were dealt with and actioned within 14 days (evidenced on CPOMS) by the SENDCO and/or another DSL. Usually, the SENDCO would seek advice at a fortnightly consultation with Sam Hendy, our MHST from OpenMinds. Lily Smith, our SENDCO, was credited her Senior Mental Health Lead certification in the academic year 24-25. |

| | <p>The Mental Health Policy was implemented into school and shared with staff.</p> <p>OpenMinds/TIMEOUT came to school and delivered mental health workshops for all classes in KS2. KS1 has wellbeing workshops and yoga/mindfulness to teach them about emotional and mental health.</p> | | | | | | |
|--|--|--|-------------------|--|-----|------|-----|
| <p>Pupils, particularly those who are disadvantaged, will access specific writing and reading intervention to close the attainment gap.</p> | <p>In the year 24/25 we began our work on oracy at Ripponden School. This is to be continued into 25-26 and we are awaiting an Oracy framework due to be released in 2027.</p> | | | | | | |
| <p>Children on the PP register, whom are also identified as SEND, will access phonics/reading lessons that are suited to their needs, in order to make accelerated progress.</p> | <p>Little Wandle is embedded and specific intervention is in place.</p> <p>Two children in KS2, one on the PP register and with an EHCP has bespoke English lessons suited to their needs with the curriculum personalised and adapted to need.</p> <p>In the academic year 25/26 we have implemented a dyslexia policy and Ed Shed intervention which supports pupils with the lowest spelling scores to access spelling intervention through Spelling Shed 3x weekly. Staff were trained on this through staff meetings.</p> <p>Widgit, our new visual aid tool, has been introduced to support pupils in English. In March 2026, staff will receive Colourful Semantics training through Widgit to support English adaptations.</p> <p>Attainment data below shows that in KS2, 50% of PP children are on track for writing. This compares to 30% in the academic year 23/24.</p> | | | | | | |
| <p>All pupil premium children attend an extra-curricular activity termly, whether that be in school time or after school. Specifically those who are disadvantaged in KS1.</p> | <p>The table below shows clubs attended by pupil premium children in this strategy so far:</p> <table border="1" data-bbox="809 1538 1476 1628"> <thead> <tr> <th data-bbox="809 1538 952 1583">23/24 (23 pupils)</th> <th data-bbox="952 1538 1191 1583">24/25 (19 pupils)</th> <th data-bbox="1191 1538 1476 1583">25/26 (18 pupils) <small>Autumn Term Only</small></th> </tr> </thead> <tbody> <tr> <td data-bbox="809 1583 952 1628">87%</td> <td data-bbox="952 1583 1191 1628">100%</td> <td data-bbox="1191 1583 1476 1628">72%</td> </tr> </tbody> </table> <p>In the year 24/25 we are pleased that all children on the pupil premium register attended 1 club throughout the year. In 25/26 72% of PP pupils attended a club in Autumn term. We would like this to be higher and Lily Smith will conduct a pupil voice to see which clubs PP children would like to see more of in school.</p> | 23/24 (23 pupils) | 24/25 (19 pupils) | 25/26 (18 pupils) <small>Autumn Term Only</small> | 87% | 100% | 72% |
| 23/24 (23 pupils) | 24/25 (19 pupils) | 25/26 (18 pupils) <small>Autumn Term Only</small> | | | | | |
| 87% | 100% | 72% | | | | | |

2024/2025 Attainment Data (last academic year):

| | Number of PP children | Reading | | Writing | | Maths | | Proportion of PP children who are also SEND |
|---------------------|-----------------------|-----------|-----------------|-----------|-----------------|-----------|-----------------|---|
| | | Below ARE | At or above ARE | Below ARE | At or above ARE | Below ARE | At or above ARE | |
| Reception | 1 | 0 | 100% | 0 | 100% | 0% | 100% | 0 |
| Year 1 | 1 | 0 | 100% | 0 | 100% | 0% | 100% | 0 |
| Year 2 | 2 | 50% | 50% | 50% | 50% | 50% | 50% | 1 (50%) |
| Year 3 | 1 | 0 | 100% | 0 | 100% | 0 | 100% | 0 |
| Year 4 | 3 | 66.6% | 33.3% | 100% | 0 | 33.3% | 66.6% | 2 (66.6%) |
| Year 5 | 8 | 12.5% | 87.5% | 37.5% | 62.5% | 12.5% | 87.5% | 1 (12.5%) 1 EHCP |
| Year 6 | 3 | 0 | 100% | 33.3% | 66.6% | 0 | 100% | 0 |
| WHOLE SCHOOL | 19 | 21% | 79% | 37% | 63% | 16% | 84% | 21% |

Due to the comparatively small number of children in receipt of the pupil premium funding at Ripponden J&I School, comparing data against a cohort is not entirely helpful, as the class with the largest proportion of PP children, is 8 pupils (Year 5).

The table above shows the Pupil Premium children's internal assessment data, at the end of the academic year 2024/2025. In comparison to 2023/2024, there has been an increase of children working at expected across all subjects, however, this is difficult to say exactly, due to our decrease in pupil premium numbers and changes in numbers in cohorts.

2023/24 Attainment Data:

| Number of PP children | Reading | | Writing | | Maths | | Proportion of PP children who are also SEND | |
|-----------------------|-----------|-----------------|-----------|-----------------|-----------------|-----------------|---|--------------|
| | Below ARE | At or above ARE | Below ARE | At or above ARE | Below ARE | At or above ARE | | |
| Reception | 1 | 0 | 100% | 100% | 0% | 0% | 100% | 0 |
| Year 1 | 2 | 50% | 50% | 50% | 50% | 0% | 100% | 0 |
| Year 2 | 1 | 100% | 0% | 100% | 0% | 100% | 0% | 100% |
| Year 3 | 4 | 75% | 25% | 100% | 0% | 75% | 25% | 75% (1 EHCP) |
| Year 4 | 8 | 0% | 100% | 50% | 50% | 12.5% | 82.5% | 25% |
| Year 5 | 4 | 25% | 75% | 50% | 50% | 50% | 50% | 50% |
| Year 6 | 3 | 0% | 100% | 66.7% | 33.3% (all GDS) | 0% | 100% | 33.3% |
| WHOLE SCHOOL | 23 | 35.7% | 64.3% | 73.8% | 43% | 33.9% | 66.1% | 40% |

Due to the comparatively small number of children in receipt of the pupil premium funding at Ripponden J&I School, comparing data against a cohort is not entirely helpful, as the class with the largest proportion of PP children, is 8 pupils (Year 4).

The table above shows the Pupil Premium children's internal assessment data, at the end of the academic year 2023/2024. It is important to note that one third of Pupil Premium children are also on the SEND register. An analysis of the below data shows that the gap between PP achieving WTS to EXS diminishes by Year 6 in Reading and Maths, with only 2 children missing out on EXS in Writing by Year 6. We have identified both children as having other factors that may have contributed to this.

We can also see that amongst all classes in this data, writing is a weaker strand for our pupil premium children in all classes, which has been identified and updated to continue in the 2024/25 strategy.

This strategy has been reviewed with changes made and we are on track to achieve the remaining outcomes in our strategy. We have already achieved our outcome about parental engagement, and have added more targeted approaches to support the other targets.

Externally provided programmes.

| Programme | Provider |
|---------------------------------|----------------------------------|
| CPOMS | CPOMS Safety Limited |
| White Rose Maths Hub | White Rose Maths |
| White Rose Science Hub | White Rose Science |
| Little Wandle Phonics Programme | Little Wandle |
| Charanga | Charanga LTD |
| Classroom Cypad | Cypad Meal Selection |
| Travel Tracker | Living Streets |
| Chatter Boxes | LINGO |
| TalkAbout | A Social Communication Programme |
| Widgit | Communication Programme |
| Class Dojo | Behaviour Management Tool |