

Pupil premium strategy statement

PART THREE 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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	Summerville Primary
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	October 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Gail McNally (Chair of Governors)
Pupil premium lead	Joanne Jordan (Headteacher)
Governor / Trustee lead	Michelle Duval (Chair of GB Finance Committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,835
Recovery premium funding allocation this academic year	£10,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

60% of our children lived in the most deprived area (IDACI 1-10%) 50% are living in Urban adversity (ACORN) and 17% are financially stretched (ACORN) and are living in poverty after housing costs. We know that deprivation consists of more than just poverty. Poverty is related to not having enough money to live on, whereas deprivation refers to a much broader lack of resources and opportunities.

It is our intent to dispel the gap between disadvantaged and their non-disadvantaged peers.

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy and we will identify the barrier to be addressed and allocate budget accordingly.

- Ensure all pupils receive Quality First Teaching
- Close the attainment gap between disadvantaged and their peers
- Provide targeted academic support and intervention in a timely manner for those children for those children not making expected progress
- Address non-academic barriers to attainment such as attendance
- Ensure the Pupils Premium Strategy reaches those that need it most

At Summerville Primary School we recognise that a number of pupils within the school population, some of who are eligible for pupil premium funding, may at some point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential

At Summerville Primary School we have high expectations of all our pupils, irrespective of their background or challenges they face. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We know that children learn best when they attend school regularly. In our strategy we focus on encouraging good attendance through meeting the well-being needs of pupils and families

and by providing exciting learning opportunities. Our Children and Families Officer actively engages with families to encourage and support good attendance in school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, rather than 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

Challenges

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

Challenge number	Detail of challenge
1 Oracy	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils (including increasing numbers of EAL) than their peers.
2 Phonics/ Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3 Maths	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4 Writing	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5. Attendance	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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																									
1. Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including external consultants Talk Audit, pupil voice, engagement in lessons, book scrutiny and ongoing formative assessment including Wellcomm assessments in EYFS.</p> <p><u>Starting Point 2021-22</u> <u>Year 3 2023/24</u></p> <table border="1"> <thead> <tr> <th>Wellcomm</th> <th>Sept '21</th> <th>July '22</th> <th>July '23</th> <th>July '24</th> </tr> </thead> <tbody> <tr> <td>Year N (All)</td> <td>12%</td> <td>50%</td> <td>8%</td> <td>60%</td> </tr> </tbody> </table>	Wellcomm	Sept '21	July '22	July '23	July '24	Year N (All)	12%	50%	8%	60%															
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2a. The attainment gap between disadvantaged and non-disadvantaged pupils will be diminished in the Phonics Screen Check (PSC)	<p>KS1 PSC outcomes in 2024/5 show disadvantaged pupils are in line expected national standard in Y1 and Y2 (Y1 -81% in 2024 & Y2 89% in 2023 – 2024 –not available).</p> <p><u>Starting Point 2021-22</u> <u>Year 3 2023/24</u></p> <table border="1"> <thead> <tr> <th>Phonics</th> <th>Dec '21</th> <th>July '22</th> <th>July '23</th> <th>July '24</th> </tr> </thead> <tbody> <tr> <td>Year 1 (all)</td> <td>7%</td> <td>57%</td> <td>67%</td> <td>83%</td> </tr> <tr> <td>Year 1 (D pupils)</td> <td>0%</td> <td>30%</td> <td>50%</td> <td>85%</td> </tr> <tr> <td>Year 2 (all)</td> <td>50%</td> <td>83%</td> <td>87%</td> <td>86%</td> </tr> <tr> <td>Year 2 (D pupils)</td> <td>63%</td> <td>88%</td> <td>79%</td> <td>82%</td> </tr> </tbody> </table>	Phonics	Dec '21	July '22	July '23	July '24	Year 1 (all)	7%	57%	67%	83%	Year 1 (D pupils)	0%	30%	50%	85%	Year 2 (all)	50%	83%	87%	86%	Year 2 (D pupils)	63%	88%	79%	82%
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<p>5. To ensure that attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Closing the gap between whole school attendance and pupils in receipt of pupil premium funding • the overall absence rate for all pupils including disadvantaged pupils being no more than 5% • reduce proportion of pupils in receipt of the pupil premium classed as persistent absentees <p><u>Starting point 2021-2022</u> <u>Year3 2023/24</u></p> <table border="1" data-bbox="715 1574 1359 1727"> <thead> <tr> <th><i>Attendance</i></th> <th><i>Dec '21</i></th> <th><i>July '22</i></th> <th><i>July '23</i></th> <th><i>July '24</i></th> </tr> </thead> <tbody> <tr> <td><i>All pupils</i></td> <td>94.2%</td> <td>92.1%</td> <td>90.9%</td> <td>92.4%</td> </tr> <tr> <td><i>D pupils</i></td> <td>92%</td> <td>89.7%</td> <td>89.9%</td> <td>89.5%</td> </tr> </tbody> </table>	<i>Attendance</i>	<i>Dec '21</i>	<i>July '22</i>	<i>July '23</i>	<i>July '24</i>	<i>All pupils</i>	94.2%	92.1%	90.9%	92.4%	<i>D pupils</i>	92%	89.7%	89.9%	89.5%
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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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases this may include the selection of high quality curriculum materials, or investment in the use of standardised assessments.</p> <p>Supporting resources:</p> <p>The EEF’s guidance reports offer evidence based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p> <p>The EEF toolkit includes summaries of the best available evidence approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high quality evidence on components and routes to teacher effectiveness. https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2Fpupil-premium-strategy-part-three-2023-2024.pdf</p>	<p>1, 2, 3, 4</p>

	<p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1629124457</p>	
<p>Professional development on evidence based approaches for example feedback, meta-cognition, reading comprehension, phonics or mastery learning.</p>	<p>Supporting continuous and sustained professional development (PD) on evidence based classroom approaches is important to develop the practices of teachers in your setting. The content of PD should be based on the best evidence available. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques and embedding practice.</p> <p>Supporting resources:</p> <p>The EEF toolkit and guidance reports</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p> <p>The EEFs 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help considering the 'Effective Mechanisms of PD' i.e what are the essential elements that make mentoring or coaching more likely to be effective?</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217</p>	<p>1</p>

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy and numeracy	<p>Pupils may require targeted academic support to assist language development, literacy and/or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>Supporting resources:</p> <p>The EEFs 'Selecting Interventions' tool offers evidence-informed guidance to select an appropriate programme. https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p> <p>The EEF has dedicated webpages on effective approaches to support literacy and mathematics. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	1, 4
Teaching assistant deployment and interventions	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role in supplementing rather than replacing high quality provision from the class teacher, including targeted interventions.</p> <p>Supporting resources:</p> <p>The EEF guidance report on 'Making the Best Use of Teaching Assistants' includes 6 recommendations, including adopting evidence based interventions to support small group and one to one instruction.</p>	2, 3, 4

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>The EEF toolkit has a strand on teaching assistant interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
One to one and small group tuition	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well prepared and the monitoring impact.</p> <p>Supporting resources: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3, 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Supporting pupils' social, emotional and behavioural needs	<p>Social and emotional support enhances effective learning and is linked to positive outcomes in later life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p>	5

	<p>EEF guidance about wider strategies focusing on social and emotional learning, well-being and mental health. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
Supporting attendance	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Supporting resources:</p> <p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support which can include approaches to support attendance. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	6
Extra-curricular activities including sports, outdoor activities, arts, culture and trips	<p>Extra-curricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p>Supporting resources:</p> <p>The EEF Toolkit has a strand on arts participation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4
Breakfast clubs and meal provision	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing children for learning or supporting behaviour and school attendance.</p> <p>Supporting resources:</p>	All

	<p>The EEF has independently evaluated the Magic Breakfast programme.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	
<p>Communicating with and supporting parents</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p> <p>Supporting resources: The EEF toolkit has a strand on 'parental engagement'. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating with and supporting parents. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	

Total budgeted cost: £130,000 (includes £5,259 contingency)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Challenge 1: Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils (including increasing numbers of EAL than their peers).

Success criteria: Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including external consultants Talk Audit, pupil voice, engagement in lessons, book scrutiny and ongoing formative assessment including Wellcomm assessments in EYFS.

Starting Point 2021-22

Year 3 2023/24

Wellcomm	Sept '21	July '22	July '23	July '24
Year N (All)	12%	50%	8%	60%

Comment:

July 2022: Wellcomm data shows that children show good improvement over time

July 2023: Wellcomm data shows a significant decrease, this is a result of significant need in the 22/23 cohort (54% SEND 30% EAL)

July 2024: Wellcomm data shows that children show good improvement over time

Challenge 2: Evidence suggests disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as readers and writers.

Phonics:

Success criteria:

KS1 PSC outcomes in 2024/5 show disadvantaged pupils are in line with the expected national standard in Y1 and Y2 (**Y1 -80% & Y2 89% in 2023**).

Starting Point 2021-22

Year 3 2023/24

Phonics	Dec '21	July '22	July '23	July '24
Year 1 (all)	7%	57%	67%	83%
Year 1 (D pupils)	0%	30%	50%	85%
Year 2 (all)	50%	83%	87%	86%
Year 2 (D pupils)	63%	88%	79%	82%

July 2022: From very low starting points the Y1 and Y2 cohorts made good progress in phonics.

July 2023: The data shows an increase in the scores for all pupils. A new phonics scheme was introduced in September 2022 however we have yet to see a significant impact in the Y1 cohort as they were not taught from this scheme in 2021/22. The Y2 cohort achieved broadly in line with national data and 63% of the disadvantaged children in Y2 who took the phonics recheck passed compared to 53% nationally.

July 2024: The data shows that in Year 1 all children achieved above national (80%) and well above the LA (76.5%). Children in receipt of pupil premium funding achieved above all children nationally and well above all children in the LA. The children in receipt of pupil premium achieved significantly above children in receipt of the pupil premium nationally (68%) and in the LA (66%). All children in Year 2 achieved broadly in line with all children in the LA (87%) as did children in receipt of pupil premium funding. The children in receipt of pupil premium funding achieved slightly above children in receipt of the pupil premium in the LA (79%). *National data not available for Y2.

Reading:

Success criteria:

KS2 reading outcomes in 2024/5 show disadvantaged pupils are in line with expected national standard (**Y6 – 74% in 2024**).

Starting Point 2021-22

Year3 2023/24

Reading	Dec '21	July '22	July '23	July '24
Y6 (all pupils)	42%	67%	56%	72%
Y6 (D pupils)	43%	62%	25%	71%

Comment:

July 22: KS2 reading outcomes in July 2022 show that 62% of disadvantaged pupils met the expected standard which is slightly below the national expected standard

July 23: KS2 reading outcomes in July 2023 show that 25% of disadvantaged pupils met the expected standard, this is significantly below the national expected standard. This is a result of

low starting points, SEND, high mobility and the impact of low attendance for some of the pupils.

July 24: KS2 reading outcomes in July 2024 show that 71% of disadvantaged pupils met the expected standard, this is slightly below the national expected standard for all pupils (74%). However, this is above the % of disadvantaged children achieving the expected standard in the LA (62%) and nationally (63%).

Challenge 3: Internal and external assessments indicate that **maths** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

Success Criteria:

KS2 maths outcomes in 2024/5 show disadvantaged pupils are in line with the expected national standard (**Y6 - 73% in 2024**).

Starting Point 2021-22

Year3 2023/24

Maths	Dec '2021	July 2022	July '23	July '24
Y6 (All pupils)	42%	61%	56%	72%
Y6 (D pupils)	36%	54%	25%	65%

Comment:

July 2022: KS2 maths outcomes for disadvantaged children were lower than non-disadvantaged pupils and below the national expected standard.

July 2023: KS2 maths outcomes in July 2023 show that 25% of disadvantaged pupils met the expected standard which is significantly below the national expected standard. This is a result of low starting points, SEND, high mobility and the impact of low attendance for some of the pupils.

July 2024: KS2 maths outcomes in July 2024 show that 65% of disadvantaged pupils met the expected standard, this is below the national expected standard for all pupils (73%). However this is above the % of disadvantaged children achieving the expected standard in the LA (61%) and nationally (59%).

Challenge 4: Internal and external assessments indicate that writing attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils.

Success Criteria:

KS2 writing outcomes in 2024/5 show disadvantaged pupils are in line with the expected national standard (**Y6 - 72% in 2024**).

Starting Point 2021-22

Year 3 2023/24

Writing	Jan 2022	July 2022	July '23	July '24
Y6 (All pupils)	36%	42%	63%	63%
Y6 (D pupils)	36%	46%	25%	59%

Comment:

July 2022: KS2 maths outcomes for disadvantaged children were lower than non-disadvantaged pupils and below the national expected standard.

July 2023: KS2 writing outcomes in July 2023 show that 25% of disadvantaged pupils met the expected standard, this is significantly below the national expected standard. This is a result of low starting points, SEND, high mobility and the impact of low attendance for some of the pupils.

July 2024: KS2 writing outcomes in July 2024 show that **59% of disadvantaged pupils met the expected standard, this is significantly below the national expected standard for all pupils (72%). However this is in line with the % of disadvantaged children achieving the expected standard in the LA (58%) and nationally (59%).**

Challenge 5: Our attendance data over the last 2 years indicates that attendance amongst disadvantaged pupils has been between 5-6% lower than for non-disadvantaged pupils.

Starting point 2021-2022

Year3 2023/24

Success criteria:

Sustained high attendance in 24/25 demonstrated by:

- Closing the gap between whole school attendance and pupils in receipt of pupil premium funding
- The overall absence rate for all pupils including disadvantaged pupils being no more than 5%
- Reduce the proportion of pupil premium pupils as persistent absentees.

Starting point 2021-2022

Year3 2023/24

Attend- ance	Dec '21	July '22	July '23	July '24
All pupils	94.2%	92.1%	90.9%	92.4%
D pupils	92%	89.7%	89.9%	89.5%

Comment:

July 22: Attendance of all children for the academic year 21/22 was 92.1%. The attendance of disadvantaged pupils was 89.7%. A significant percentage of the attendance of disadvantaged pupils is classed as persistent.

July 23: Attendance of all children for the academic year 22/23 was 90.9%, a decrease from 21/22. The attendance of disadvantaged pupils was 89.9%. A significant percentage of the attendance of disadvantaged pupils is classed as persistent or severe.

July 2024: Attendance of all children for the academic year 23/24 was 92.4%, an increase from 22/23. The attendance of disadvantaged pupils was 89.5% which is slightly lower than the previous year. A significant percentage of the attendance of disadvantaged pupils is classed as persistent or severe.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Place2Be Counselling	Place2Be https://www.place2be.org.uk/about-us/impact-and-evidence/accounts-and-impact-report/impact-report/